

1924

E. AFRICA

C.O.
41810

2 SEP 24

Date

- Sept.

CO

CIRCULATION :-

Mr.
Mr.
Mr.
Asst. U.S. of S.

Native Education Questionnaire

Perm. U.S. of S.
Part U.S. of S.
Secretary of State.

Replies and copies

Previous Paper

MINUTES

Dec 1923 original note from
Sir F. Lugard
Reply from Kenya
J.Y.

29 May, 1924 From Makerere
College, Uganda: and reply

6 May, 1924 From Rev. J. Sarratt
and reply

22 April To Chief Secretary,
Entebbe

22 April, 1924 To Rev. E. L.
Sarnett

2 April, 1924 From Indian
Association, Kampala
Reply from Uganda
Reply from Zanzibar
Reply from S. Rhodesia

20 June, 1924 To FN Sutton

Major Vischer

If no further action is required on this
paper will you please add a

Subsequent Paper

44013

Part by

MINUTES.

MINUTES NOT TO BE WRITTEN
ON THIS SIDE

hole that is effect
that it can be 'practical'
by the 'regarding'

W. J. Hambrick
Jan 25

no further action
Put by

Hambrick

13-1-26

Schoolmasters as distinct from
Catechists in the
Native Anglican Church.
founded by C. M. S.

0 "Nudo Masters" With a fair general
Education in the vernacular & a
struggling acquaintance w English.
The Nudo Certificate is
awarded in 3 classes & generally
includes a teaching diploma. And
needs 4 or 8 years instruction under
Europeans or European taught natives

Senior Schoolmasters men with
a qualification based on a year's
(now becoming 2 years) course at
a College (Kubono) under Europeans.
This course has come after about
2 years in a village as

Junior Schoolmasters men, who after
some years practice have been

CLASSICAL SEMINARY - EUNALASA

The aim of this Seminary is to prepare candidates for the Theological Seminary. The students have, accordingly, to receive a double preparation of science and of will,

1) THE SCIENCE to be acquired is, of course, mostly of a clerical nature, Latin being foremost. But as will be seen, other sciences are not neglected.

The sixth form (first year) is the foundation stone. The students do not begin Latin, but are taught in vernacular: grammar, arithmetic, geography, history. They learn to reflect and to think by parsing and analysis.

TEACHING OF LATIN:

Morphology	558 5TH form
Syntax of words	4th form
Syntax of sentences	3th form
Revision of the whole grammar	2th form
Rhetoric	1st form.

with numberless exercises.

TEACHING OF ARITHMETIC

Is taught in 6th, 5th, 4th, 3th forms.

GEOMETRY, COSMOGRAPHY, and ELEMENTS of ALGEBRA will be taught in the 2th and 1st form.

TEACHING OF HISTORY

of the Hebrews

6th form

Ancient Empires (Assyrian, Greek, Roman)

5th, 4th, 3th form:

Modern History

2d and 1st form.

TEACHING OF GEOGRAPHY

Africa, Asia, Australasia, America, Europa.

British Empire.

Instruction, religious exercises, discipline.

The students have every day a spiritual lecture on the christian formation of the will: 1/4 of an hour.

Twice a week: religious teaching: dogma and ethics: 1 hour each time. Religious exercises, every one very short, about one hour every day altogether.

Manual work every day.

DISCIPLINE is kept by the boys themselves under the supervision of the Father Superior.

Foot-ball every day. Vacation day every month at Kabakkala.

RESULTS: One fifth only of the boys go the Theological Seminary. As for instruction results are to be seen in the Theological Seminary.

3) A PRINTING PRESS is attached to the Seminary. Besides a monthly native newspaper "MUNNO"; besides a great number of prayer-books, hymn-books and religious tracts; besides all kinds of printed work for officials and Merchants.

There have printed: a luganda grammar, and short arithmetic (both out of print); a latin grammar, latin exercises. We are preparing a new edition of the luganda grammar, an arithmetic, whole course of lectures on history and geography.

Curriculum studiorum ad Seminarium majus Katigondo constat 10 annis

2 primis annis sibi vacant studio

- 1) philosophiae
- 2) linguae Anglicae
- 3) scientiarum naturalium

4 sequentibus annis

- 1) theologiae dogmaticae
- 2) Scripturae sacrae
- 3) Historiae ecclesiasticae
- 4) Liturgiae
- 5) Linguae Anglicae
- 6) Scientiarum naturalium
- 7) Urbanitatis
- 8) Elementorum hygienae

7o anno habetur probatio in aliqua Missione

3 ultimis annis

- 1) theologiae moralis et pastoralis
- 2) Juris canonici
- 3) Linguae Anglicae
- 4) Liturgiae

-. - 6 . - . - . - . -

-. - 6 . - . - . -

Horarius pro diebus ordinariis

Hora - 8 - Lectio philosophiae vel theologiae vel linguae Anglicae
 9.15 - Studium
 10. Recreatio
 11. Lectio
 12. Prandium - Recreatio
 1.45. Studium
 3. Lectio
 4.15 Recreatio
 4.45. Studium
 5.35. Opus manuale
 6.30. Lectio spiritualis
 7.15. Coena - recreatio.
 9. Lumen extinguatur

Amounts Voted for Education in the Tropical
African Dependencies.

Dependency.	Approved Estimate (last financial year)	Draft Estimate (present financial year).
	£	£
Gambia	(1923/24) 117,845	Net yet received)
Gold Coast	do 118,237	do.
Ghana (1923)	24,305	(1924) 27,265
Gambia (1923)	2,860	(1924) 3,276
Gambia (i) Native (ii) Indian (iii) Education including (i), (ii) (iii) European)	(1923) 21,321 9,790	(1924) 28,110 11,136
Gambia	52,993	52,399
Gambia	do 16,251	do. 20,949
Gambia	do 8,406	do. 9,148
Gambia Territory	(1923-24) 13,156	(1924-25) 17,963
Gambia	do. 3,000	do. 3,000
Gambia	do. 9,327	do. 9,287.

8

Approved for Education by the Tropical
African Development.

Dependency.	Approved Estimate (last financial year)		Draft Estimate (present financial year).	
		£		£
Nigeria	(1923/24)	129,544		Not yet received
old Coast	do	120,000		do.
Sierra Leone	(1923)	24,206	(1924)	27,266
Gambia	(1923)	2,600	(1924)	2,276
Senegal (i) Native (ii) Indian	(1923)	21,221 9,700	(1924)	20,110 11,126
Total Education (including (i, ii) and European)		22,923		62,209
Uganda	do	16,251	do.	20,949
Tanzania	do	2,406	do.	9,142
Zanzibar Territory	(1923-24)	12,156	(1924-25)	17,963
Cyprus (grants to Education Committee for Education purposes)	do.	3,000	do.	3,000
Northern Rhodesia	do.	9,227	do.	9,227.

Tentative Recommendations as to Education in Uganda.

1. Educational Objectives.

The phases of Education requiring attention are as follows:-

(1) Hygiene and Health.

The curricula of all schools should provide a definite and substantial period of time for hygiene. The Colonial Department of Health can make large use of the schools for transmitting to the people the simple instructions essential to health of the community. Every encouragement should be given to schools offering training to medical helpers, maternity nurses and sanitary agents.

(2) Agriculture and Gardening.

The school system should provide for agricultural instructions. To this end all schools should develop a real interest in gardening and in all activities relating to the cultivation of the soil. This requires that the curricula shall provide time for instruction as to plant life, gardening, and agriculture.

(3) Industrial Skill.

Education should provide training, first in the simple industrial needs of the native village and second, in the trades essential to the development of the Protectorate. All schools can contribute to village handicraft. Only the larger schools can provide training in trades.

(4) The Education of Women.

The school system should provide instruction and training for women in the care of children, cleanliness, and the simple of essentials of a home.

II. Education of the masses and of Native Teachers & Leaders.

At present the facilities are quite inadequate both for the training of teachers and for the education of the masses. There is however, a very good beginning in both directions. With sympathetic direction, and aid from the Government rapid progress can be made in quality and quantity.

Teacher-training and leadership-training of boys is provided in such schools as Budo, Mukono, St. Peter's and St. Mary's Makerere, and in some of the so called "high schools". The girls are receiving some elements of training in such institutions as, Miss Allen's School at Gayaza, Mrs. A.R. Cook's Maternity School, Mother Kevin's Native Sisters' School at Nuyamba and Ndojo Girls' School, some of the hospitals also, provide training of an effective character for both Native men, and Native women. Even in these schools the knowledge imparted is much less than that of an elementary education and such subjects as hygiene, nature study, agriculture, and handy work have a very minor place in the school curricula.

The schools for the masses are surprisingly numerous in absolute number, but of very low grade in the education imparted. The so called "High Schools" and Central Schools" probably represent about three years of school attendance. The highest class in arithmetic may have completed the four rules. Of such schools there are not more than fifty in the whole of Uganda. The remainder of the 3,000 out-schools reported are doubtless sub-standard schools of a very uncertain

character. Under effective supervision and sympathetic visitation it is likely that a very large proportion of even these schools could be made useful.

III. Supervision and friendly visitation.

The school activities are urgently in need of inspection, supervision and friendly visitation. Hitherto the schools have been organized, maintained and supervised, by the Church Missionary Society, of the Anglican Church and by the Hill Hill Mission, and White Fathers of the Roman Catholic Church. The latter have been ably assisted by the Roman Catholic Sisterhoods. The Government has been appropriating comparatively small sums of money for the work of both the Anglican and Roman Catholic Societies. With full appreciation of the remarkable services of these religious organisations it is certain that the Government should participate more effectively in the great responsibility of educating the Native people. It is therefore urged that provision be made not only for the usual Government inspection but also for supervision and friendly visitation. The significance of this visitation will be explained in the suggestions for the development of the numerous small day schools. What then are the definite provisions required. They are:

1. A Director of Education.

The first step in the participation of Government is the appointment of a Director of Education, who shall make both thorough and sympathetic study of the existing activities developed by Missions at a great cost of life and money. It is obvious that the entrance of Government into a field so largely occupied must be conditioned on a well considered plan of co-operation.

