

1951.
No. 17110 / A.

SUBJECT

CO 533/408

Native Education Policy.

Previous

16196/30
See 16305/a (Educ Dept Report)
11114/31 (Education Bill)

Subsequent

See 3224/53

- 1 Memorandum to Joint Committee on East Africa
by Archbishop Owen.
- 2 Minutes on No. 1
- 3 Extract from note on meeting of Joint
Committee on Closer Union, on 3rd March 1937.
- 4 Uncorrected minutes of Evidence taken before Joint
Committee on Closer Union on 3rd March 1937

Archbishop Owen's
 comments on Kenya educational policy in regard to
 the training of natives which he claims is
 designed to produce artisans

~~1~~ Minute by J.P.S. on No. 1
 DESTROYED UNDER STATUTE

~~1~~ To Archbishop Owen (5 added) 6 March 1937.

DESTROYED UNDER STATUTE

AP, ARE see Archbishop Owen's
 evidence in No. 1 - I have
 marked the passages
 relating specially to
 African educⁿ in Kenya.
 In particular see the evidence
 given on pp. 85, 86, 78, 79 in
 reply to the 1st Q. which
 based his questions
 on your memorandum
 attached to No. 2 - d.

1 Memorandum to Joint Committee on East Africa
by Archbishop Owen.

2 Minutes on No. 1.

3 Extract from note on meeting of Joint
Committee on Closer Union, on 3rd March 1957.

4 Unconnected Minutes of Evidence taken before Joint
Committee on Closer Union on 5th March 1957.

Archbishop Owen 10

Comments on Kenya educational policy in regard to
the training of natives, which he claims is
designed to "produce artisans" March

~~Results by 1957 on No. 1~~

~~DESTROYED UNDER STATUTE~~

~~To Archbishop Owen (5 archd) 6 March 1957.~~

~~DESTROYED UNDER STATUTE~~

~~W.V. Lister~~

Please see Archbishop Owen's
evidence in No. 1 - I have
marked the passages
relating specially to
"African education" in Kenya.
In particular see the evidence
given on pp. 25, 26, 28-29 in
reply to the 1st and 2nd
based on questions
on your Memorandum
attached to No. 2 - d

an material which I prepared
for him during the meeting
from the "due" report.

With you, please, let us
have your observations
covering the Archdeacon's
evidence on this generally;
and also advise
as to No. 5 - see 1st
minute in No. 6.

And as to X in your
memorandum ~~dated~~
to No. 2, could you
please put up, with
your minute, a copy
of the curriculum

allp
7.3.27

* Departmental Circular
governing public education
in Provincial Schools, 1927
(Appendix 1)

Approved by

They should however be regarded as
"white elephants" rather than as
a carefully planned
expansion of government
policy.

see Departmental Circular
1927

Mr. Scott's
Memorandum p. 2

Memorandum

3
of the Results of Evidence

Archdeacon Owen states on page 85 that the only
way in which the Kenya Government are assisting
mission education is on the basis of industrial
training. On page 86 he says that the Government
does not want any other education for the African
natives than crafts, and he suggests that no provision
is made for general education for boys who want it.
He suggests that certainly in Kavirondo and so far as
he knows elsewhere, mission schools make no provision
for boys who want general education.

These statements are not in accordance with
the provisions of the Kenya Code^x as I read them, nor
with the account of the present system given in
Mr. Scott's Memorandum forwarded by the Kenya Govern-
ment with their No. 421 of 13.7.29, nor is the policy
attributed to the Government in accordance with the
proposals submitted by that Government with the
despatch quoted above, which has been carefully
examined by the Advisory Committee and fully approved
by that Committee, subject to certain comments which
have no bearing on the question now at issue.

There are, indeed, passages in Mr. Scott's Educa-
tion Report for 1929 which might be interpreted as
bearing out the Archdeacon's contention ^{conceivably} [It will
be wiser to leave that unfortunate Report entirely
out of account.]

As regards the system^x up to the time of the
recent proposals, we have first of all the lowest
type of mission elementary school ("Bush" schools)
aided, as Mr. Scott^x points out, under no kind of
system, but certainly without vocational training or
any attempt to base grants thereon. There are also
above this type central, i.e. higher elementary

schools which "give instruction of a literary type, with an industrial section." Between these central schools and the "Bush" schools come the ordinary elementary schools, which have an essentially "literary" curriculum, including the three "R's", geography, history and drawing, and are intended for boys up to about 14 years of age. There is no reference to any vocational training in the regulations for these schools. In the central schools there is, in addition to a literary course, a definitely vocational course. Apparently capitation grants ^{are} paid for these schools, and it is true that no boy can earn a capitation grant who is not receiving vocational training. This is not the same as the position asserted by the Archdeacon.

Coming to the proposals which have recently been approved by the Advisory Committee, we find, in the first place, the "Bush" schools, which are to be aided with reference to salary expenditure and without any reference to vocational training. We find, secondly, a type of intermediate elementary schools which are to have a general course of elementary instruction of not less than four years, from which all vocational instruction is explicitly ^{ex}cluded. This will also be aided on a salary basis. We have, thirdly, the "higher grade" elementary school which will add three years to the intermediate course. During these three years, a pupil may study in any one of three parallel courses, (a) essentially "literary", (b) a secondary course of general education and a combination of literary education with training for the teaching profession, and (c) a purely vocational

It will be noted that this organisation is

4
somewhat similar to that proposed for public elementary schools in England in the Hadow Report, which is now being brought into being, the intermediate schools of Kenya, corresponding to the junior schools (7 - 11+) and the higher grade corresponding to the senior schools (11+ to 15).

I can find no suggestion anywhere in the Government records of any idea that this organisation of elementary education is to take the place of a higher general education course. What the ^{Relev} Governor has said on this subject is that "the question of higher education (by which he means a continuance of general education up to a university stage) might well be relegated to some future date when a general and proper demand for further facilities may have to be met". Meanwhile, there is an aided mission high school (Protestant Alliance) already in existence. Mr. Scott, in his proposals, definitely says that above the elementary school system which is now to be brought into being, there will ultimately be secondary schools of a general or technical nature.

It will be seen, therefore, that both the present and the contemplated system of elementary education includes literary as well as vocational training. It is intended to serve as a basis both for vocational and general education courses. Kenya is following the usual line of education development. A foundation of general education is being established. As civilisation advances, as funds permit, and as the demand grows, the length of this general education foundation course will presumably be extended, and the state at which vocational training is introduced will be deferred.

I have asked Mr. Mayhem to verify
and supplement what I have said in
my note, as he has been studying
Kenya curricula in connection with the
Textbook Sub. Etku and the work he did
on the Kenya Sub. Etku during my absence.
I think his note covers the ground and
shows the untruth of Archdeacon Owen's
Statement.

Hanns Visser
12.3.31

L. C. to the Editor

I am sorry that this has been
covered in the paper, as it is
considered for the whole of the
best work, which has been a
thoroughly evil one.

Mr. Mayhem makes out a
good case - as we should
expect of him. But there is
that wretched "The Educator's Dept.
Report" which we may
trace out of a comment, the
report which would
be a disgrace. Besides, only this
week we had the Kenya
Report on the same the African
Education Commission, in
the Kenya Sub. Etku, in
the sub-department's own thesis!
I believe, really a question.

I think this is
the explanation
JH

5
of emphasis on a very large
extent. The Kenya Govt. itself
has probably emphasized
with the mission so much.
The viciousness of artisan training,
that it is becoming generally
believed that artisan training
is the only education which
the Govt. wants for the natives -
despite the perfect facts
brought out in Mr. Mayhem's
minutes.

I doubt however that
the Govt. will really further to the
Archdeacon. The Archdeacon
not only enjoys controversy,
but can still go on saying
that he knows from experience
that the position is as he
states & that he can cite
published statements of the
Kenya Govt. in support of
what he says, whatever
written statements we produce
to show that the position is
different.

But it might be well to
send to Mr. J. Bygone personally,
ref. the [The evidence which has
gone to him, copy of 5 & 7 -
& Mr. Mayhem's minutes (which,
of course, Mr. Mayhem should

* Instead of this
does not now
drafted? JH

have an opportunity to revise
for this purpose - esp. the
phrasing at Q!). But say
that despite the clearness of
the position as indicated in that
minute, we feel some uneasiness
in view of the wording of the
1922 School Report & the reply
to the Questionnaire ref. to in
my minute - incidentally
take the opp. to say that we
understand that particular
reply to make it clear that
at least in the education
of plants are provided.

But in all the said we
do not want a sort of an
official reply. But that we
do want to have a clear
statement of the position from Nairobi,
& say about the
after ref. to on my Ed. Gov.
... to offer on
the Archbishop's evidence
... has
... letter.

see Parkinson
22.3.31

... of ...
... of ...

Also that as full reply should

Report is awkward, but so are the
1922 Departmental instructions. The
very first page is muddled, & p. 10
certainly gives the impression that
capitalism grants are given only for
pure vocational training.

The question of sending an reply to
the Archbishop Owen is different: his
letter is very friendly, he says ask
rather implies a reply, & the S. of S's
private concerns the question of
replying at length. I suggest a
reply on the lines of

- (1) "No offence taken"
- (2) Confided that while Archbishop
Owen's statements as to his own
experience must be accepted it
does not represent the ^{own} the
general attitude of Kenya in the
past
(3) don't that our habits are
not sufficiently clear on the
point to prove the Archbishop
wrong, but in any case there
will be no grounds for any
consequent of the kind in the future.

Wed. 25.3.31.

Sec of State (through O. Skelton)
... that a reply is desirable.

have an opportunity to revise for this purpose - eg. the phrasing at Q 1). But say that despite the clearness of the position as indicated in that minute, we feel some uneasiness in view of the wording of the 1922 Schol. ^{Dept} Report & the reply to the Questionnaire ref. to in my minute - incidentally take the opp. to say that we answered that particular reply to make it clear that artisan training is to be "included" in the education if grants are provided - say that in all the a/c's we must want to send an official resp. but that we wd. like to have a clear authoritative statement of the position from Nairobi & say above which, after ref. to Dir. of Educ., Govt. may be able to offer in the Archbishop's evidence in this connexion & his subsequent letter.