2. An Advisory Committee.

The Director should be assisted by an advisory committee of missionary educators appointed by Government

Representatives of the Government Departments responsible for Native Affairs would be helpful on this Committee. It is important, however, to make sure that the primary purpose of the committee is to develop co-operation between missions and Government. The notable example of this kind of organization is the Missionary Advisory Committee of Natal, South Africa.

3. Visiting Teachers for Sub-standard schools

The improvement of the large number of sub-standard schools requires a special system of visiting teachers similar to that known in America as the "Jesse's Teacher" described on pages 51 and 54 of "Education in Africa". Provision for these visiting teachers must be worked out co-operatively by Government and Missions. This responsibility would probably be among the first to be presented to the Advisory Committee.

IV. ORGANISATION OF THE SCHOOL SYSTEM

The organization of schools herewith proposed is based on the schools already in the field and on the Government proposal presented by Mr. Russey in his very able report. The various grades of schools for which supervision and reorganization must be provided are as follows:-

1. Sub-standard Schools

These little schools, many of which are almost useless in their present condition, are susceptible of improvement at a comparatively small expenditure provided a wise system of friendly supervision is supplied. It is clear that the distribution of more money on these schools without supervision may possibly be both wasteful and harmful. The requisites of successful supervision are, first, a plan of visitation, and second, visiting teachers trained to introduce

hygiene, gardening, and simple handicraft. The visit of such teachers will not only guarantee faithful work on the part of pupils and teachers, but also adapt the school activities to the needs of the village communities.

2. Lower Elementary Schools.

These probably include the first four years of the regular standards. Mr. Russey's plan provides stimulation for these schools through the so called "elementary vernacular schools" to which Government premises fifty pounds sterling. The value of these specially-aided schools may be very great as types towards which all schools of similar standards may strive. The following suggestions are offered for the consideration of the Director of Education and the Advisory Committee in the formulation of the plans for these schools.

(a) That the age limit of 8 to 12 years shall not be strictly observed in the classification of pupils for these standards. Among primitive people and inadequate education facilities it is not possible to limit educational opportunities to the lower age level.

(b) That the teaching of English shall be conditional on the preparation of the teachers to speak English rather than on age limits. The present tendency is to introduce English about the third year of school, and at a lower age than 13 years.

(c) That funds proposed for six Government Schools be expended to reorganise and stimulate the existing institutions.

3. The Upper Elementary Schools.

These schools include the four upper elementary grades. Mr. Russey's "Intermediate Schools" will undoubtedly have a large influence on other schools of this grade. Here again it is proposed that comparatively large sum appropriated to build a Government school shall be used in the supervision of all schools of this type.

4. Elementary Secondary Schools.

The outstanding schools of this type are Budo and Makene of the U.S.S. and St. Peter's and St. Mary's of the Roman Catholic. The Gayaza Girls' School, and Mother Kevin's Girls' Training and the ~~Kisumu~~ ~~Maternity~~ Maternity Training Schools may in time belong to this standard. It is suggested that the Director of Education and the Advisory Committee shall plan to develop the four schools for young men into secondary schools with a curriculum enriched by hygiene, agriculture, industrial skill and other activities pertaining to good citizenship. With such a programme these schools would not only prepare young men for real leadership in their home community, but also serve as preparatory schools for those who desire to enter the sub-professional classes at Makerere.

Schools for girls may be considered in connection with this type and grade of school even though their standards are considerably lower than those of the boys' schools. Every effort should be made to prepare a leadership of Native Women not only to enable the young men to have wives that are approximately of their level in education, but also to supply young women to deal directly with problems of home and children.

5. Makurara College.

This Government School is to provide two types of educational training: First sub-professional training for medical, engineering, agricultural, and clerical students. Second, industrial training of those desiring to be carpenters and mechanical artisans.

UGANDA.

NOTES AND IMPRESSIONS.

MONDAY 10th.

Arrive at ENTEBEE. Met by Provincial Commissioner Sturrock, A.D.C. etc and asked to lunch at Govt. House: Jones, Dillard and ourselves. Governor explains to us Hussey's report and recommendations which he intends to follow. Intended formation of Education Dept., Hunsey D. of E., Govt. Central High School, grants to Missions according to plan, etc. Drive with P.C. Sturrock to Kasese where Govt. have ordered rooms for whole Commission in Hotel Imperial. Miserable rooms in out-houses. Luggage does not arrive from the boat. A good deal of inconvenience and confusion.

TUESDAY 11th.

Shift to other rooms. Jones, Williams and Aggrey go elsewhere. Try and explain things to P.C. Jones and myself call on headquarters Roman Catholics. Mill Hill Fathers, Nnamya, White Fathers, Rubaga. Further discussion of plans and visits proposed. Meeting at C.M.S. house at Mengo.

WEDNESDAY 12th.

Evident that Missions, catholic and protestant will offer opposition to Govt. plan. Canon Weatherhead (Emmanuel) explains Missions ideas and shows his written objections. G.W. declares Govt. plan means destruction of Missionary Schools. Visit of whole Commission to WHITE FATHERS SCHOOLS in the morning and to MILL HILL FATHERS and SISTERS in the afternoon. Much real devotion and good work in both places but almost no sign of any understanding of NATIVE, or respect of NATIVE or thought for NATIVES FUTURE, except in Medical work which is admirable. School books, except Bible history etc. entirely out of touch. Object of education on Natives side: to earn money, simply and solely; on Europeans side: to make converts, priests, nuns. On the other hand real effort to train nurses and show respect and love for sick, maimed and blind. Natives look fine and upstanding people and intelligent. Present idea of European instruction might some day change. Much impressed by real devotion of priests and sisters. Also the fact that Missionary work has a tradition and a history is evident. Much struck with new Cathedral, built on plans of one of the Fathers. Also C.M.S. cathedral with graves of various famous missionaries.

THURSDAY, 13th.

Visit to C.M.S. school at BUDO. Most striking, well laid out buildings with beautiful chapel, clock-tower, etc. Canon Weatherhead in charge. Garrett with Caldwell, ex Nava. Officer, second in command. Attend history lesson by Garrett on Reformation. Very painful. English, like in all other schools very defective. English textbooks used everywhere. Weatherhead explains to the whole Commission his views and apprehensions on Govt. scheme: more grants no Govt. control over training of teachers, more religious atmosphere, etc. etc. None of them are serious objections. It is evident that the present school system, central schools, high schools etc. is extremely muddled. In the evening dine with Riley, a trader who confirms our views on social life at Kampala.

FRIDAY, 14th.

Visits to Government school, Makerere, Govt Hospital Mulago, lunch with Garnetts, Govt. Prisons and

then Gardenparty and reception by Governor at Provincial Commissioner's house. Most interesting work at Mulago. Govt.School staff efficient though not too confident.

SATURDAY, 15th. Try and settle transport question and am disgusted w lack of assistance. Gordon-Smallie arrive and bring some cheer into this dismal spot. Isabelle visits C.M.S. girls school at Gayaza and R.C.school at same place. These girls are mostly trained with the definite object of becoming Christian boys wives.

Centenarium Canonisationis

Sancti Thomae.

Centenarium canonisationis beatissimi Thomae recolentes fratres carissimi, desiderium meo S. Pontificis omnibus Christianis non minus notum, quo exoptat H. Beatus quo hoc anno ab omnibus scholis theologalibus solemniter ac maxima, qua potest, cum devotione celebretur Sacerdotis festum eiusque encomium, quibus rationibus si addas tunc S. Doctorem nostri esse Seminarium Patronum, nobis rationi consentaneum visum est aliqua officiosa gaudium exprimentis, quamvis ieiuna, in honorem nostri Patroni mente excogitare ac postquam exponere verbis.

Quomodo S. Thomas noster Aquinas ob oculos, ut exemplar ac Patronus universi cleri, imprimis vero Ugandensis, proponatur foris indicare uult.

Omne ens, philosophice loquendo ut in suo proprio ordine seu specie constitutum, requiritur ut habeat notas essentielles, quibus ab aliis entibus discriminatur. Notae vero ordinis sacerdotalis sunt: scientia, pietas, quae duo fundantur in charitate erga Deum.

Tales notae tam perfecte in vita sancti Thomae elucant, ut ab inerte cetera de eo dici possit. Proficiebat sapientia, pietate et gratia apud Deum et homines.

I Proficiebat gratia apud Deum.

Charitatem sane erga Deum, quae a philosophis differentia specifica diceretur vitae sacerdotalis, ita coluit ut his in terris angelos, si forte nos vincere aemulari tamen in

Cum amando videretur. At brevitatis gratia plura praeter
necesse est, satisque erit pauca commemorare.

Vivus noster apud monachos, quibus a parentibus commen-
tus fuerat ut sua primae rudimenta addiceret, praesagio
virtutis et futurae sanctitatis, praeter omnium spem, ad-
probavit ut non pauci ex monachis praeviderent eius vo-
tationem ad vitam religiosam esse singularem. Puer enim
in omnibus lectionibus nihil sibi magis familiare habuit
quam cognitionem Dei. Saepe saepe assuetus erat vel
vel a suis magistris quaerere 'quid sit Deus?' Talis quoque
per omnem eius vitam nunquam ab eius memoria clau-
dit, sed in dies vividior quam antea evadebat.

Puerum tam nobilem huiusque sapientem vitam reli-
giam ducere, nemo non mirabatur; pro se vero hoc nihil
aliud fuit quam perfecta submissio suae voluntatis vo-
luntati divinae: sique foras se tulit similitudinem illius
cum in forma Dei esset, diversaque cum esse posset, factus
semper!

Quia acceptus erat Deo necesse erat ut tentatio pro-
illum. Obstacles quae subit antequam vitam religiosam
ageret, satis indicant quomodo. Cum ex toto corde dile-
valde verum est illud Christi Domini "Tuisque homini
domestici eius" quod nostro saeculo colligisse sermone
Parentes namque eiusque cognati sperabant eum fore
familiae decus in humanis atque nepotes procreaturum. Sed
repevit illos spes. - Etenim contempto quod a divino servitio
se mancipaturus, nihil intentatum reliquerunt ut illum
a proposito detererent. Et primo cum obsecrationibus et
dilectis alloquuntur - sed perperam. Suae ad eum mittunt
orationes, quae licet lingua dulciter cantant: O nos no-
nas - O nos afflictas: sine te simus, frater! Cur tam
tam opulentiam relinquis palatium domum! ubi egestas
nulla, ubi maxima viget felicitas. - Nihil tamen foras

perverentes, redolentes pietate, plenas solidis instructionibus,
reperbas S. Seraphimae verbis maximo cum successu habebat.
Populus christianus ad eum audiendum confluebat undique
terrarum. - Dominus enim erat qui sermonem eius confirma-
bat certissimis signis. - Operam semper habuit ut annos
eorum erueret ab haereticorum contagione. Hinc exiit regio-
nes etri dispartas, et Germaniam, Galliam et Italiam princi-
palia vera ut ubique disseminans.

Sed non possum retinere ea quae acciderunt ante eius
lauream doctoratus. A Superiore Generali admonitus ut se praepararet ad obtinendum gradum doctoratus in Sacra Theologia, re-
spondens fuit ob disputationes Universitatem inter et monachos.
Haec disceptatio primo exorta fuit Parisiis inter Universitatem
et magistratus, amos discipulorum Universitatis fuit occisus.
tres vero numerati fuerunt; quapropter Universitas suae indepen-
dentiae cupida petiit publicam satisfactionem quae tamen
denegata fuit. Etiam Doctores seu magistri clauserunt
suas scholas protestando se nunquam deinceps aperituros
eas nisi petita satisfactio praestituta fuerit; sanctumque
fuit illum solum evadendum fore ad dignitatem doctoratus
qui praescriptas condiciones adimplerent. Monachi vero his
non obstantibus praedicare non cessaverunt. Quasi
inimici infensissimi habebantur. - Haec causa fuit cur S.
Thomas una cum S. Bonaventura celebrati fuerint ad gra-
dum doctoratus.

Data pace in sua Ecclesiae columnae, die 25 Octobris 1252,
Doctores declarati sunt.

Thesis S. Thomae coelitus et manifestata fuit de
"maiestate Dei" quae in Theron probata attestata est ex
Ps. CIII versiculo 13 "Pigam montes de interioribus suis; de fove-
is operum tuorum salubiter terra"

Hunc post diem, vita S. Thomae una linea completi
potest: orando, praedicando, docendo, ieiunando vitam duxit.

Haereticos ipsos profligavit: quaedam die Mollariae
nalis Richardus voluit ut praesentes Iudaei sermonem co-
nerent cum S. Thoma. Disputationis obiectum fuit de ad-
venisse. Iudaei primo perstituerunt contendentes Eum nondum
advenisse, sed tandem ob solidas angelici Doctoris argu-
tationes falsam crediderunt. Nam cum Messiam iam adven-

III Insuperabat sapientia apud Deum et homines.

Insuperabat sapientia apud Deum et homines. Insuperabat
inter alias constitutivas genus, quae scilicet nota requiritur
res existat non tamen eam distinguit ab aliis rebus. Sic
nota quidem a sacerdote requiritur sed non distinguit
ab aliis hominibus ac charitas erga Deum; at adeo necessaria
ut absque ea quis sacerdos esse nequeat.

S. Thomas scientiam ita excoluit ut annis praecedentibus
quam sibi aequali nec potius quidem habuerit sequenti.
Omnes scientias sui temporis quasi ad unguem cognovit
maior. Etiam scripturam memoriae mandavit dum in carcere
includebatur. - Scientiae ei erant praestantissimae: quem
quando ei ostenderetur a suis fratribus civitas Parisiensis
cuius amantibus ac divitiis laudibus exsultaretur, ipse vero
"At ego mallem mihi dono dari Chrysolomi Homitias in-
am quam Lutetiam Parisiorum"

Eum esse peritum philosophiae et theologiae nemo no-
novit, utpote qui ab Ecclesia cognominatur et declaratur
per universalis theologiae et philosophiae. Eius opera de
theologiae sunt tam admirandae intellectionis ut in fatis
Concionum sessibus offerri soleant tanquam luculen-
tissima epitomen sacrae Scripturae et interpretationis.

Huius incomparabili benefactori non minus de-
bitur praecordia laudum quam gratias.
Hunc imitemur atque sequamur maxime debet.

Quis eruditus theologus, aiebat quidam eius disci-
pulus, quis doctor mysticus, quis prudens conscientiarum
moderator, quis sapiens animarum pastor, quis peritus
scripturarum interpres, quis efficax verbi Dei concionator,
quis egregius controversista qui non de S. Thomae
fontibus potaverit, qui summam eius theologiae non
evolvat, ita ut de se dicere possit quod Cyprianus posceat
de Gerulliani volumen. Offer Magistrum

Unde volo, fratres carissimi, et lenore praesen-
tium vobis iniungo ut eius doctrinam tanquam veri-
dicam et catholicam recedimini, eamque studeatis so-
lis viribus ampliare

Quod concedat nobis Maximus Optimumque
Deus per intercessionem
Sancti Thomae Aquinatis.

lent. Sed contra illae suavitibus eius consiliis illectae, divinis
favente gratia, vitam amplectuntur religiosam. Non secus ac
Balaam iste, qui maledicturus populo Dei venerat, sed e con-
tra prospera quaeque eis concessa sunt. Quam ob rem fratres
quasi rabie infecti, cum iniuriis atque conviciis exagitabantur
vel rectam religionem, qua utebatur, discerpendo vel mulierem
impudicam ad eum mittendo, ut Thomas amore istius magis
occupatus quam amore Dei, vitam religiosam abrenunciaret;
quo confecto X^{to} miles Thomam advocat adiuvorem, nunquam
e fore libidine impudicam istam a se receit; signoque crucis
edito Dominum precatur cum sanctos angelos ad se venien-
tes conspiciat, qui ei cingulum afferunt dicentes "Cingimus
te zona perpetuae castitatis" unde factum est ut nunquam
deinceps tales tentationes in se dominantes sentiret.
Ita conatus eorum inanis fuit: Laqueus enim frustra iaci-
tus ante oculos formatorem.

His peractis nomen dedit Ordini Dominicorum. Sic imple-
tum est quod praedictum erat de eo ab aliquo monacho, qui
eam occurrens matri S. Thomae dixit "Gaude Domina Theo-
dora quia habebis filium. Hic nomen dabit Ordini Praedicato-
rum, et ita scientiam et sanctitatem colet, ut suis tempo-
ribus nunquam habuerit aequalem."

Amor probatur duris, S. Thomas fuit indefessus
operarius in vinea Domini; labores quos exantlavit, testes
sunt. Nostrum Patrum esse inexpugnabilem profligatorem
haereticorum emittunt aecumenica Concilia, quolibetanaque
demonstrat experientia. Christianis praerentem vero theologis
nec non philosophis se ducem praebuit in rebus divinis docen-
dis atque addiscendis. Opus quod de S. Eucharistia composuit
est omni laude dignissimum ita ut a X^{to} Domino audire
memerit "Thomas, bene scripsisti de me." Odeo enim erga
tale augmentum Sacramentum devotus erat ut ecclesiam ubi
revocabatur saepe frequentaret, ad altare proxime accederet, atque

caput colomaculo inclinaret quasi aliquid susculaturus. Quod quid cognovit quidquid docuit crebat se id didicisse aut coram SS. Sacramento aut coram Sanctissima Cruce cui nona in fidebat quam Sacrae Eucharistiae. Haec fuerunt eius usitata arma in omnibus suis studiis. — Quosdam die pervenit ad laudifficillam Israel, cuius sensus litteralis erat omnino obscurus, vigilas inuenerunt insonnes: orando ut Dominus sinuum eius tectus sibi pavlare dignaretur: quod ita factum est. Secundo die Petrus et Paulus ei apparuerunt unumque textus interpretantur.

Qui filium amat matrem diligit necesse est. S. Thomas praecae cacteris id intellexerat, ideo ab infantia devotio erga beatissimam Dei Matrem ei in votis erat. Et Beata Virgo in gaudio hunc ei apparet, comiter benignoque vultu suo fidei proloquitur illius omnem doctrinam ut omnino veram et inique tam innocentissimam. Hoc ei fuit maximae consolationi et utilitati tota eius vita praesertim in articulo mortis.

II Praeficiat gratia apud Deum A-hominibus.