A. E. Parkhouse
22.3.21

I agree as to writing to Sir J. Byrne.

Also that no full reply should be attempted. Not long after 24.

Report is awkward, but as one of the 1922 Departmental instructions. The very first page is muddled, & p. 10 certainly gives the impression that of capitalisation grants are given only for purely vocational training.

The question of sending an reply to Archbishop Owen is different: his letter is very friendly, the Bishop's rather implies a reply, & the S. D.'s minute expresses the question of replying at length. I suggest a reply on the lines of

- (1) "No offence taken"
- (2) Confident that while Archbishop Owen's statement as to his own experience must be accepted, it does not represent ^{the} ~~the~~ general attitude of Kenya in the past
- (3) Admit that our papers are not sufficiently clear on the point to prove the Archbishop wrong, but in any case there will be no grounds for any complaint of the kind in the future.

Wed. 25.3.21

Sec of State (through Sir Shields)
I think that a reply is desirable.

and if you agree I will have a draft prepared on the lines suggested by Sir C. Bottomley

G.H.C.
26.3.31

I agree with Sir Cecil. I have never strongly criticised Mr. Kemp's Div. of Ed. (tho' I have disliked his attitude on native education) as I do not know how far he has been a free agent.

T.R.S. 27.3.31

I agree both to writing to Govt, and to replying as proposed to the Archdeacon
P 30/3

Mr. Mayhew

Drafts beneath
You please make any revisions in your minute of 12.3.31 which you think necessary. I have made one or two minor alterations of form.

G. Jackson
31.3.31

Then revised my minute completely on 12.3.31
see letter at 9. revision in minute - which has been carried out. (And I sent my minute to Govt. on 12.3.31)

- 8 To Archdeacon Owen - pers. 6.4.31
(5 lined)
- 9 To Sir J. Byng - cons - so 10.4.31
(w/cs 5, 8 + memo.)
- 10 Extract from Native Affairs Dept. Annual Report for 1929.
- 11 Extract from Govt's despatch Confidential 12th of 11 February 1931 (para. 6 - education) of forwarding comments on Native Affairs Dept. Annual Report '29.
- 12 Minutes on nos. 10 and 11

See Mr. Mayhew's minute which is registered as no. 12. He said that you would like to see before the question of reference to the Advisory Com. was decided.

G. Jackson
27.4.31

I am I would like if possible that the Adv. Com. consider this when Mr. Scott can come to a meeting. I have received a letter from the latter in which he says he does not propose to come to England at all and can be expected to be in Paris when the

Mr Bartwood

Please see your minute of 24/7/31 on 16/9/30

How see mins. of Sept. 9 on those papers. 15/7/31
Thrus 30/6/31

Mr Bartwood

In reply to no. 9 yet

Thrus 11/8/31

No. 9 asked for a clear & authoritative statement from the Gov. Mr. S. will

however be here shortly & I think we need not remind?

J. S. 13/8/31

Copy up to Mr. S. will ask to be made at it.

W. Allen

W. B. atance

Mr Allen

Please see your minute of 17/8/31 above.

Thrus 21/8/31

I spoke to the Assoc who tells me that the matter has not been resolved that he fears that something is coming "Wart like the end of Oct"

W. Allen

W. B. atance

W. Allen
W. B. atance
11/10

13. Extract from despatch to Gov. Kenya Coups. 9 July 1931 on 16/30/30 (Refer to Mashakoy Native Industrial Training School)

V. R. N. Bartwood's minute of 31/4/31 on 17/24/31 Kenya - Annual Educ. Dept. Report 1930

11-13 to be circulated to the Educ. Com. for Gov. as Mr. S. will be present on 19th Nov.

W. Allen

9. vi. 31

ACC 5111 circulating copy 30 11 and 13 11. vi. 31

DESTROYED UNDER STATUTE

W. Allen

I send to you for Gov. min to the Com. meeting

W. Allen

Sir J. Shackleton on return 10/11/31

should see before the Com. meeting

Gov. Kenya

612

22.10.1931

In replying to No. 5 on 16/10/30, the Governor advised that opportunity be given to Mr. Scott to place his views before the A.C.E.C., and does not desire that anything contained in this despatch shall interfere with the freedom of discussion. Relates to funds, salaries of education officers, teachers's certificates.

to Allen

The important thing is to get this to Mr. Poynton for view to the Ctee before Thursday's meeting.

When this has been done the Mr. [unclear] should be received (in reply) with the Mr. as to salaries of school staff, for further action before Thursday of para 2 & 9 in conjunction with Appx.

J. Gordon

13. xi. 31

16. ACEC. 35/31 circ. copies 15 16. xi. 31

17. Extract from amended minutes of the Adv. Committee on Education 31st meeting 19/11/31

~~Resubmitted to the [unclear]~~

18. Gov. Kenya No. 656 ----- 18th Nov., 1931.

Forwards a Resolution of the Kyambu Local Native Council regarding financial provision for the institution of a school at Kyambu, together with the recommendations of the Exec. Council in this matter.

to Allen

On receipt of this despatch arrangements were made for it to be discussed with Mr. Scott and Mr. Moore. The minutes attached on the opposite side of the file indicate their views.

The subject is a difficult one. The proposal for a school seems open to objection on a good many grounds. On the other hand the political situation in the district may render it necessary for Government to agree to it. I have recently sent on a long memorandum by the Church of Scotland Mission dealing with the political situation generally.

In view of the verbal discussions which have taken place it seems unnecessary to minute at length. A draft is submitted for conson. on the lines discussed with you.

J. Gordon

21. 1. 32

The Advisory Ctee's discussions with Mr. Scott took place before this despatch was received. The approved record of the discussions is not yet available but I have a recollection that the discussions did not affect this point.

J. Gordon

* This memo. appears to show that the financial circumstances of the Government were only the cause of the delay of the mission lies a good deal deeper.

Mr. Fisher

Will you please say whether
I can agree with the draft herewith?
I have already said in your
attached memo of 22 Dec. that I
see no need to refer this to the
Advisory Committee - but in view of the
action proposed was it better
to refrain from communicating the
contents of the memo until we
are more fully informed?

J. V. Allen

17/1/32

Mr. Allen.

I agree with the enclosed draft. I do
not think it necessary to refer this matter
to the Advisory Committee before we have
fuller information in reply to your despatch.

As far as I can discover, this is the
grading of the native schools in Kenya:-

Elementary A or "Bush Schools (Elementary)
are the lowest type of mission elementary school.
* "The Government will to a limited extent assist
missionaries to develop their educational work
in the bush schools by grants in aid of selected
schools in which the most elementary education
is given."

Elementary B Schools (Middle). "These
schools will (so far as Government assistance is
concerned) provide the main bulk of education.

They will provide a general course of elementary
instruction up to the completion of the fourth
year (Standard IV)."

Elementary C. Schools (Primary). These
provide "a further three years' course and it is at
this stage that differentiation of syllabus must
take place; at this stage too it will be necessary
at first to utilise European teachers."

J. V. Allen
19. 2. 32.

The draft is I hope sufficiently
self-explanatory without further musing.

If approved the file should be
re-circulated in cases 1 to 15.

(I discussed this matter with Sir
C. Atkinson before he left - he saw the
draft.)

J. V. Allen

20/1/32

Sir S. Wilson,

I agree with Mr. Fisher that we
need not bring in the Council at this
stage; but - as the matter is bound to
come before them sooner or later - you may
think it desirable that Sir R. Hamilton
should see the papers at this juncture.
I have discussed the draft with

no Allen. it comes in its terms. It
would seem quite impracticable - unless
my in the direction - to turn down the
proposed outright.

It submitted for approval

V.S.

20/2/32

Gen. K. Hamilton

I am sorry for delay

in reading this on.

I think we might write as in
draft.

B.H.C.

17.2.32

I agree

M.H.C.

1.3.32

at mee

To Gov. 181 (18 Annod) Cons 4 MAR 1932

1.3.32
8/3/32
10/2
534/31
10/2

20

Minutes of the 32nd Meeting of the
Advisory Committee on Education
held at the C.O. on 4/2/31

No 15 in this file was
circulated to the Council on 16 Nov last
but the minutes of meetings do not
include any news with regard to it
- the Council was occupied with the
discussion with A. Scott.

May the Dept have the
benefit of your advice in regard to
No 15?

He reads the ^{document} sales/quarter
pages 7 + 9 ^{by} Jan/Januar that this was
the subject of separate discussion
with A. Scott & Mr Moore that
means a ^{reparation} for
losses of the Council

J.H. Allen

11/3/32

Mr. Allen

I discussed this with Mr. Maylin
who agrees with my observations in my minutes
on the next mail

Harmon Kitchin

19.3.32

at next mail

H.K.

K. Ho - H. W. A. O.
C. W. S. 3
said before
his meeting
of 19 Nov. -
Mr. Scott again
met the
Committee on
14 Dec. '31
J.S.D.

K. C. Salano -
which has been now
considered separately
& referred to
the Committee - a
separate
report J.S.D.

1. The Governor's despatch (Enclosure 15) was received after the Advisory Committee met Mr. Scott. At that meeting the Committee discussed with Mr. Scott most of the points raised in the Governor's despatch, No. 612, of 22nd October, and the general plan for the re-organisation of African education in Kenya. Mr. Scott gave the Committee a full account of the state of African education in the territory and of the proposed re-organisation. In reply to questions put to him by members, he explained the reasons for the various proposals. The Committee did not feel it necessary to make any special observations or recommendations, and it can therefore be taken for granted that, with the exception of the matter raised in paragraph 8 of the Governor's despatch, ^(which was not discussed by the Com) they agree with the proposals and with the way in which Mr. Scott intended to introduce the new measures and regulations. The Committee noted that it was impossible at the present moment to provide more funds for African education from central revenue. They were satisfied with Mr. Scott's assurance that the direction of Local Native Council Schools remained entirely with the Education Department and with the general rules governing the establishment of Native Council Schools, as mentioned in paragraph 5 of the Governor's despatch.

2. From the previous discussion of these proposals and from what was said at the meeting with Mr. Scott, it is clear that the Committee approved of the general plan of instruction in "C" schools, which seems to meet local requirements and conditions.

3. As to the question of salaries for European staff in these Native African schools, this was not discussed at the meeting of the Committee, but formed a subject of a special discussion at a meeting between Mr. Tomlinson, Mr. Allen, Major Furse, Mr. Scott, Mr. Moore and myself.

Hammick
16. 3. 32.

to Cottanley

This has just been disposed of in 17273/31.

This is a treasure file to clear up what hope the attached note (21) has served to unravel the skein - there are sev. papers & those flagged & numbered E & of the ^{staff} desk Proposed s: approved ^{minutes} will be all that is necessary in the other papers

St Allen

17/9/32

I am the more content to credit Mr. Mayhew's opinion because I think that we should avoid "pursués" as far as we can at a time when we have to get along from hand to mouth. The despatch proposed will not create any new difficulties, & that is ^{unmistakable} enough.

W. G. 22/11

22 To Gov 699 (15 August) 21 SEP 1932

See 14165/31 Kongo for minutes regarding improved educational facilities for natives in connection with visit of native delegates. Reply to No 19 has not yet been received.

note to bring up with Education Dept Report for 1932 when received.

C. J. Foreman
7/11/32. above

4-9-33
Reg 191.

(11)

Brought up vide minute above

21.12.32
Reg 191.

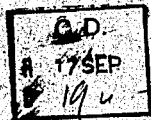
Mar. July

19/11/32

C. O.

22 15

17110/31 Kenya.



21 September, 1932.

- Mr. Priestman *148*
- Mr. *Maitland (Maitland's name is 148)*
- Mr. *Allen 179*
- Mr. Parkinson
- Mr. Tomlinson
- Sir C. Bottomley *179 f*
- Sir J. Shuckburgh
- Perm. U.S. of S.
- Parly. U.S. of S.
- Secretary of State.

DRAFT. *Chon*: (No. 15)

KENYA.

NO. 699

GOV.

Sir,

I have etc. to refer to your despatch No. 612 of the 22nd of October, 1931, on the subject of the re-organization of African education in Kenya.

(No. 5 in 16196/30)

2. Lord Passfield's despatch

No. 722 of the 17th of September, 1930, approved in principle the re-organization proposals submitted in Sir Jacob

(No. 7 in 15690/29)

Barth's despatch No. 421 of the 13th of July, 1929, and decisions have

already been given in separate despatches on those questions arising out of the proposals which appeared to call for specific instructions.

3. While some features of the scheme may require further

consideration in the light of
experience, it seems unnecessary
at the present time to subject the
proposals to further examination
in detail.

4. I am glad to note that
the ^{Consideration} ~~solution~~ of the proposals was
facilitated by the fact that the
Director of Education, while in
England, was able to discuss with
the Advisory Committee on Education
in the Colonies the points on which
some doubt had been expressed by the
Committee.

I have, etc.

the Secretary of State)
(Signed) R. W. HAMILTON.

Note as to outstanding papers relating
to Education in Kenya.

17110/31.

No.15. Circulated to Advisory Committee -
Committee did not consider in detail - see
Mr. Vischer's minute of 16 March 1932.

Mr. Scott's proposals accepted as satisfactory
basis subject to what is stated in para.4
of Secretary of State's despatch of
17 September 1930 which is answered by the
Governor's despatch of 22 October 1931.

-5
16196/30

15
17110/31.

A. Finance. (Para.4a S. of S. 17/9/30).

Distribution of expenditure between Local
Native Council and Central Funds. See
Governor's reply, para.4 of No.15 of 17110/31.
This is related with the question of the
special schools e.g. Kapanga and Nyeri and
the new proposed Kiambu School; as to latter
there is later correspondence-see Secretary
of State's despatch 4 March 1932; also it
is recognised that in present financial
circumstances there is no more money available;
further under the Lord Moyne report Education
is one of the services to be financed from
the Native Betterment fund.

I think no further comment is called
for on these papers at the present time.

B. Training. (Para. 4b S. of S desp. 17/9/30).

See paragraph 10 of No.15 of 17110/31. Also
rules enclosed in that despatch. The Advisory
Committee did not suggest comment and
Mr. Vischer says it is clear that the Committee
approved

N.B. A, B
relate to Lord
Passfield's
desp. 17 Sept. '30.

7 copies -
P. H. M. M. M.

approved general plan of instruction in "C" schools.

No further comment seems called for.

C. Denominational Hostels: (Para. 4(c) of S. of S. 17/9/30). The Advisory Committee did not consider denominational hostels attached Government "C" schools as an effective substitute for a "C" school with definite religious foundation. Governor regrets this view and is convinced that insistence on the old system will result in the withdrawal of support by Local Native Councils. The Sub Committee of the Advisory Committee adhered to its view and the Secretary of State reserved his decision pending further consideration by the local Government. The Governor has replied that denominational hostels are not an essential part of Mr. Scott's scheme but that it is felt that a place should be left for such hostels to be established by missions in connection with Government schools. I mentioned the point to Mr. Scott in connection with the proposed Kiambu school but he said it did not arise.

The point is not referred to in the Committee's minutes of 4 December 1931.

Do we now acquiesce sub silentio? The Secretary of State's despatch of 17 September 1930 also

assumed

*I agree - certainly the King's...
...has manifested its...
...in the...
...suggested by Committee...
...17/10/31*

See Report of 17 Oct. '29 in 13 of 15690/29

No. 1 of 16196/30

Para. 4(c) of No. 5 of 16196/30

Para. 11 of No. 15 of 17110/31.

Copy in margin and my minute of 19 Dec 1931 in No. 18 of 17110/31.

20 17110/31

*7 pages - in view of...
...of...
...has been...
...not challenged by...
...16196/30...
...in Committee...
...17/10/31*

15 17110/31

*7 pages - 15 lines above...
...light...
...has been said...
...17/10/31*

20 17110/31

15 17110/31

*7 pages...
...17/10/31*

*7 pages...
...17/10/31*

15 17110/31

assumed that the Governor would comment on other points in Sub Committee's report so far as necessary, instancing in particular

(a) regulations for grants; (b) salaries of "C" school staffs; and (c) representation of Local Native Councils upon School Area Committees - the last point being dealt with in connection with the Education Bill.

(a) Grants. I find no specific mention of this point in the Governor's despatch of 22 October 1931 - but see para. 5(6). But in view of Mr. Scott's explanation to the Committee at the meeting of 4 December 1931 I assume the point need not be pursued.

(b) Salaries. This matter is referred to in paragraphs 7 to 9 of the Governor's despatch of the 22 October 1931. It is being dealt with on other papers - and after reference to the Advisory Committee a draft despatch has been prepared for consideration. No action is called for here.

(c) Native Representation on School Area Committees. As the matter has been disposed of on the Education Bill papers no action is called for.

The only remaining points arising out of the Governor's despatch of the 22 October 1931 are the principles referred to in para. 5. These were not considered by the Committee in any detail but Mr. Vischer considers that as the Committee did not make any special observations or recommendations it may be taken for granted that (except if the salaries question

question in para. 8 which has since been before the Committee again - see above) the Committee agree with the proposals.

In that case it does not appear that any criticism is called for: but, in Mr Vischer's absence, I should like to *discuss* *at* Mr. Mayhew what reply, if any should be returned to the Governor's despatch of the 22 October 1931.

15
17110/31 *A. [unclear]*

who will be full [unclear] & [unclear] [unclear]

The above note deals with matters arising out of 16196/30; 17110/31 and 17348/31.

Share made [unclear] [unclear]

There remains in the file three other papers, viz. 16350/30; 17372/31 and 17360/31.

17360/31 and 17372/31. These relate to the same point, viz. employment of native artisans. It is referred to in paragraph 3 (b) of No.1 of 17360/31, the Governor's despatch of 18th September, 1931, commenting on the Public Works Department's report for 1930; and was left for consideration in connection with the Education Report for that year. At an earlier date (9th July, 1931) the Secretary of State had on the Native Affairs Department Report for 1929 raised the question of the employment of ex-pupils of the Machakos Industrial School. The Governor replied on the 16th October, 1931

See No.1 of 17372/31.

5
17372/31

6
17372/31

7. [unclear]

6
16350/30

The Committee can certainly not complain if the view is accepted.

X
from 16196

1931 giving figures which indicated an improvement since 1929. Mr. Scott explained the position further to the Advisory Committee at the meeting of 4th December, 1931. The Committee made no recommendations and no further action seems called for.

16350/30. The point left over for discussion with Mr. Scott was the provision for Arab education. The paper was noted to bring up for discussion with Mr. Scott but I have no recollection of any talk with him on the subject. He did, however, explain the position to the Advisory Committee at the meeting of the 4th December, 1931; and it does not appear that any action is called for.

J. H. Allen

12/9/32

A. General line of reply to Governor's Despatch of 22-10-31.

Suggest (i) a reference to para. 3 of Gov's despatch of 17-9-30 which conveys his approval of in principle of the recommendations proposed, (ii) a statement that replies have been communicated in separate despatches on these questions arising out of these proposals that called for specific instructions (iii) a hint that some features of the scheme may require further consideration in the light of experience and (iv) a note of satisfaction that the result was a valuable discussion with the Ash. Com. which in England the points in which some doubts had been expressed by the Committee.