Solent philosophi scientiarumque excoltores, ex stolis essentialibus distinguere id quod est proprium: id scilicet quod manant ex nobis inparamemoratis. Sic et in sacerdotibus animarum consequitur amorem Dei ita ut qui Deum sine diligit, necessario oportet toto corde ut aequo ab aliis hominibus honoretur atque colatur. — S. Doctor cuius festum nuncimus, sicut S. Paulus, charitate Christi urgebatur ad orandum laborandum proo animalibus morum conpactum: non autem solum suae regionis aut illius tantum saeculi in quo vivebat verum etiam proo omnibus christianis qui sunt et erunt a finem usque mundi.

Inter omnes Dominicanos nullus sane existat tam zelozior hancque magis arduus et fozosificus praedicator quam S. Thomas. Ubiq; enim vocabatur et remonens

To his Excellency
Sir G. Archer K.C.M.G.
Governor of Uganda

Lacta dies nobis cum tempore lucet amone!
Audent non mentes, oraque deficient
Et decas obtentum, nomen quoque pandere magnum
Claro nam Praesal sanguine conspicuus
Dignatur iuvones recreare sua bonitate
Quos docet humanas, aetheriasque vias
Haec schola Aquinatis Livi, Deus addit Ethelis
Ingenuas mentes ut reserere possent
Excelsum culmen vestroim placidis quat auras
Nobis: Omnia quae iundimus ex animo
Vero, suscipiat: Salve Princeps venerande!
Debitur meritis gratia multa tuis
Quod, fortis, prudens, iustus, gratusque iudex
Emendare malos percussis, atque bonos
Nostrae municipes Patriae dignis decorare
Officiis, imo Tu relevas homines
Quondam veratos, et spondes perdita uera
Hinc nobis fulget maxima spes: quod erit
Tempus pacificum cito, sub Te principe iusto!
Hoc tamen inveniet difficiles obices
Cum non sit messis nisi duro panta labore,
Christi, quam colimus, Religio, galea
Obtenta, praestabit et addet dulce uvamen
Verae Patrono pacis, ac invidiae fugient,

Clarissimo amor verus, regnabit et ordo:
Intra cum flagret pacificas regere
Vires dignetur Deus annis vivere multis
Si poteris concessis, omne malum fereat,
Ad mirantes adsit Deus, eventusque secundet,
Ultimoque sit gloria vita salus!

In honorem S. Thomae Aquinatis

nostrae Seminarii Patroni

sancta vox, stridor stercipitaeque cesset,
 Lus hic noster canor' audiat:
 namque nunc Thomam canimus Patronum
 Atque Parentem.

Patroni celebris scholarum
 cum dies fulget juvenesque saltant:
 Mente dum laeta recidunt Magistri
 Inelyta gesta

Deo vitam tenetis sub annis
 edicat, multis meritis vigescit,
 sancta contemni, pietate fulget
 Noster Aquinas!

Minam vincis titione regnam,
 et genu flexo Dominum precaris,
 unde donatur tibi castitatis,
 Aurea zona!

purus et castus remanes! et isthinc
 atque vestitus merito vocaris
 angelus, felix! stimulo carebas
 Carne subacta!

re tu Christo, tibi qui talenta
 quinque largitus, totidem tulisti,
 in libris condis quibus est corona
 "Summa" stupenda!

Dogma pandisti, penetransque Christum
 Cognitas soli latebras profundae,
 Damna pellisti, mala fabularumque
 Haereticarum!

Strenui Christo cupimus vivere
 Corpus et mentem, neque nos recuset
 Terror impellit, sua namque cogit
 Quaeque voluntas.

Nos tamen se va sine labe putos,
 Mente qui tota sacra castitatis
 Utimur valde volumusque semper
 Mittere vota.

Tu sacerdotum populis Deoque
 Redde nos gratos vigilesque sanctus
 Ut gregem Christi moderemur omnes
 Arte superna!

Oh! tuos semper juvenes juvato
 Quin ab incauto moveant labor.
 Vanitas mundi, Lutherique fraudes
 "Hataque" Judaei!

Laus Deo Trojano decus et triumphus
 Qui Patri nostro tribuit coronam,
 Cujus ob curam dabit ipse nobis
 Gaudia caeli!

J. J. R. R. D. Domino et in Christo Patri
 Juliano Gorju
 in die
 Consecrationis suae

1) O dies felix memoranda fastis!
 Quae quae praebat celebranda nobis
 Gaudia puris geminata Patrum
 Festa ducum.

Primus Antistes iunctis serenis
 iugae iam lectis obiter peccatis;
 Ille hic unctus diadema gerbat
 Praeul adeptum.

Nullae laudes resonant perennes.
 us hic actus voluit percipere
 Praeul proles Domino per aerum
 Addere salori

tenum morbo peremptus alio
 iunct. Praeul red alba
 pra, quae, cunctos recessans praevales,
 Callorat regnum

Pater domo gemitis placeret
 nibas prosper, catus est abunde
 num incandens celebrantque passim
 Edere Numo

oculis quamvis valedicat abens
 soris visu, oculis, Ugandae,
 tis enq praesens memor erit omni
 Beneficis aevos

2) Gaudia fasti nova gens Urundi
 Hunc habens Patrem: montis ornato
 Pontifex noster Pius hunc honorem
 Contulit ultro

3) Patris gaudens valedicat, atque
 Vela tum solvens venit in Bagandam;
 Bafirae primam studiosus edit
 Munera patrio.

7) Non quidem rotam Bafiram gubernat:
 Gradibus condit Mbararam, regitque
 Kellam; adductus Bukalaram apte
 Munit alumnos.

9) Corde pergrato liceat secundas
 Gratias ipsi merito referre
 Pro novo magno populorum Numo
 Opere morum

11) Ergo lactantes bene flagitemus
 Sospitem Patri Deum, et precemur
 Ut gregem Pastor bonus ad salubris
 Portum adunet.

12/ Quos enim lactos Heligondo pascit,
Ipse lactari docuit mater,
Languidos sanavit, iram ipse pandit
Sortibus allis.

13/ Precibus Virgo miscens adeat
Huius Electi refocillare labores,
Impetrans regnis bona sempiterna
Gaudia vitae.

14/ Gentis humanae Sator at Redemptor,
Qui favens nobis bona cuncta praebes,
Sint tibi grates, tibi sit per omne
Gloria saeculum.

**Amounts Voted For Education in the Tropical
African Dependencies.**

Dependency.	Approved Estimate (last financial year)		Draft Estimate (present financial year).	
		£		£
Gambia	(1923/24)	117,346		Not yet received)
Gold Coast	do.	118,237		do.
Ghana Leone	(1923)	24,305	(1924)	27,265
Sierra Leone	(1923)	2,260	(1924)	3,276
Sierra Leone	(1923)	21,321	(1924)	23,110
Sierra Leone		9,790		11,136
Sierra Leone (Native (i) Indian and European)		52,993		53,399
Sierra Leone	do.	16,281	do.	20,248
Sierra Leone	do.	2,408	do.	2,145
Sierra Leone Territory	(1923-24)	13,156	(1924-25)	17,962
Sierra Leone Territory (Native and European Education for the Territory)	do.	3,000	do.	3,000
Sierra Leone Territory	do.	9,327	do.	9,227.

Govt. Schools	Elementary and Primary	457
	Secondary	23

Mission Schools	Elementary and Primary	580
-----------------	---------------------------	-----

Kindly supply me with a copy of each;

29

Vernacular to Standard II.

Kiswahili to Standard IV.

English and Kiswahili above Standard IV.

Masomo ya Kwanza Parts I, II, III. *Primer, Book 1*

Hadithi za Esopo *Loopi Pata*

Masomo Mepesi. *Simple Primer*

Majitu Makubwa Matatu. *Swahili stories (European stories)*

Geografia ya Africa.

Chuo cha Maarifa. *General Studies*

Habari za Waarabu wa Islamu. *Story of the Arabs*

Self-help Series Book I, II (Kiswahili & English)

Hints to Teachers (Kiswahili and English)

Lenga Jun Masomo ya Kwanza. *Simple Primer*

Prigriims Progress.

Chuo cha Maelezo. *Stories in Swahili*

Geografia ya Palestina.

Geography of B. E. A. and Uganda.

Majibizano. *Responses (Christian) part*

Muanga wa kila siku. *do*

Maendelezo. *(Swahili stories)*

Shuhuda za Dini. *do*

Maelezo ya Katikisimu ya Kanisa. *do*

Majibizano ya Maagano Mapya. *New Testament*

Hadithi za Biblia (Agano Jipya) *New Test.*

" " " (Agano la Kale) *Old*

Mapambazuko. *New Testament stories*

Maelezo ya Injili (Mathayo) *Matthew*

Tafusiri au Maelezo (Warumi) *Historical*

Ushirika wa Meza ya Bwana. *Communion in Swahili*

Habari za Dr. Kraff. *Historical*

Ufaume wa Migu unekarubia. *Responses*

Old Testament
Old Testament
1st Reader

{ Mahoro Mungi ma tene tene 1917.
" " " " " 1919.
Tuthomo twa Ugikuyu.

Kikuyu

Reading Sheets : Friends African Mission.

Tsebaruwa Taya Paulo. *St Paul*
Kitabu Kyokutanga kusoma. *Kari Puma*
Tsebaruwa taya Paulo. *St Paul*
Ivangeli ya Yesu. *Gospel*
Hesabu Book II. *Large Arithmetic*
Joeli Balu. *Old Testament Story*
English Lessons.
Marko. *St Mark*
Kitabu kya Kavaka kyokusoma. *Religion Story*

Kavanda

1st Reader
New Book
Bible

Kusoma kwa Kwambiliya.
Mbatia sya Kumwina Ngai.
Utiano Mweu.

Kikamba

Please give list of Education Codes, Ordinances and Regulations now in force, and supply me, if possible, with a copy of each.

- A. Education Bill under consideration (copy of Gazette herewith).
- B. (1) Training of African Artiz-ans
(2) Departmental Instructions Governing Education in Assisted Schools.
- C. Lessons derived from twelve years' Administration of African Education.

English books in use in Native Schools
South African Reader
Native Primer
Introduction Reader
South African Reader Books I to V

Estimated No. of Boys and Girls of School age.

200,000

Average attendance at Government Schools:

- | | |
|-----------------|------|
| (a) Elementary. | 415 |
| (b) Primary. | 554 |
| (c) Secondary. | Nil. |

Average Attendance at Mission Schools:

- | | |
|----------------|--------|
| (a) Elementary | 2,579 |
| (b) Primary | 27,072 |
| (c) Secondary | Nil. |

Total being educated.

- | | |
|----------------|--------|
| (a) Elementary | 2,994 |
| (b) Primary | 27,626 |
| (c) Secondary | Nil. |

Percentage of number of School age.

- | | |
|----------------|------|
| (a) Elementary | .6 |
| (b) Primary | 5.52 |
| (c) Secondary | Nil. |

Percentage of Revenue spent on Education:

- | | |
|------------------------------|------|
| (a) Grants | .60 |
| (b) On Education Department. | 1.19 |
| (c) On Inspecting. | .02 |
| (d) On Government Schools. | .59 |

Number of Training Institutes for Teachers and Normal classes: 3
Give average attendance: 76

Number of Europeans (Government Mission and other) employed in Education .

- | | |
|-----------------------------------|-----|
| (a) General and Inspecting Staff: | 2 |
| (b) As Teachers | 197 |

Number of ^{NATIVES} ~~Indians~~ employed (as in last column)

- | | | |
|---------------------------|-----|------|
| (a) Qualified as Teachers | 47 | Nil. |
| (b) Unqualified | 942 | " |

Number of Non-European- Non-Native

- | | |
|---------------------------|---|
| (a) Qualified as Teachers | 2 |
| (b) Unqualified | 1 |
| (with Indians in) | 1 |

Please state what languages are used in the Schools and educational establishments in your Colony, and give a list of official and unofficial Text books and Readers in use.

Vernacular to Standard II.

Kiswahili to Standard IV.

English and Kiswahili above Standard IV.

Masomo ya Kwanza Parts I, II, III.

Hadithi za Esopo

Masomo Mepesi.

Majitu Makubwa Matatu.

Geografia ya Africa.

Chuo cha Maarifa.

Habari za Waarabu na Islam.

Self-help Series Book I, II (Kiswahili & English)

Hints to Teachers (Kiswahili and English)

Lenga Juu Masomo ya Kwanza.

Prigrens Progress.

Chuo cha Maalimo.

Geografia ya Palestina.

ENGLISH

Geography of E. E. A. and Uganda.

Majibizano.

Muanga wa kila siku.

Maendelezo.

Shuhuda za Dini.

Maelezo ya Katikisim ya Kenisa.

Majibizano ya Maagano Mabaya.

Hadithi za Biblia (Agano Jipya)

" " " (Agano la Kale)

Hapambazuko.

Maelezo ya Injili (Mathayo)

Tafusiri au Maelezo (Warumi)

Ushirika wa Meza ya Bwana.

Habari za Dr. Kreff.

Ufaume wa Mingu umekurubia.

Mahoro Mungu na tone tone 1917.
 " " " " " 1919.
 Tathamo wa Ugikuyu.

Reading Sheets : Friends African Mission.

Tuobarua Taya Paulo.

Kitabu Kya Mtanga kusoma.

Tuibarua taya Paulo.

Ivungeli ya Yezu.

Hesabu Book II.

Joeli Bulu.

English Lessons.

Moko.

Kitabu kya Kavaka kyokusoma.

Kusoma kwa Kwambiliya.

Mbathi sya Kuvinia Ngai.

Utiano Mweu.

Please give list of Education Codes, Ordinances and Regulations now in force, and supply me, if possible, with a copy of each.

A. Education Bill under consideration

(copy of Gazette herewith).

B. (1) Training of African Artiz-ans

(2) Departmental Instructions Governing Education in Assisted Schools.

C. Lessons derived from twelve years ' Administration of African Education.

THE EDUCATION DEPARTMENT.
MAKERERE COLLEGE,

P. O. Box 195.

KAMPALA, UGANDA.

May 29th 1924

The Secretary of the Advisory Committee

on African Education

The Colonial Office

Downing Street

L O N D O N S. W. 1.

Sir,

I have been requested to send you direct the following information asked for by Major Vischer of the Phelps Stokes Commission :-

(i) At present 4 Native teachers only are employed at Makerere.

(ii) The Text books used are :-

- | | | |
|--|---|---|
| Joseph Treleaven | - | ^{Preliminary} Machine Drawing. |
| Morris and Husband | - | Geometry |
| ^{(i) Thornton}
^{(ii) Routley} | - | Book-keeping |
| Beard | - | Easy calculations & accounts |
| Nesfield I. II. III | - | English Grammar |
| "Rovering to Success"
Baden-Powell | - | (English reading, etc.
(Senior Class)) |
| Weatherhead
(Canon; C.M.S Uganda) | - | English Grammar
(in the vernacular) |
| Mc Dougl's | - | "Efficiency Arithmetic" 4, 5, & |
| "The Book of the Ford" | - | Mechanics |

(iii) These books are chiefly used by the masters and not issued to individual pupils except in the case of English Grammar etc. and the Preliminary Drawing.


DISTRICT COMMISSIONER

for PRINCIPAL MAKERERE COLLEGE.

31st July, 1924.

Sir,

I thank you for your letter of May 29th and the information regarding native teachers and text books used at your college.

I am,

Sir,

Your obedient servant,

31st July, 1924.

Dear Garrett,

Thank you very much for your letter of May 6th which I found on my arrival from Capetown and the information regarding your native teachers. I was very interested to hear from Garfield Williams from Uganda and we have been busy discussing Uganda and its educational work at the last two Committee meetings. I sincerely hope that the outcome of this decision will prove of real assistance to those who have to work at the educational work on the shop. You can count on it that none of the recommendations made by my Committee have been arrived at without very serious and careful examination of all the facts. I hope to hear from you often.

Best wishes to you and your work.

Yours sincerely,

Dir ee Salaa,
Tanganyika Territory.
22 April 1924.

Sir,

I have to acknowledge the receipt of replies to the Questionnaires submitted to you under cover of my letter of March 19th. from

the Secretary, Church Missionary Society,
the Headmaster St. Mary's School, Rubaga,
the Secretary of the Indian Association, K.A.
the Principal, Makerere College, Kampala,

and I wish to thank you for obtaining this information for me.

With reference to your covering letter No. 654 of March 19th I beg to point out that I asked for this information not for the Chairman of the Phelps Stokes Commission but for the Advisory Committee at the Colonial Office, at whose request I am collecting the various data.

I should be much obliged to you for obtaining for me from the Principal, Makerere College, Kampala the following information not contained in his reply, and send this to the Secretary of The Advisory Committee on African Education at the Colonial Office:

List of School Text Books used at the College,
Number of Native Teachers employed.

I have been asked by Dr. Jones, the Chairman of the Phelps Stokes Commission to request you kindly to convey to His Excellency the Governor his feelings of gratitude for all the assistance given to the Commission during their stay in the Protectorate and I wish to thank His Excellency, yourself and the various officers of the Administration whom it has been my pleasure to meet in Uganda for all the courtesy and help given to me.

I have the honour to be,

Sir,

your obedient servant

The Honourable
the Chief Secretary,
Nairobi.

Uganda

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Personal.

Dar es Salaam, Tanganyika Terr.
22 April 1924.

Dear Garrett,

You received the other day a Questionnaire from the Secretariat at Entebbe asking for information regarding your Schools, etc. I gave this Questionnaire to the Secretariat in the belief that all this information could be obtained direct from the Files kept there. I am sorry that the Questionnaire should have reached you in this round about way. The information is not required by Dr. Jones but by the Advisory Committee on Education in Africa at the Colonial Office.

As regards School Text Books: I presume that these can be obtained through the C.M.S. in London, in case they are wanted by my Committee.

Could you give me the number of Native Teachers employed by your Society in the Protectorate. How many of these are duly qualified and what is the test they pass?

Please send these replies to me at the Colonial Office, Downing Street, London, S.W. and thank you very much.

I have already written to Dr. Garfield Williams to explain all this to you but I thought it well to write you a line.

We had an interesting time here and in Zanibar and I am now completing my work here before following the Phelps Stokes Commission to Nyasaland. After visiting Rhodesia I propose to go straight home. I have been talking a great deal about the old school with Rivers Smith who is, as you know D. of E. here.

Please remember me kindly to all the friends who received us so well during our time in Uganda. I shall always be glad to hear from you and grateful for anything you can tell me of your experience and your ideas on the education of the Africans.

Yours sincerely

The Rev. G. J. Garrett,
Bato, Uganda.

Copy to the Hon'ble The Chief Secretary, Entebbe.

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INDIAN ASSOCIATION.

P. O. Box, 160.

Kampala ~~22~~ April, 1924.

UGANDA

Sir,

I have the honour to forward herewith the questionnaire, submitted to Government of Uganda Protectorate at the request of the Chairman of the Phelps-Stokes Educational Commission, duly completed, as desired by the Hon'ble The Chief Secretary, Entebbe.

I have the honour to be,

Sir,

Your obedient servant,



HONORARY SECRETARY.

To,
Major Vischer,
s/o The Director of Education,
Dar-es-salaam.