I agree. My view
was that it was
best to say as
little as possible
about any
General News.

14/9

It is to be in exactly order in my print. The letter
the S. of S. commits himself - in a way which the
General approved that has already been criticized.
The latter. Content is needed particularly in regard
to para 5 of the proposed letter - where some
ambivalent points which had not been
emerged from previous discussion of the original
proposals are enumerated. E.g. in substance of
that para. might be interpreted as to give
vocalized or indicated already the preferential
claim in Government grants to which it will
be remembered that Archbishop Owen took strong
exception in his evidence before the Joint Committee!
If the S. of S. must confirm his previous approval
of the principles involved in the original
proposal he should clear of these notes.

Arthur H. H.
17-9

He had better now have a
Draft for comment on the
lines suggested by the
Archbishop. If it is approved
changes of words can be
written on the other papers -
by which I think he need not
excuse nature

Arthur H. H.
14/9/32
at once

I agree. My view
was that it was
best to say as
little as possible
that is my
General view.

1/17/32
14/9

It is he is exactly right on every point. The line
the S. of S. Committee himself - or in and above the
General - (printed) that has already been arranged
the latter. Content is needed particularly in regard
to points of the previous letter - where some
ambivalent points which had not been
arranged for previous discussion of the original
proposals are enumerated. E.g. in subject 4 of
that para. might be interpreted as to give
vocational or industrial schools the preferential
claim in government grants to which it will
be remembered that Archbishop Owen took strong
exception in his evidence before the Joint Committee!
If the S. of S. must confirm his previous approval
of the principles involved in the original
proposals he clears clear of these rocks.

Arthur Wright
13-9

He has better now have a
draft for canvas on his
lines suggested by the
committee. If it is approved
clearing up minutes can be
written on the other papers -
by then I think be used of
a secret nature

Arthur Wright
14/9/32
at 10.00

MINUTES OF THE THIRTY-SECOND MEETING OF THE ADVISORY COMMITTEE ON EDUCATION IN THE COLONIES

HELD IN THE COLONIAL OFFICE ON FRIDAY, THE 4TH DECEMBER, 1981, AT 11 A.M.

Present:—

- SIR ROBERT HAMILTON (Chairman),
- SIR JOHN SPOCKBUSH (Deputy Chairman),
- MISS BURSTALL,
- MAJOR CHURCH,
- SIR JAMES CURRIE,
- ARCHBISHOP GOODIER,
- MR. HOERARIN,
- LORD LUGARD,
- MR. MANN,
- SIR GEORGE MAXWELL,
- DR. OLDEAM,
- MR. SOMERVILLE,
- MR. VISCHER,
- MR. SCOTT (Director of Education, Kenya),
- MR. MORRIS (Director of Education, Uganda),
- MR. DOUGALL (late Principal, Jeanes School, Kabete, Kenya),
- MR. ALLAN (Colonial Office),
- MR. POYNTON (Official Secretary).

R 297
Doyle was away
Cherrie
450
Min 13
has 66
180

1. As the Meeting was virtually an adjournment from the 31st Meeting,* consideration of the draft Minutes of the earlier Meeting was deferred.

Apologies for absence had been received from Sir Percy Nunn and Sir Michael Sadler.

The Chairman welcomed the visitors present.

2. Kenya.—Discussion was resumed from the previous meeting; Mr. SCOTT supplemented the statement that he had then made, and answered further questions from members.

MR. DOUGALL also made a statement regarding the work of the Jeanes School at Kabete.

A record of the discussions which took place at both the 31st and 32nd Meetings† is given in Annex I hereto.

SIR MICHAEL SADLER suggested that extracts from the Report on the Jeanes School, contained in the Education Department Report for 1980, might be inserted in Oversea Education.

3. Uganda.—Copies of the Annual Report of the Uganda Education Department for 1980 had been circulated to members.

At the Chairman's request Mr. MORRIS made a statement regarding educational development in Uganda. (Vide Annex II.)

THE CHAIRMAN thanked Messrs. Scott, Dougall, and Morris for the interesting and valuable information which they had given the Committee.

4. Kenya, Uganda, and Tanganyika: European Education.—Arising out of the information given by Mr. Scott and Mr. Morris, the Committee desire to submit, for the consideration of the Secretary of State, the following statement regarding European education in Kenya, Uganda, and Tanganyika.

The Committee understand that, since the climate of Uganda and Tanganyika is unsuitable for European children, such children (if not sent home to Europe) are frequently admitted to schools in Kenya. In the past the Kenya Government has made no extra charge for pupils from outside the Colony but they have recently decided to charge increased fees, on the grounds that the parents of such children do not pay any taxation in Kenya. In some cases also it has been found impossible to collect the fees from the parents. While the Committee are glad to learn from the Uganda Education Department Report, 1980 (paragraphs 39 and 40), that the fares of all children from Uganda proceeding to and from schools in Kenya are paid by the Uganda Government, and that a part or all of the extra fees charged by the Kenya Government will be met by the Uganda Government in cases of real necessity, they suggest that something more is required before the Uganda Government can be regarded as dis-

Rep. in Oversea Education

Copies sent to Uganda & Kenya

* See page

† See page

charging in full its responsibilities for the education of European children in the Protectorate, where they are informed there is no provision for such education except at the kindergarten stage. The Committee feel that it is undesirable that the Governments of territories adjacent to Kenya should rely on facilities provided in that Colony without ensuring that reasonable advantage can be taken of them without cost to the Government of Kenya. Although, on the information given by Mr. Morris, it would appear that the problem of European education in Uganda is of small dimensions at present, examination of the ages of European children in the Protectorate seems to show that it will become more, not less, important in the future.

It is accordingly suggested—

- (i) that the Governments of Uganda and Tanganyika should be invited to consider whether further assistance could not be given in respect of the education of their European children who are sent to school in Kenya or other neighbouring territories;
 - (ii) that the Government of Uganda in particular should be asked to consider whether steps should not be taken to deal with the problem of European education generally before the difficulties are aggravated by an increase in the number of the children for whom provision has to be made. In this connexion the Governor's attention might be drawn to the valuable work which is being done in Tanganyika by a system of correspondence courses which was started in May, 1929, for the benefit of children living too far away from a school centre to attend school (cf. Tanganyika Education Department Report, 1929, page 14, third paragraph).
5. The 33rd Meeting of the Committee was fixed for Thursday, 21st January, 1932, at the usual place and hour.

Annex I.

KENYA.

A. RECORD OF DISCUSSION WITH MR. H. S. SCOTT, DIRECTOR OF EDUCATION.

1. The most important matter in the last three years had been the change in the financial outlook. At the end of 1928 the position had been fairly satisfactory, but now it was quite the reverse.

(a) European Education.

2. There were about 1,000 European children of school age in Kenya Government schools. About 150 boys and 50 girls were sent to schools in Europe, 200 were probably educated in their own homes. There remained about 800 children whose parents did not send their children home to Europe. Half of this number could be provided for by schools in Kenya, but there still remained 300 European children whose education was of immense importance. The present educational needs were provided for, but the future development was doubtful owing to the limited scope of the education available. A certain number went to Mission and private schools. Two of these private schools (for boys) were similar to English Preparatory Schools and sent boys to English Public Schools. The course at the new secondary school for boys at Kabete took boys up to the standard of the first public examination at present, but it was hoped that in a few years' time it would be possible for them to be taken up to University Intermediate standard.

3. An inquiry conducted in 1930, revealed the fact that the European children in the Kenya Government Schools varied greatly in age in each class, since the general practice had previously been to admit pupils at any age and up to any standard. As from 1930, however, all schools other than those definitely recognized as secondary had been classified as primary and restricted to primary work, i.e., up to the standard of the Cambridge Preliminary Examination. No pupil was being retained at the schools outside Nairobi who had completed the Cambridge Preliminary Examination, but boys of 14 had been admitted to the new Kabete School irrespective of their attainments. The effect of this was that small upper classes in schools such as Eldoret or Kitale have been abolished, with a considerable saving of expense; and the boys were more adequately provided for in larger groups at Kabete.

4. The opening of a secondary school for girls at Nairobi had enabled similar changes in girls' education to be made.

5. Referring to the difficulty of finding employment for European boys, Mr. Scott said that some had been trained as Government surveyors and so apprenticed on the railway. There was little outlet in the commercial world or in Government Service. The possibility of placing boys on farms, with a view to their becoming farm managers, had been tentatively discussed, but further action had been deferred owing to the financial condition of the Colony. The Unemployment Committee in Kenya had persuaded farmers to take unemployed on to their farms. Owing to the present financial conditions, the farms were unable to pay wages, but the "unemployed" received free board and lodging and £2 or £3 a month.

6. Girls had more openings in Kenya than boys, as they could obtain employment in shops, or as typists in Government Service.

7. A question, which arose out of Mr. Scott's statement, regarding the education in Kenya schools of European children from Uganda and Tanganyika Territory is dealt with separately for convenience of record in Item 4 of these Minutes.

(b) Indian Education.

8. Mr. Scott said that in 1930 the number of Indian pupils was 3,537. The Indians demanded the same type of school and subjects as the Europeans, but were not prepared to pay more taxation or higher fees. In 1927 it was laid down that education for any particular community, other than African, must be met by taxation or fees raised by that particular community. The education for Indians was mainly literary as that was what they wished. There was no effort to create an artisan class and any such effort would be resisted by those responsible for the Africans' education. The Indian artisans were originally imported. The educational standard which had been reached among the Indians was rather higher than among Europeans, as they had sent more successful candidates for London Matriculation, and some, now, even for the Intermediate. (The relation of revenue to expenditure in the case of European education and Indian education is shown on pages 20 and 21 of the Report for 1930. It will be seen that in the case of Indian education the expenditure exceeds the revenue by some £4,000. No information was given as to how this deficit was made up. Lord Lugard inquired whether this could be ascertained.)

(c) "African and Arab" Education in the Coast Area.

9. Mr. Scott explained that "African and Arab" education had to be considered to a great extent jointly since the Arab population was so closely intermarried with the African. The number of true Arabs was very small. The education of the Arab population on the coast was an extremely difficult problem. They had become debased since they had lost their slaves and lived on the capital which they received in recompense. Some of them were in commercial houses and there was a demand among them for better education, but they had no idea how to use it. A school costing about £14,000 had been put up and it was hoped to take the upper classes from the Arab school in Mombasa and give them a really good education. Provision was made for Mohammedan teaching. A site of about 100 square feet had been set aside and the Mohammedan authorities would provide a mosque. The pupils went as boarders at an annual fee of £12. It had originally been estimated that the fee would be only £8, but on further examination it had been found impossible to charge less than £12. The Arabs were, however, pressing for the lower figure. The school would be staffed by three Europeans, two at first and Arab teachers.

(d) African Education.

10. (i) *Mission Schools.* The great bulk of the schools were Bush schools, in the neighbourhood of villages, run by Missions and over 90 per cent. were not subsidized at all by Government. About five years ago the Local Native Councils asked to have their own schools, paid for by themselves and not under Mission control. Government was unable to meet their wishes at the time, and large sums of Local Native Council money were left on fixed deposit (cf. in this connexion Item vi). The Missions had wished to be allowed to use some of this money and the Education Department had given the necessary permission, on the understanding that its use was restricted to buildings and school equipment, or matters not necessarily involving recurrent expenditure.

In the Kavirondo district Government were subsidizing 36 Mission Bush schools. Although in Table ix of the Annual Report, 1930 (page 107) these are shown as "Church Missionary Society" schools they were not really Church Missionary Society

26
17360/13
17372/12

see 16370/16 Kenya
1619/16 Kenya

schools but "Kavirondo Church" schools. Their history was as follows. The Kavirondo district had previously formed part of Uganda, and when the area was handed over to Kenya the Church of England representatives in the Kavirondo area came over to the Mombasa diocese on the one condition that the Kavirondo Church's independence was maintained. Those particular schools, under Arohdeacon Owen, had remained outside the general scope of the Church Missionary Society. In the past these schools had numbered about 200 and had been given a block grant. Only 36 of them were, however, now receiving grants. The reason why they were shown as "Church Missionary Society" schools was that in 1928 the Select Committee only agreed to the continuance of the grant on the understanding that the superintendence of these schools was put under the head of the Church Missionary Society school at Maseno. They were being used as feeders for the Central Church Missionary Society school. The schools were assisted partly from Local Native Council funds. (In 1930 a sum of £3,738 had been paid from Local Native Council funds to "schools maintained by Missions or Local Denominational Bodies.") It was to be feared, however, that the contributions from the Native Churches had become small.

11. (ii) *Language Teaching.* Mr. Scott referred to the language question, which had been a difficult problem. There was no prospect for some time to come of obtaining any teachers competent to teach English. The demand for a lingua franca was a very real one and the use of Swahili for this purpose had recently developed. The Missions had accepted the situation and the use of Swahili had aroused a good deal of enthusiasm among some of them. The Interterritorial Language Committee had proved to be a very effective vehicle for a standard Swahili.

12. (iii) *Secondary Education.* There was a vocal demand from the natives for higher education, but this might not be a real demand. It was not understood by the natives what they meant by secondary education. The Alliance High School (to which in 1930 the Government made grants totalling £3,391) was progressing satisfactorily and if the natives wished for further education, they had to go to Makerere. Mr. Scott considered that one of the difficulties was that the Alliance High School took boys rather higher than the standard of admission to Makerere. At present boys could enter Makerere at the end of their second year at the Alliance School whereas they spent four years at the latter school. It therefore seemed desirable to raise the entrance standard at Makerere.

13. (iv) *Native Women's Education.* Miss BURSTALL drew attention to page 34 of the Kenya Education Department Report, 1930, paragraph 11, and reminded the Committee of what had been done in Nigeria for girls' education through the appointment of Miss Plumer as Lady Superintendent, who had also recently been put on the Nigeria Board of Education. Mr. Scott said that he had in mind a similar appointment for Kenya, that the post had been approved in the 1930 Estimates, but had been abandoned owing to the financial situation. He hoped, however, that it would be possible to proceed in 1932.

14. Mr. VISCHER and Miss BURSTALL both stressed the fact that a post of this kind was easier to fill than ordinary posts for women teachers and attracted extremely well-qualified University candidates.

15. Miss BURSTALL referred to page 43 of the Report and the difficulty experienced in persuading African girls to take courses in nursing duties. Mr. Scott said that the difficulty was that the general standard of education was not sufficient. What was wanted was a woman who would look after the social side of women's work. The Scotch Church were doing extremely good work at Kikuyu and the Church Missionary Society at Kabete, while the Roman Catholics employed a large number of nuns in Kavirondo. All these Missions, however, were working on different lines and someone was required to co-ordinate the work. There was no provision at the Alliance School for any secondary education for girls.

16. (v) *Technical Education.* In the past both Government and Missionary education had had too literary a character. The demand for technical education had arisen partly because of this and partly because the Europeans wanted native artisans to work on their farms, run their machines and so on. The native industrial training depot had been very successful.

17. In reply to a question regarding the wages which trained native labour could command Mr. Scott said that it was very difficult to say exactly what the African labourer's wage actually was. When a native was ready to leave Kabete as a fully trained carpenter he was given a certificate stating that he was worth (say) 80s. a month. He might possibly be employed by an English settler who would pay him (say) 120s. a month, and after that he would refuse any similar work with a lower wage.

18. The railways in Kenya were now prepared to take boys from the Alliance High School, giving them no wage for the first six months of a year, but granting them a boarding allowance. They would then go through a school where they learnt methods of shunting, assembling trains, signalling, writing waybills, forwarding goods, and so on. In this way they could become stationmasters. In the railway workshops most of the labour was Indian. It was impossible to get African and Indian labour to work together.

19. In this connexion Sir James CURRIE said that the same difficulty had been experienced in the Sudan with the Greeks. He considered that until the instruction was in the hands of good British artisans, it would be impossible to give the Africans a fair chance.

20. It was very difficult to get Arab boys into the building trade owing to Indian opposition. To test the capacity of African labour arrangements had been completed with the Public Works Department that out of two blocks of houses which were being constructed, one block must be built by native labour. The Government hoped to show that the block built by African labour was at least as good and cheaper.

21. (vi) *Finance.* Lord LUGARD raised a question regarding education taxation. On page 23 of the Education Department Report, 1930 (paragraph 21) it was stated that no attempt had yet been made to set aside a proportion of African taxation towards the cost of African education. In paragraph 4 of his despatch No. 612 of 22nd October (A.C.E.C. 36/31), however, the Governor said that proposals had been made by the Kiambu and other Local Native Councils for development of African education by their own funds, that their proposals were receiving the serious consideration of the Kenya Government, and that if a decision was reached to employ these funds the expenditure would be on the lines recommended by Mr. Scott. There appeared to be a contradiction here, since the Governor's despatch implied that proposals had been made for devoting certain of the available proceeds of African taxation towards the development of African education, but that Government were doubtful whether to use them.

22. Mr. Scott explained that the passage in the Report referred only to the ordinary taxation. No proposals had yet been made to earmark any part of the ordinary taxation for African education. The proposals to which the Governor was referring in his despatch were proposals for expenditure from the additional voluntary cess imposed by the natives on themselves.

(Lord Lugard subsequently pointed out in this connexion that it was not clear from the Annual Report for 1930 exactly how much of the cost of Arab and African education was met from the obligatory taxation as distinct from the voluntary cess, or how much was being spent from general revenue on native education.)

(f) *Films.*

23. MAJOR CHURCH referred to the additional work thrown on the Education Department through the censorship of films. Mr. Scott said the Department was only concerned with the censorship of commercial films. Kenya was on the South African circuit, but the Indians obtained their films from Bombay. Very little progress had been made with regard to educational films in the schools owing to the absence of electric light and the expense of installation. MAJOR CHURCH suggested that if there was a demand for educational films, certain commercial firms in this country would be prepared to meet it. Mr. MANN said that the cost of using educational films in the schools in England was too heavy to be practical.

B. JEANES SCHOOL, KABETE, KENYA.

1. THE CHAIRMAN asked Mr. Dougall to give the Committee some information regarding this school.

2. Mr. DOUGALL said that the real aim of the Jeanes School was the improvement of rural community life. In pursuing this aim, the school followed four lines of activity:—

- (a) Health education.
- (b) Agricultural education.
- (c) Recreation.
- (d) Improvement of village or bush schools.

3. Mr. DOUGALL said that he wished to emphasize that the school should not be regarded as an end in itself, but as a means of improving the life of the people of the country. The school had a double object:—(1) to help the village schools through the introduction of better methods of teaching and a more suitable curriculum; (2) to train those who took the course as social leaders and pioneers of improvement.

in their own homes and in the reserves. Discussing the first object, Mr. DOUGALL said that the course of training given to teachers at the Jeanes School was more thorough on the professional side than that of any other Normal school in the country.

4. The school tried to develop on the spot a thorough, inclusive and varied community life, as far as possible of a kind which could thrive later in the villages themselves. The teachers had their wives and children with them and there were two women on the staff who looked after that particular side of the training. The training given was of a practical nature, for example training in the hygiene of the home and the care of children. Training in practical agriculture continued throughout the two years' course and included dairying and so on. Practice in teaching was not done at the school but in village schools in the neighbourhood.

5. The school also attached a good deal of importance to teaching the students how to use their leisure hours. Recreation included physical exercises, African games, football, &c. The teachers formed a recreation committee and, with the help of one member of the staff, drew up a programme for each weekly meeting. Indoor games were played, and the students staged small dramas illustrating African folk-tales, the value of health propaganda, importance of co-operative stores, &c. African music was utilized as well as European.