Questionnaire with Answers.

Estimated number of Boys & Girls of school age :-
70 and 30 respectively.

Number of Indians employed (Inspecting Staff & Teachers)

- (a) 3 Qualified Teachers &
- (b) 1 Un-qualified Teacher.

Sd. Umadram Vyas.

Hon:Secretary.

Indian School Committee, Kampala.

Kampala, 31st March, 1924.



2 APR 1924

[Handwritten Signature]

HONORARY SECRETARY,
INDIAN ASSOCIATION.

KAB.



CHIEF SECRETARY'S OFFICE.
ENTEBBE, UGANDA.

19th March, 1924.

Sir,

I have the honour to forward herewith a copy of the questionnaire submitted to this Government at the request of the Chairman of the Phelps-Stokes Educational Commission and to ask you to be good enough to supply the information asked for.

2. In order to save delay in transmission will you please forward your reply direct to Major Vischer C/o the Director of Education, Dar-es-salaam, copy to this office.

I have the honour to be,

Sir,

Your obedient servant,

P.W. Perryman

for CHIEF SECRETARY.

RECORDED
24 1924

- The Secretary, Church Missionary Society, Namirembe, Kampala.
- The Headmaster, St. Mary's School, Kaboga, Kampala.
- The Headmaster, St. Peter's School, Nsamya, Kampala.
- The Secretary of the Indian Association, Kampala.
- The Principal, Makerere College, Kampala.

(2) Moya Koola; B.S.

Information attached & forwarded as requested.
B.S. Halliday sc
for P.W.C.

Received, 1/4/24

QUESTIONNAIRE.

Average attendance at Government Schools.

- (a) ~~Elementary.~~
- (b) ~~Primary.~~
- (c) Secondary.

The total number of
 boys at Naderia - 53,
 including the day boys
 Average daily attendance
 for the past 9 weeks is
51.06 This includes 3
 boys late returning at the
 beginning of term.

J. G. Lamberton

24/3/24.

Church Missionary Society

Uganda

April 8 1924

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Average attendance at Mission Schools.

- (a) Elementary 12000
- (b) Primary 300
- (c) Secondary 300

Total being Educated.

- (a) Elementary 12000
- (b) Primary 300
- (c) Secondary 300

Percentage of number of Schools age.

- (a) Elementary 100
- (b) Primary 100
- (c) Secondary 100

Number of Training Institutes for Teachers and Normal Classes.

Give average Attendance. 50

Number of Europeans (Government, Mission and Other) employed in Education. (C.M.S. Agents)

- (a) General and Inspecting staff. 20
- (b) As Teachers 40

Please state what languages are used in the Schools and educational establishments in your Colony, and give a list of official and unofficial Text books and Readers in use.

Kindly supply me with a copy of each.

List of books in use. -

1. At Budo. Hygiene. Prout (now out of print, cannot spare copy) approved by former P.M.O.

(Congo missionary's Tropical Hygiene is now being translated for extended use).

Arithmetic. Mc Dougall's Efficiency Arith books 4, 5, 6.

Geography. The masters lecture mainly from Nelson's 'World and its peoples' series on the continents.

English. Readers changed every few years. At present Messrs St. George History Readers 4, 5, 6 and Blackies 'Britain and her neighbours 3. in the 3 years off school course. Also Nelson's Prince Reader 4. and Wallis 'Handbook of Uganda; and Nelson's Science Readers 1, 2. 'Primer of Agriculture by a Congo Missionary.

2. At Schools preparatory to Budo *Classified as History*

Arithmetic Mc Dougall's Arith: Books 1 to 4.

Geography 1. Luganda Introduction called Enfanana yensi starting with Uganda and East Africa.

2. Chapters on Africa published in Ebifa founded on Nelson's Reader. A fuller translation of this is now in the press permission on payment of fee having been obtained from Messrs Nelson.

History. 1. Luganda Introduction, giving some history of Uganda and outline of world histories and Brit. Empire (very short)

2. Luganda Ancient History for Budo Entrance.

English 1. Different Reader for Budo Entrance each year: e.g. African Reader 4. "The World we live in" Dents Second English Reader

2. English Grammar in Luganda.

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3. Training of Schoolmasters - in Bible and History.

1. A short course of Lectures in Luganda on Teaching and School management.
2. A book on Christian Morals in Luganda called 'Npisa Nungi.
3. Hygiene etc is taught in lectures based on such books as detailed in Duke list.
4. Commentaries and Lecture notes on several Gospels Epistles etc
5. For elementary schools there are reading sheets and booklets for alphabet and first reader in Luganda and in some other local languages. Also various readers in the vernacular - e.g. 'Npisa Nungi' 'Npisa Nungi' - While the Bible or portions are read in eight local vernaculars.

Regret we cannot supply samples
Most can be had for the Kila Bookshop

Information supplied by Rev. G. S. Garrett and
and forwarded by me

J. B. Boulton Ladhu

Sec. C. M. S. Uganda

45
St. Mary's College, Rubaga.

Kampala.

Uganda.

3rd. March, 1914.

Dear Major Vischer,

Please find enclosed the copy of the
Questionnaire which I was asked by the Chief Secretary
to send you directly.

I do hope you are having a most
excellent journey.

Yours very sincerely,

E. Michaud
Principal.

Major Vischer,

C/o the Director of Education.

DARUSSALAM.

QUESTIONNAIRE ..

Uganda Protectorate

3rd March 1924

Average attendance at Mission Schools.

(a)	Elementary	1	12340
(b)	Primary		9610
(c)	Secondary		510

Total being educated.

(a)	Elementary		15443
(b)	Primary		9826
(c)	Secondary		510

Percentage of number of school age.

(a)	Elementary	8 to 10
(b)	Primary	10 to 15
(c)	Secondary	14 to 19

Number of Training Institutes for Teachers and normal.

Give average attendance

(a)	Training Institutes	5
(b)	Average attendance	277

Number of Europeans employed in education.

(a)	General and Inspecting staff	5
(b)	As Teachers	56

Languages used in the schools of Uganda.

- (a) In Elementary and Primary Schools vernacular languages only are used, i.e. Luganda; Lunyoro and Lunyankole.
- (b) In Secondary Schools, Luganda, English and Latin.

List of unofficial Text books and Readers in use.

- in*
Luganda
- Geography, Arithmetic, Science (Object lessons)
Grammar, General History, Readers No. 1, 2, 3,
Bible History, Hymn book, History of the Baganda
Martyrs, Luganda-Latin Grammar, Luganda-Latin
Exercises, Luganda-Latin Dictionary, English-Lu-
ganda Exercises (2 Vol.). A monthly Magazine the
Munno. Many Religious books as Prayer Book, etc.
All the above are printed at our Prin-
ting Press, at Bukalasa, near Masaka, Uganda.

E. Michaud
Principal.

St. Mary's College, Rubaga.

Copy to the Chief Secretary,
Uganda

041/24.

Office of the Education Department,
Zanzibar. 17th. April 1924.

Major Hanna Vischer, C.B.E., M.A.

Sir,

This morning I sent you without covering letter the answers to the C.O. Adv Comm. questionnaire (first sheet)

I now forward you the answers to the questionnaire of the African Educational Commission.

With reference to Query No 10., (first two parts) I have written to the Rev Chancellor S.F. Spanton asking him to provide a complete list of Swahili books, copies of which I will forward to England in connection with the C.O. questionnaire (second sheet). As far as the Afr. Edu. Commission is concerned, I take it they are not interested in Arabic books, but it may be of interest that we have produced here an Arabic Primer in two parts (containing no Swahili) suited both in the nature of the Arabic itself and in the illustrations to the Zanzibaree.

When I receive the list from Chancellor Spanton (of the list not the books) do you wish me to send you separate copies for the Afr.

Educ. Commission

I am, Sir

Your obedient servant,

W. H. Spanton

D. O. E.

ZANZIBAR PROTECTORATE.

1. Director of Education. Personal interviews.
2. a. Director.
 - Advisory Council of Education President--Director
 - Meets quarterly Members representing Missions Arab and Indian Communities and Government
- b. The schools are inspected regularly by the Director and the European Headmaster.
- c. File of Reports of Inspections. Medical History Sheets of
 - Log Book (Govt Central School) a. Government Central School
 - Visitors Book (District schools) b. Sir Euan Smith Madressa
 - Annual report. c. Aga Khan Girls School
 - Blue Book Return

3. a. In 1923 28,279.
- b. Buildings 25,141
- c. Figures based on Estimates (not actual revenue and expenditure)
 - (a) 2.4
 - (b) £60

4. The following figures are for 1922
 - (a) £4,100
 - (b) £500

5. In view of present construction it is impossible to give an estimate. There are (a) The Government Central School Buildings which consist of old palaces (unsuitable for schools). These are being replaced by the new town buildings under construction at an estimated cost of £30,000

(b) Country schools
 Each worth, roughly £300 each
 A temporary hut school worth £30

Some part of school in a Quarter School

The building of the Aided School belongs to Government which receives rent. The School is controlled by a Committee of Indians with the British Resident as President and the Director of Education as a consulting member. The accounts are rendered annually

and audited by Government. The annual grant is ~~fixed~~ based on estimates rendered at the same time as the general Govt. estimates

7. Media of instruction

Govt. Schools:- Swahili
English
Arabic (to a small extent, increasing as it becomes possible to have separate Arab classes)

Indian Schools:- Gujarati
English
The Koran is taught in the Mahomedan schools

8. (1) The Government Central school is situated in the town of Mombasa. It has three years of elementary classes (to which in 1924 is being added an Infants class for Arabs) and four years of Primary Classes. Subjects are as in the syllabus attached. In 1924 there will be separate classes for the Arabs and the Arabic speaking. All receive special attention and will be used as a medium of instruction where possible. The primary classes have a mixed nationality of Arabs Africans and Indians. (For the last two years Indians have not been admitted in the lower classes. They are sent to the Government aided school--the Sir Juan Smith/XXXXXXXXXXXXXXXXXXXX)

Note; The intention is to house in the new school buildings the

- following classes. African Elementary } preceded by Infant classes
- Arab Elementary }
- Arab Primary 4 Classes
- Indian Primary 4
- African Primary 2
- Commercial School 1 Class
- Teachers Training School 3x Classes

Note:-The Sir Juan Smith school is gradually becoming a purely elementary school

Some of these classes will be in duplicate.