6. The co-operative experiment was the first of its kind in Kenya. There was a co-operative shop and co-operative credit society maintained by the students themselves. There had been a demand in the reserves to start similar societies. Mr. DOUGALL added, however, that he did not wish the system of co-operative stores to spread too rapidly owing to the importance of supervision of accounts.

7. In the future several types of these visiting teachers might be required. It had been proposed that medical workers should now be trained in welfare work. There was close co-operation with the Medical Department and it was gratifying that the latter had chosen the Jeanes School for the proposed training of these medical workers, instead of setting up a new institution of their own.

8. Mr. DOUGALL said that there were two important points to be borne in mind in connexion with the teachers. The first was that they were employed for the most part by the Missions. Although Government had agreed to give a grant of two-thirds of their salary when employed as Jeanes visiting teachers, it must never be overlooked that they remained Mission employees, and did not become Government employees.

9. The second point was the difficulty of the supply of candidates. The Missions were anxious as to the future status of these Jeanes visiting teachers. If the Missions thought they would lose their best men by sending them to the Jeanes school, they would hesitate to send them. It was almost impossible to get the most intelligent boys to train as teachers, as they all wished to go to a High School instead. It might be possible to get them later on, but not immediately. In any case, however, such a boy might not be the best kind of candidate. The best Jeanes teachers would perhaps be found among those who had been to a preliminary village teachers' course at the Jeanes School but this preliminary course had not been instituted as yet. Government trained some teachers in conjunction with its schools in the different provinces but most of the village teachers were educated at the Mission Stations. The type of man who was trained at the Jeanes School might eventually include a kind of subordinate native development officer under the medical, agriculture, and other officers in the reserves. Mr. DOUGALL considered that the success of the Jeanes School was due to its elasticity.

10. As regards recruitment, Mr. DOUGALL said that although, as a matter of fact, almost all the students had come from the Missions there was theoretically nothing to prevent recruitment from other sources if recruits could be found, but this was difficult in practice as most village teachers had been educated by the Missions. Nor was it necessary that they should be converts, though up to the present all but three had been in fact converts. Two of these three were Masai and one a Suk. The two largest groups of students came from the Kikuyu and Kavirondo districts, in about equal numbers; eight or ten other tribes had been represented at the school at various times.

11. There was no salary scale for the Jeanes visiting teacher, who was paid at a rate at least equal to that of the best paid teacher whom he instructed.

12. When the Jeanes visiting teacher had completed his course he returned to the Mission, or other place whence he had come to the Jeanes School, with a testimonial from the school. He then said what he wished to do, and the Mission (or whoever might be concerned) would give him a certain district of schools which he would have to visit, and on which he would have to report each month to his superintendent. The teacher would spend three or four days in each school, training

the resident teacher during the day and visiting the community with him after the school closed. He would talk over with the teacher what had been done, and would, if possible, hold local teachers' meetings every month. He would also arrange demonstration lessons and exhibitions which the parents could attend. He sent in a report to the Jeanes School four times a year and returned for a refresher course once a year.

13. A visit of three or four days was sufficient for an ordinary school if the visiting teacher returned once a month. He was not an inspector, but his business was to make friendly suggestions, e.g., that a certain lesson might be taught better in a certain way, or that it might be useful to prepare notes in advance for the lesson on the following day (which was not always done) and so on. The visiting teachers were not employed only as travelling teachers but in a variety of ways. Sometimes they were employed in Normal schools where they stayed all the time, while at other times they would teach in a demonstration school in close proximity to a Mission. Their wives did not travel with the visiting teachers, but taught women at their own centres and one or two schools near their own homes.

14. Asked if it was not found that higher education tended to divorce the natives from their own type of life, Mr. DOUGALL agreed; but added that if the same amount of thought was given to higher education as was given to elementary education, this difficulty would be overcome.

15. In reply to a question whether there was any local prejudice against mission-trained boys, Mr. DOUGALL said that it was impossible to generalize: both Missions and pupils were bound to vary—the latter in outlook and in ability.

Annex II

UGANDA.

RECORD OF DISCUSSION WITH MR. E. G. MORRIS, DIRECTOR OF EDUCATION.

1. Mr. Morris classified his statement under three headings:—

- (a) European education.
- (b) Indian education.
- (c) African education.

(a) European Education.

2. There were not more than 40 or 50 European children of school age in Uganda. Of these about 20 or 25 attended a private school at Kampala, which received a Government grant. The school only took small children, between four and eight years of age, and of the 40 or 50 children of school age in the Protectorate all but about 10 or 12 were under the age of eight. In 1930 it had been proposed that this school should be taken over by Government, and that a hostel should be run in connexion with it, so as to enable children from up-country and Entebbe to attend as weekly boarders. Unfortunately, this scheme had to be abandoned owing to the financial situation.

3. Children above the age of eight either had to be sent home to Europe or else to schools in Kenya, since the climate of Uganda was unsuitable for them. The same was true of European children in Tanganyika Territory. The parents had great difficulty in paying the Kenya fees. Originally no extra fees were charged to the parents of children living outside Kenya, but since the parents of these children did not pay the education tax in Kenya the Kenya Government had subsequently decided that they ought to pay higher fees than the Kenya parents who were taxed for education. The usual fees for children from outside areas were £90 per annum, though certain private schools in Kenya would take European pupils from Uganda at lower fees than this. The parents found it in many cases impossible to pay these fees, and it was felt that some assistance should be given to them as the Uganda Government, both for financial and for climatic reasons, offered no facilities in the Protectorate for the education of European children above the kindergarten stage. The Government did pay the fares of European children attending schools in Kenya, and a few grants had been made to parents from the Education Department Vote and from the Uganda Charity Relief Fund.

4. The number of European children in Uganda receiving no education was very small, most of them were the children of people in subordinate positions in commercial firms; but since (as stated above) all but about 10 or 12 of the children were under eight years of age, the situation was likely to become more, not less,

* Compare Addendum to this Annex.

Read on page 20 paper

difficult in the future. Education was not compulsory, and there was the danger of a "poor white" class growing up. At the same time Mr. Morris said that he did not wish to give the Committee an exaggerated idea of the difficulties in regard to European education in Uganda. The problem was as yet one of very small dimensions. Its essence lay in the fact that European children in Africa were in danger of receiving an education inferior to that given to Indians and Africans.

5. In 1930 it had been proposed to increase the non-native poll tax in order to meet the cost of improvement in European (and also in Indian) education. This proposal had not been opposed by the European community, but had been strongly opposed by the Indians (*vide also* "(b) Indian Education"); and in consequence the Bill had been withdrawn in the Legislative Council. As the necessary money had not been forthcoming the scheme for the improvement of European education had had to be abandoned. The proposal was, however, being renewed, and it was possible that the poll tax might be increased from 1st January, 1932.

6. The Committee's views on European education in Uganda are recorded for convenience separately under Item 4 of the Minutes, as the question at issue concerns Kenya and to a certain extent Tanganyika as well as Uganda.

(b) Indian Education.

7. Owing to lack of funds, the position was far from satisfactory. As stated above, under "European Education" the Indians had very strongly opposed the proposal to increase the poll tax, and, therefore, although a scheme for improvement of Indian education had been drawn up it had been impossible to proceed with it. If, however, the increase in the poll tax from 1st January, 1932, was approved, progress could be made at any rate with part of the scheme. The staff in the schools for Indians was poor and inefficient, and the schools were run by committees on which there were representatives from the various sects of the Indian community. These committees were torn with internal quarrels and contentions. There should be direct Government control of these schools, and if funds were available next year it was hoped to solve the problem.

(c) African Education.

8. There had been improvement in the Bush and Elementary schools, due to better teachers and to reorganization. As the schools improved the parents would be more willing to pay the fees and better grants would be obtained from the District Boards. Teachers' training schools had been started in every district with funds from the District Boards, but the scheme was still in its infancy. It was important that Europeans should be in charge of this work.

9. The policy had been to have Mission-Bush schools and Mission Elementary schools. If this policy was continued, the Missions must accept the responsibility for all that it entailed. The resources of the Government were limited and money must be provided by the Missions and Africans.

10. With regard to Middle and Junior Secondary schools, the difficulty of the moment was the inability of the parents to provide the necessary fees; but considering the financial crisis, the number of pupils was very satisfactory. There were quite sufficient schools of this type at present, but there was need for more girls' schools.

11. A Government Middle School had been stated at Makerere with three aims in view—

- (i) to be a feeder for Makerere College;
- (ii) to provide education for Mohammedan boys;
- (iii) to act as a model school for Missions.

12. At present Government were unable to provide sufficient funds to make this school a model school for Missions; and as it was important that the school should not fall below the standard set for Mission schools, it might be advisable to close it, provided the Mohammedan boys could be taken into Mission schools. Another point was that Makerere Hill was becoming very congested.

13. Girls' education was progressing satisfactorily but there was great need for a trained lady educationalist in the Department. This need has been recognized by the Government. The African Women's Colleges were both in receipt of very generous grants from Government, but so far these institutions had not attracted many candidates. It was questionable whether the money spent in grants would not be better employed in paying the salary of a woman inspector who would co-ordinate the work of Mission schools for girls.

Vide addendum.

14. Referring to language teaching, Mr. Morris said that very good progress had been made in Swahili and forty-four officers had sat recently for a Lower Swahili examination. No Swahili was taught in the Buganda Province except in the Kampala Technical and Normal schools and in certain non-Buganda classes in Mission Normal schools. Buganda was still being used by certain Missions outside Buganda, in some cases at the expense of the local vernacular. English was taught in the Middle schools and at Makerere College. There was a universal desire to learn English.