Attached to the Govt. Central School are the Technical Classes viz Carpentry and Tailoring. The pupils (38 in number) are recruited from the Africans of the 1st. and 2nd. years of the Primary Section of the G.C.S.

There are two apprentices who serve their whole day with the Government Printer. The Carpentry and Tailoring apprentices attend school in the afternoons.

The Fourth Years of the G.C.S. and the Air Gun Smith are amalgamated at present to make up a class of about 20 pupils.

(2) Teachers Training School

Recruited from any school in Zanzibar. Pupils signing contracts receive free education and a certain number of bursaries are provided. Some pupils come merely for continuation of their studies and pay fees. Started in 1922.

(3) Commercial Class

Also started in 1922. Recruited from any school in Zanzibar. Gives a two year course in Commercial subjects.

Designed to train pupils for clerkships and commerce. Is attended chiefly by Indians at present. There is only one master and no new class opens in 1924.

(4) District Schools.

There are at present four of these, two of which are in Zanzibar. They provide instruction similar to the elementary instruction of the G.C.S. and in one school there is one Primary Class.

(5) Agricultural Schools.

In 1923 there were none; but in 1924 it is intended to start more district schools where farm-work will be an integral part of the curriculum. Two open in the South of the Island of Zanzibar in June, and in the school at Chake arrangements are being made to ~~also~~ introduce farm-work also (school garden only).

8(cont)

is possible owing to nature of the surrounding ground. These schools will be the first attempt at agricultural education (though some school garden work was done about 1911 which died out owing to inability on the part of the teachers. With the cordial cooperation of the Agric. Dept. and facilities for instruction of teachers in agriculture some progress may now be made. The only material difficulty is the securing of natives capable of learning how to run the little farms which will be attached to the schools.

9. I have already referred to this in para 8. The facilities are there. There are two masters one English and one Indian ~~XXXXXXXX~~ and one Arab Master is seconded for instruction under them.

The number attending the school in 1923 was disappointing and as far as government is concerned only two satisfactory teachers ^{more} and two very second rate teachers will be produced by 1926. (New pupils for 1924 will number about 8). Two other pupils are attending merely as a continuation of their studies (Indians) and the last of the total of seven is under contract to teach in his community.

10. Swahili (The medium for the elementary classes)

See separate sheet to be sent later

Program for Literature in Native Languages.

Swahili.

As far as Govt. is concerned, there is no definite programme. The books issued by the Missions are used where suitable.

The Economic Biologist (Dr. Aders) is very keen on publishing propaganda in Swahili; and we co-operated in producing a pamphlet on Malaria and Elephantiasis, which appeared in 1923 but through an oversight was not properly proof-read with the result that it had to be tinkered up and though serviceable in the protectorate is not fit for sending out to other countries until a second edition is printed. We have in view a second pamphlet on Ankylostomiasis, but I have not had any time this last year to devote to it.

As agricultural education is now being pushed on a text-book is necessary and preliminary discussions have taken place; it is obvious that unless the time of one of the agric. dept is specially devoted to this work it will take a very long time to complete. Pamphlets for schools and for broadcasting either free or at a very cheap price should also be arranged for. Some scheme for the encouragement of native teachers to write should be arranged because the usual incentive of royalties does not obtain in such a small protectorate as this. The same is true in the case of Europeans writing text-books unless their time is specially allotted to this work.

propos, Mr G.B. Johnson, who has been employed in inspectorial work since October 1923, has at odd times when other work permitted, translated and elaborated parts of the syllabus and has prepared schemes of teaching English and arithmetic. This is very necessary as the general run of the teachers require spoon-feeding in the arranging of their work. There are few text-books which are really suitable, and ~~much~~ individual help and the production of suitable books are the solution of that difficulty. ~~XXXXXXXXXXXXXXXXXXXX~~ The writing of books is no simple matter and requires devoted work; and we cannot expect it to be done in odd moments.

10(cont)

I may add that Mr Hollingsworth has put in a large amount of private work on ~~the press~~ preparing in collaboration with Mr Ingrams A.D.C. a history suitable for Zanzibar students. The history will be in English, but its natural educational complement will be simple historical stories of interest to the Zanzibar boys written in Swahili for the pupils of the Elementary classes.

Zanzibar, C.O.

For 1923

Estimated Number of Boys and Girls of School Age:- 40,000

Census at present being taken of Arabs and Africans. Accurate figures will be obtainable soon, showing children from 0 to 12 years.

Average attendance at Govt. Schools

(a) Elementary	} 457.21
(b) Primary	
(c) Secondary	

does not include Indian Schools (either Govt-aided or Community)

Average attendance at mission Schools.

(a) Elementary	} 580.5	see attached sheet page 1
(b) Primary		
(c) Secondary		

Number being educated (on 31/12/23)

		Govt and Mission	Indian
(a) Elementary	} 1,307		1,647
(b) Primary			
(c) Secondary			
		21 (includes 15 Indians)	

Percentage of Number of School Age

(a) Elementary	} 7.4
(b) Primary	
(c) Secondary	

Percentage of Revenue spent on Education

X (a) On Grants	0.117
(b) On Education Department	0.294
(c) On inspecting	nil See page 3.
(d) On Govt. Schools.	0.963
Total	1.374

Number of training institutes for teachers and Normal Classes 2.

Give Average Attendance Mission 90. Govt. 6.41

Number of Europeans (Govt. Mission and others) employed in education.

(a) General and inspecting staff	1.
(b) As Teachers	16.

Number of Natives employed (as in last column) (includes Arabs)

(a) Qualified as teachers	12.
(b) Unqualified	43.

Number of Non-European, Non-Natives

(a) Qualified as teachers	11.
(b) Unqualified	46.
with Indians in	

Note: These figures do not include Evening Classes which are as follows. They are for Adults

Health office class Roll 24 Average Attendance 18
 Police Class Roll fluctuates about 5 to 30
 was weak in 1923 owing to departure of King's African Rifles.

Dr. Spurrier's Evening Classes (Govt. Assisted) Roll fluctuates Average attendance

Average Attendance at Government Schools 1923

a. Elementary }

b. Primary }

Bracketing these:- Government Central School 332.93

N'gumbo 29.70

Mkokotoni 10.09

Chake-Chake 52.34

Total ~~425.06~~ 457.21

c. Secondary

No actual secondary but in other schools as follows:-

Teachers Training School (which also acts as

secondary education for some pupils) 6.41

16.65

Commercial School ~~23.26~~ 23.26Average Attendance at Mission Schools

The figures for average attendance are not available except in a few cases, ^{some} the majority of which are given at 100% which is absurd.

I therefore give the figures on roll for 1923 & estimate the average at 75%.

Schools under

	Boys.	Girls.
Society of the Holy Ghost	272.	115
Univ Mission to Central Africa (excluding Kiungani Training College)	190 190	44 44
Friends Industrial Mission, Pemba	141.	12
	603	171
Add Girls	171	
Grand total	774	

Taking average at 75% Average attendance is 580.5

Total Being Educated.

Elementary and Primary. 1307

Native Indians

Elementary and Primary 1647

Total Main

Percentage of number of school age

Population taken as 200,000. According to 1921 census Indians were 13,767. I here take the figure for Arab and African inhabitants as 185,000 making the total population roughly 200,000

Percentage of revenue spent on Education.

For 1922

Totals

Expenditure	Percentage of Revenue	Revenue
5560	1.374	Rs 426,418

a. On Grants figure expended Rs 7500.
 Revenue 6396270
 Percentage 0.117

b On Education Department

I take this to mean total Educ. Expenditure apart from grants. if so

figure expended is 5560 minus 7500 ~~xxxxx~~; ~~xxxxx~~
~~xxxxx~~
~~xxxxx~~ i.e. 5360

Percentage of revenue 1.257

If, on the other hand it means Administration the

Percentage of revenue is .294

Rs 18780 approx in the entire expenditure

c. On inspecting

Nil. No definite inspectorate in 1923. (or 1922)

d. On Government schools

Actual Expenditure is Rs 61,620 approx and

Percentage of Revenue is .963

Number of Training Institutes for Teachers and Normal Classes. 2

- Fig. (1) Teachers Training School (govt) See Govt schools
Secondary. One School Commenced in 1923 6.41
- (2) Kiungani Training College. under U.K.C.A.
(mainland natives are taught exclusively) 96.00

Number of Europeans

a. General and inspecting staff

b. of E.

b. As Teachers

- Mr G.E Johnson
- ~~Mr Rice~~ Mr Hollingsworth
- Capt Hodgkin
- Chancellor Spanton
- Padre Bromfield
- Mr. Heath Mrs Heath
- Mr Burt Mrs Burt
- Mr Simpson
- Mr. Warren
- ~~Miss~~ Miss Beveridge and another lady
- 3 Sisters of the P.C. Mission

Name of School	Staffing		Non-European and non-nat.	
	Africans & Arabs Qualified	Not qualified	Qual'd.	Not qual'd.
St. Basil Smith	-	-	3	7
Al Khah (Boys')	-	-	1	9
" (Girls')	-	-	1	6
Al Khah	-	-	4	1
Indian National	-	-	-	8
Indoo Free Girls'	-	-	-	2
Mohi Master's	-	-	-	1
Ryan Free Girls'	-	-	-	4
Munsharis (Boys')	-	-	-	2
" (Girls')	-	-	-	3
M.C.A.	12	4	-	-
C. Mission	-	8	-	-
Government Schools	-	2	2	2
<i>Agri Dept.</i>		2		
	<u>12</u>	<u>42</u>	<u>11</u>	<u>45</u>
<i>Al Akhwat at Islam</i>	-	1	-	1
	<u>12</u>	<u>43</u>	<u>11</u>	<u>46</u>

OFFICE OF THE EDUCATION DEPARTMENT,
ZANZIBAR ISL. MAY 1924.