15. The lack of support for Makerere College from outside territories was disappointing. The main difficulty at the moment was that Makerere was entirely vocational and a general course was required. The ambition of most African boys who went to Makerere was to become a Chief. If Makerere could offer a general course more pupils would probably be attracted. Such a course should be up to matriculation standard. Mr. Morris had already spoken to Sir Percy Nunn, who thought that the University of London might be prepared to make some concession regarding the papers in English. The standard of entrance to Makerere College had been raised.

Addendum.

EXTRACT FROM A LETTER FROM MR. MORRIS TO THE OFFICIAL SECRETARY.

Makerere, 3rd January, 1932.

On arrival here I find that the Makerere Middle School has already been closed, as I feared would be the case.

Re European children, my estimate of only 10 to 12 over eight years was too moderate, as recently several parents have withdrawn children from Kenya schools owing to lack of means to pay fees. A more accurate estimate would be 15 to 20.

A further development, of which I was unaware, is that the lady in charge of the Kindergarten is teaching some of these elder children in the afternoon for an hour or two. This can hardly be called giving them education, but it is something, and emphasizes how much some provision for these children is needed.

(Signed) E. G. MORRIS.

Fees in Uganda

Fees in Uganda

C. O.

17110/2/31.

10/2
R 2-MAF
D 2-MAF

Mr. Eastwood. 21/1.

Mr. Allen. 11/2

Mr. Fischer 19/2

Mr. Parkinson.

~~Mr. Tomlinson~~

~~Sir C. Bottomley.~~

X Sir J. Spackburgh. 20/2/32

x Perml. U.S. of S.

Parly. U.S. of S. Sir A. Hamilton
Secretary of State. (see minutes)

(18)

DRAFT.

for consen.
v. minutes.

KENYA.

NO. 181

GOV.

Downing Street.

B₂ Airmail

H March
February, 1932.

J.S. Byrne
Sir, 2.3.32

I have the honour to acknowledge

the receipt of your despatch No.656 of the

18th November/1931 in which you referred to me

for my consideration a resolution passed by

the Kyambu Local Native Council in favour

of the establishment of a Central School

for Kyambu.

2. The proposal is one which presents difficulties in relation to the general policy of Government both towards acceptance of contributions from local authorities to educational institutions and towards mission education, and it may be useful if I begin by setting out briefly the policy approved by my predecessor.

3. In paragraph 10 of his despatch No.421 of the 13th July, 1929, Sir Jacob Barth discussed at some length the policy

No.7 on
15690/29.

to be adopted in assessing the contributions to be made from Colonial and from Local Native Council funds. He recommended that Colonial funds should bear the cost of staff, inspection and consumable stores in the Elementary "B" and "C" schools and that the Local Native Council votes should provide the capital expenditure, permanent equipment and maintenance of the schools but not of Mission hostels attached to the schools. In his despatch No. 722 of the

No. 5 on
16196/30.

17th September, 1930, Lord Passfield accepted this basis of distribution "at any rate for the present" but expressed his entire agreement with the view that a greater proportion of the direct revenue collected by the Government from natives should be expended upon native education.

4. Sir Edward Grigg in his despatch

No. 1 on
16305/30

No. 558 of the 30th August, 1930, stated that he had agreed to the establishment of a

school



These schools come within the categories of schools mentioned in previous paragraph.

Handwritten initials or mark.

No. 9 on 16305/30.

school at Kakwaga and to the drawing up of plans for another school at Nyeri, the capital cost to be borne in each case by Local Native Council funds and the maintenance and recurrent charges to be shared equally by Government and the Local Native Council. Lord Passfield was interested to learn of these arrangements but he asked, in paragraph 2 of his despatch No. 120 of the 13th February 1923, that these two schools should be regarded as experimental and that full opportunity should be allowed for investigation of their work and its results before any substantial enlargement of the field of experiment was contemplated. He asked for a special report on these two schools to be furnished in due course. You have subsequently suggested

suggested in your despatch No. 383 of the 10th July, 1931, that too much emphasis should not be laid on the experimental nature of these schools, as several other schools of a type practically identical were previously in existence.

and I may say here that I should not regard it as reasonable to rule out the present proposal on that ground.

In the ⁴⁴⁰ same despatch of the 13 Feb 31

Lord Passfield, following the advice of the Advisory Committee, emphasized strongly the importance of the control of such schools resting entirely and unequivocally with the Government

through the Education Department, and to avoid misunderstanding he asked that they should be designated Government African Schools and not Local Native Council Schools. For

this reason he felt that the principle of allowing Local Native Councils to find the whole of the money required for the erection of such schools was open to serious question.

He recognised that regard must be had to

the

No. 12 on
16305/30.

the financial situation and that undesirable delay must be avoided and he therefore agreed to the proposal in the case of the Kakamega and Nyeri Schools, but he said that he did not wish it to be thought that he could accept in future the principle followed on this occasion.

6 As regards relations with Missions, the policy was fully set out in Lord Passfield's despatch No. 851 of the 29th

October, 1930, paragraph 4 of which referred to the possible need for developing Government ^{Schools} side by side with mission schools as having been definitely taken into account and admitted.

6 From this recapitulation of general policy I turn to consideration of the particular proposal now made.

7 The Kyambu Local Native Council are prepared to pay £8,250, or if necessary a little more, to build the school, and £3,880, or if necessary a little more, each year in order to maintain it. The sum of

27,500

£7,500 is already available and it is proposed to raise the further money necessary by a compulsory rate, which, unless fees are charged, is likely to be in the neighbourhood of Shs. 3/- a year, while the Council would welcome a Government contribution ^{but} they are quite prepared to bear the whole cost. They agree to the building, establishment and conduct of the school being in the hands of the Director of Education.

28 Apart from the ^{question of} ~~objection to~~ enlarging the field of experiment ^{in which I have already} ~~already agreed upon,~~ ^{expressed my opinion in paragraph 14} ~~a objection which I agree with you it is~~ ^{unnecessary to} ~~emphasise,~~ the proposals now submitted require consideration from three points of view in particular:-

a) At the present moment the Government is not in a position to contemplate any contribution from Central funds. Therefore, while it is the intention that the school should be entirely controlled by Government through the Education Department, and should

27
be designated a Government African School it is proposed that not only the capital cost, but also the whole cost of maintenance for an indefinite period should be borne by Native Local Council funds. Such an arrangement goes ^{far} ~~above~~ ^{is} ~~beyond~~ that which Lord Passfield agreed, not without hesitation, in the case of the Kakamega and Nyeri schools and it is ^{clearly} ~~clearly~~ ^{very} ~~undesirable~~ to deviate temporarily from the accepted principles regarding the incidence of cost except for very special reasons.

(b) The imposition of a compulsory rate of, say, 3/- a head in addition to the normal general purposes rate of 2/- per head and the Hut and Poll tax of 12/- may be represented as unduly burdensome on the natives, although I note from paragraph 10 of your despatch that the District Commissioner is satisfied that it is well within the capacity of the people to pay such a rate.

(c) Although ~~it is~~ ^{as} pointed out in paragraph 5 above the development of Government schools side by side with mission schools is contemplated, I note that one of the guiding principles suggested in paragraph 5 of your despatch No. 612 of the 22nd October, 1931 (to which I am not yet in a position to reply) is that "no violent action should be taken which would involve mission schools now in receipt of grants in difficulties, owing to their sudden withdrawal or reduction, except on the ground of inefficiency." While ~~it is~~ ^{the} demand for this new school ~~is no doubt the case that the present proposal is largely due to the circumstances and the initiative does not come from the Government, the effect of the establishment of a school on the mission schools is an important consideration on which I should desire to be further informed.~~ ^{is in no sense due to the initiative of} ^{and the initiative does not come from the} ^{Government, the effect of the establishment of a school on the mission schools is an important consideration on which I should desire to be further informed.}

18
 17/10/19
 31

9. Although it is necessary to give due weight to the foregoing considerations, I do not feel that it is possible to resist

~~the~~ demand properly expressed by resolution of the Local Native Council for the establishment of this school even though it may be necessary ^{in the first instance} for the whole of the cost, including the cost of maintenance, to be borne by native funds; but I concur in the recommendation of the Sub-Committee of the Executive Council that no ^{large amount} ~~commitment~~ ^{should be made in the building of a school if the proposed rate be raised} ~~until the Government is satisfied that there is no longer any apparent menace from locusts, and that there is no apparent reason to fear any local shortage of food. When your Government is so satisfied, and you feel justified in recommending the proposal for final approval, I shall be prepared to give favourable consideration to such a recommendation, provided~~ ^{that the financial arrangements now proposed are regarded as exceptional, and that an assurance is given that no} further

further Government African School will be established with Government assistance unless similar assistance is given, or has already been given, to the Kyambu School, and

(b) that I can be satisfied that the economic condition and prospects of the natives concerned are such that a compulsory rate can be borne and maintained by them without hardship. For this purpose, I wish to be more definitely informed as to the prospect of revenue from fees and as to the amount of the compulsory rate which would actually be necessary.

I have already, in paragraph 9(c) above, expressed a desire for ^{full} ~~further~~ information as to the probable effects of the new school on mission schools.

^{It may be that you will be}
21. In so far as you are able to communicate with me on these matters in advance of the time when you can make a final recommendation you ^{and} ~~in that case I shall expect if you will do so~~ will no doubt do so.

I have, etc.

(Sgd.) P. CUNLIFFE-LISTER

19 Gov. Kenya 686 18th November 1951
forwards Resolution of the Kyambu Local Nativ Council regarding financial provision for the institution of a school at Kyambu, together with the recommendations of the Exco. C'oil in this matter.

(To me 1/9)

This requires detailed consideration which I do not pretend to have given it. I sent an answer however in case it is desired to discuss it with Mr Scott who is due to leave this country on the 31st December.