Major, H. Vischer, C.B.E. M.A.

Sir,

I have sent you under separate covers, the answers and books required in the second and third sheets of your C.O. Adv. Committee Questionnaire.

I am Sir,

Your obedient servant,

W. Hunter

DIRECTOR OF EDUCATION.

Zimpr

61

Kuingami

28. 5. 24.

Mr. Standroy,

I enclose the information for which
I ask on Major Kischer's behalf; I think
it covers the ground.

I am also sending a certain number of
books as specimens; I have omitted
some which I think are probably not of
any purpose. If you want any which I
have not sent please let me know;
if you do not want any of those
sent, please just return them.

Sincerely yours,
Ernest F. Spenser

I will not trouble you with the invoice
of these books, until we know which you
really want.

Additional to printed list
of Publications

The Kovan in Swahili

Kunguapuka Maradhi (elementary notions
of Hygiene)

Kuwaka Katika Kunguororo (a native padre's
account of his imprisonment by
the Germans)

Masomo ya Biblia (a small Swahili
Reader)

Notes on St. John's Gospel (in Swahili)

Church History (in Swahili)

Swahili Tales

English - Swahili Vocabulary

Dictionary English - Swahili (Madani)

" Swahili - English "

Swahili Handbook

Huzina ya Sala (a Swahili book of
devotions)

June Book in Sob 72 kutatan 5 accon.

Many Swahili Hymn Books

Books in preparation or in the Press. 63

- Notes on St. Matthew's Gospel (printing)
- - St. Luke's - (reprint)
- - St. Mark's -
- Dr. Keale's "Fame of Oploung" (printing)
(to be used as a reader.)
- A book of stories - Swahili & English. To follow "Awakuluwa wa Kingiroga".
- A book of arithmetic problems
- A book of ethics in Swahili - for theological students.
- Advanced Swahili Grammar.
- A series of penny books - 16 pp. - stories, useful information, devotional.

LIST OF MISSION PUBLICATIONS &c. IN STOCK.

U. M. C. A. ZANZIBAR.

61

	Price	REDUCED PRICE TO U.M.C.A. STATIONS
X A First Swahili Reader (Masomo ya Kwanza) pt. I	As 6	As 5
pt. II	As 6	As 5
pt. III	As 6	As 5
A Maisha ya Adufi	C. 20	
* A Second Swahili Reader (Lengo) Old ed.	As 2	
A	As 2	
X * A B Third Swahili Reader (Aharawusi)	R. 1	
Maisha ya Mwanadamu (pt. I)	As 2	
* B Kawaifa ya Uchongeji	C. 50	
B Vita ya Roho	C. 50	
A Lofiki	C. 50	
X * A Jirafha (of Zanzibar Island, the Old edition)	C. 50	
Maisha ya Mwanadamu	R. 1-2	
X A Kiarifa cha King'reea	C. 25	C. 25
X A Swahili-English Primer	As 6	As 3
English-Swahili Primer	As 6	
English-Swahili Primer	As 6	
English-Swahili Primer	As 12	
A Swahili Exercises	R. 1-5	
* A Phrase Books	R. 1	
Notes and Conversations		
Swahili Proverbs		
X AC Maisha ya Muhammad	C. 50	
X AC Khabari za Dini ya Kislam	As 15	
X AC Injili na Kurani	As 6	out of print
Swahili Old Testament	C. 5	
	R. 1	free

A. educational
 B. devotional
 C. prepared or contributed to by native workers

	PRICE	REDUCED PRICE TO U.M.C.A. STATIONS
AB Swahili New Testament	As 10	free
English	As 10	
* AB Elimo ya Dini	*	R. 1
* AB Khabari za Mungu	*	As 6
* B Sala na Ibada	*	R. 1
* AB Katekismo Fupi	*	As 6
Wazito wa Wakristo	*	C. 6
Sala Fupi	*	10 P. 12
* B Sala za Wakristo Cloth	*	As 6 45¢ per 100
Decorative	*	
* B6 Diocesan Hymn Book	*	R. 1
* B Mombazi	*	As 2
X A Hesabu	C. 50	C. 40
X * A Maelezo ya Hesabu	E. 10	
Tables		
Maisha ya Mwanadamu (New Edition)	C. 50	
U. M. C. A. History	R. 2	
Kepp's Dictionary	R. 25	R. 13
Service Cards for Funerals in church	*	C. 5
at the grave	*	C. 5
Confession Cards small	*	C. 5
large	*	
ink wells	C. 25	C. 10 28 per doz.
pen nibs per gross box	*	R. 2-13
pens per doz.	*	C. 50
writing papers Commercial letter size per 1000	*	R. 1
Order Books large	*	R. 1
small	*	C. 50
Stamps	C. 60	C. 50
State pencils per box	C. 90	C. 75
blackboard eraser	*	R. 1 C. 50
blackboard chalk per gross box	R. 1-80	R. 1-65
ink powder 2 1/2 lb. size	*	C. 50
* for Diocesan use only		
+ these are supplied free for use in U. M. C. A. Mission schools only.		

C. 2 dealing with Islam from the Christian point of view

OFFICE OF THE EDUCATION DEPARTMENT,
ZANZIBAR, 30th, APRIL 1924.

Major H. Vischer, C.B.E. M.A.

Sir,

In continuation of my letter E 041/24 d/17.4.24.
I enclose with reference to para 10 the reply I received from
Rey Chancellor E. Spanton.

Certain books in his list are included in the books
sent you in connection with the C.O. Adv Comm. Questionnaire
on Text-books in use .

These I have marked with a cross in pencil on the
left hand.

Others sent with this are

- (1) Mumbo ya Asili
- (2) Kuyaepuka Maradhi (Illnesses)

Those obtainable at home are,

Swahili Exercises S.P.C.K.

" Tales Do.

Eng. Swah. Vocative ^{bulary} (Madan)

Hand book of the Swahili Language.

Canon Spanton's reply also shows his program~~me~~

I am, Sir,

Your obedient servant,

W. Hendry

DIRECTOR OF EDUCATION.

Dear Mr. Foggin,

Thank you for your letter of the 27th of June. I was very sorry not to have seen you after my visit to Kutama. I found Father Loubiere's school and his system of settling his converts in separate villages under his own, personal supervision most interesting. As a teacher I think he is a very remarkable man. I was much impressed with Mr. Keigwina's school near Buluwayo. I think it will produce a fine type of native who will well fit into the system of Native Administration in the Colony. I am sorry I had such a short time at my disposal in Southern Rhodesia but the three native schools I saw in the Colony: Canon Lloyds at St. Faith's Mission, Father Loubiere at Kutama and Mr. Keigwina near Buluwayo were about the most interesting schools I saw in the course of my travels through East Africa.

W. FOGGIN, Esq.

I

2. I am very much obliged to you for undertaking to collect the information I require from the various Missionary Societies regarding their schools. I hope this will find you quite well and I am very glad to think that I may have the pleasure of seeing you soon in England.

Yours sincerely,

II/LMF

Office of the EDUCATION DEPARTMENT

No. 6586 Pu

SALISBURY
RHODESIA

27th June,

1924

Major Hanns Vischer, C.B.E.,
Colonial Office,
Downing Street,
London, S. W. 1.,
England.

Dear Major Vischer,

I have to thank you for your letter of the 8th instant, and was glad to see that you found time to include in your itinerary a short visit to the Victoria Falls.

I am sorry that I did not see you subsequent to your visit to the Roman Catholic Mission at Batema (Father Lombiere's), as I should have liked to hear your impressions of this school, also of the Government industrial school at Tjeletje.

Personally I regard St. Faith's as, on the whole, the most original, and in certain aspects the most effective of all missions in Southern Rhodesia. I only regret that on the occasion of your visit Canon and Mrs. Lloyd were away. They are both, in their way, quite remarkable persons, and I am sure that in conversation you would have been impressed with their point of view.

I have already written to the various missionary superintendents in Southern Rhodesia to obtain the information which you require. I anticipate its

collection.....

-2-

collection will occupy some considerable time, but hope that it will all be in your hands before the end of the year.

I am not quite sure yet when I shall be leaving Rhodesia for England, but if I do not come this year, I expect to leave here not later than the middle of March, 1928.

In either case I shall make a point of calling at the Colonial Office, in the hope of finding you there.

Yours sincerely,

J. W. F. J. J. J.
DIRECTOR OF EDUCATION

collection will occur some considerable time, but
that it will be in your hands before the end of the

I am not going to say that I do not
leave Rhode Island for England, but I do not know
yet, I expect to leave here not later than the middle
of March, 1923.

Indefinitely I shall write a
at the Colonial Office, in the hope of

Yours sincerely,

DIRECTOR OF EDUCATION