Sent the duplicate to the
Scott so for any show.
17.12.51.
D. Dennis

Mr Fisher

I should like to know what is your opinion as to the need for referring this to the Education ^{authorities} ~~authorities~~ ^{Finance} - if it should be so ^{or not} referred, do you think it necessary to get any views from Mr Scott - I see it is definitely stated that the fees definitely even an assurance that fees is definitely main for this school in its educational scheme: ^{but do we} ~~should we~~ want something

Mr Scott says this
point does not
arise

definite from Mr Scott as to how
interference with teacher mission
schools and for provision of
denominational hostels. (See tax
note flagged in 16305/30). There is
also the "experiment" aspect of
the matter - in para 2 of No 9 of
16305/30 - para 2 of ~~the~~ ^{No 12 of}
the same file. As to the important point
of the ^{importance} decision of cost I think
Mr Scott would say that that
has a matter of fact rather
not for here.

St Allen
19/12/31

Mr. Allen.

I do not see any necessity for referring this
matter to the Committee, but would suggest that copies
of the despatch be circulated and a short notice be
made on the subject by me.

In the meantime, I would recommend that the pro-
posal be approved. The Committee, after going
thoroughly into Mr. Scott's original proposals on
organisation, which included the provision for the
establishment of local native council schools, recom-
mended that the Kenya Government's education policy
be agreed to. The matter was very thoroughly dis-
cussed and studied by a Sub-Committee. Mr. Scott,
when he met the Committee the other day, gave further
explanations which satisfied the members of the Com-
mittee on all outstanding points.

I think on general principle the Committee can
give useful advice on policy and the organisation of
the Education Department and the various schools under
it. The detailed arrangements and the carrying into
effect of the various items of any such scheme should,
I think, be left to the local Government and the Direc-
tor of Education. On this particular point, the
Committee held that whenever there was a need for a
native council school and the natives came forward
with an offer to finance such a school, this offer
should be accepted, provided that the supervision of
the direction of the school remained entirely in the
hands of the Education Department, who would satisfy
themselves that there was a real need for the estab-
lishment of the school.

I would suggest that the papers be shown to
Mr. Scott, in case he thinks it necessary to make any
further observation. You might perhaps wish to wait
before you reply to the Government of Kenya for any
observations that members of the Committee wish to
bring forward when they have seen a copy of the des-
patch and heard the notice I propose to give.

I have written to Mr Scott
St Allen
22/12/31

Mr Scott called to see me today. He
agreed that the three major issues
were the "experiment" aspect of the
relationship to mission education & the
financial position. He said
that there is no suggestion of
going to the other side of the road.

even in the future. He emphasized
(as particulars) in relation to school
at present where the division between
Scott & local station funds
is roughly on a 50/50 basis, pointing out
his difficulty of having a different
taken of the schools within his
same time & any 50/50 apart.
I further also that he regarded the
3% rate as heavy in top of the
land rate 2% in addition to the
wearing 12% tax. (I think I think)
will also make plan with this.
If the scheme is agreed the
Kikuyu will regard it as a severe
off. Dr. Arthur was the circumciser
issued. The schools of his mission
are practically empty though Scott
has ^{not} penalised it in grants. Dr
Arthur apparently admitted that the
mistake (or circumciser) was due
to his overestimating the talent to
which the Christianising of the
Kikuyu has gone. On the other
hand there is his serious difficulty
of denying the Kikuyu demand
in the matter. He regards an

undertaking } Scott to come in with the
usual contribution at an early date or
as soon as the finances permit for
Scott suggests that the unofficers
in the local, would ^{visit} structure on
the ground that it was pleasing the
lego in advance.

The matter obviously calls for
careful thought & reading. The paper
has come back to me as my return
and I am - I may have been an
X opportunity of consulting the Governor

H. Allen
24/1/31 atance

Mr. Allen
R 247. 1/1/31

I had written to Mr. Moore
H. Allen
24/1/31

no need to
write off

I discussed this with Mr. Moore on
the 7th January. He concurred generally in the views
expressed by Mr. Scott. Generally, he was inclined to
think that the despatch was rather inadequate, and
that there was ground for taking the view which I
expressed, that it would seem necessary to refer back
to the Governor for further information. We were

more or less in agreement that reference to the Governor on the following lines might be considered.

In principle, agree to the Government School at Kyambu on the same experimental lines as at Nyeri and Kakamega (if on further examination there is nothing in Lord Passfield's despatch of the 13th February, 1931, to rule ~~us~~ out); that it is thought, on general principles, undesirable to deviate from the accepted principles in regard to the incidence of the running expenses of the school, even temporarily, unless local conditions make it imperative to take immediate action, and that if it is not so imperative, it might be suggested that the matter should wait over until the financial position improves, and the Governor can accept liability for its share of the cost; presumably the Governor has satisfied himself that in times like the present an

*Write to boards
to propose in a few
minutes of time*

Mr. Moore referred in this connexion to the difficulty of making additional rates of this nature when, owing to economic conditions, remissions of taxation would be necessary.

additional rate of 3/- will not be unduly onerous on the natives. Reference might also be made to the condition that Government Schools should not compete improperly with the missions, and that it is therefore presumed that in this case where the school is to be established in what might be described as a much educated area, the Governor has only made the proposal in view of the repercussion ^{on} of the Kikuyu if a legitimate demand for further educational facilities is refused. Reference might also be made to the fact that it is understood that the present situation is largely due (if not entirely) to the attitude of the Church of Scotland Mission ^{on} ~~the~~ the circumcision issue.

*Shuttle
11/1/32*

KENYA.

No. 656



GOVERNMENT HOUSE,
NAIROBI,
KENYA.

RECEIVED
12 DEC 1931
CGL OFFICE

18th November 1931.

Sir,

No 9. on
16305/30.

I have the honour to refer to Lord Passfield's despatch No. 120 of 13th February, 1931, on the subject of the responsibility of Government for Government African Schools and the principle of allowing Local Native Councils to find the whole of the money required for the erection of such schools.

2. The Kyambu Local Native Council have now passed a Resolution reading as follows:-

"That because of our failure to obtain sanction of our Resolution No. 6/30, we now wish it to be amended as follows:-
That we wish to build a school at an approximate cost of Shs. 165,000/- for the buildings or, if they cost a little more we are willing to pay; further we agree to pay Shs. 77,600/- annually for the running expenses of the school, and also, if the cost is a little more, we agree to pay; further we agree to a compulsory rate to the extent necessary for carrying on this work; further we agree that the school will be in the hands of the Director of Education as regards the building of it, and the establishment of it, and the conducting of it. If Government agrees to contribute a share, we shall be very glad, but if Government does not desire this, we agree to undertake the whole of the cost."

Received 18/11/31 4 MAR 1932

3. - The genesis of this Resolution is as follows:-
In January, 1926, the Kyambu Local Native Council passed a Resolution proposing that Shs. 10,000/- be spent upon a Central School at Kyambu and further that, if Government sanctioned this proposal, details be considered by the Director of Education and the Local Education Committee. The Resolution was in due course approved

by ...

THE RIGHT HONOURABLE
MAJOR SIR PHILIP CUNLIFFE-LISTER, P.C., G.B.E., M.C., M.P.,
SECRETARY OF STATE FOR THE COLONIES,
DOWNING STREET,
LONDON, S. W. 1.

by the Governor-in-Council.

4. In September 1927, the Director of Education attended a meeting of the Local Native Council and explained to the Council the objects and costs of a school such as is now contemplated. The Native Council accepted the Director's explanations and have annually voted a sum of money for the construction of a school. The amount now on deposit for this purpose is Shs. 150,000/- i.e. approximately the total estimated capital cost.

5. In 1930 the Director of Education attended a meeting of the Local Native Council at Kyambu and accepted this principle of allocation of Local Native Funds for the purpose of erecting a large Central School.

6. Resolution No. 6/30, to which reference is made above, was to the effect that Shs. 50,000/- of this sum should be spent in 1931 on building and that subsequently funds should be provided as and when required for the completion and also running costs for four years, after which the Council would vote annually Shs. 38,800/- provided that Government would vote an equal sum. It was owing to this proviso that the Resolution was returned to the Council as being ultra vires in that its acceptance would have committed Government four years hence to expenditure which it had not yet considered and which properly would have required the assent of Legislative Council.

7. The Council's reply now is that it is prepared to bear the whole cost both of capital and recurrent expenditure.

8. You will note from the despatch referred to that in the case of similar schools at Kakamega in the Nyanza Province and Nyeri in the Kikuyu Province, the capital cost has been met from Local Native Funds, but Government and the Councils are to share the cost of

by the Governor-in-Council.

4. In September 1927, the Director of Education attended a meeting of the Local Native Council and explained to the Council the objects and costs of a school such as is now contemplated. The Native Council accepted the Director's explanations and have annually voted a sum of money for the construction of a school. The amount now on deposit for this purpose is Shs. 150,000/- i.e. approximately the total estimated capital cost.

5. In 1930 the Director of Education attended a meeting of the Local Native Council at Kyambu and accepted this principle of allocation of Local Native Funds for the purpose of erecting a large Central School.

6. Resolution No. 6/30, to which reference is made above, was to the effect that Shs. 50,000/- of this sum should be spent in 1931 on building and that subsequently funds should be provided as and when required for the completion and also running costs for four years, after which the Council would vote annually Shs. 38,800/- provided that Government would vote an equal sum. It was owing to this proviso that the Resolution was returned to the Council as being ultra vires in that its acceptance would have committed Government four years hence to expenditure which it had not yet considered and which properly would have required the assent of Legislative Council.

7. The Council's reply now is that it is prepared to bear the whole cost both of capital and recurrent expenditure.

8. You will note from the despatch referred to that in the case of similar schools at Kakamega in the Nyanza Province and Nyeri in the Kikuyu Province, the capital cost has been met from Local Native Funds, but Government and the Councils are to share the cost of

by the Governor-in-Council.

4. In September 1927, the Director of Education attended a meeting of the Local Native Council and explained to the Council the objects and costs of a school such as is now contemplated. The Native Council accepted the Director's explanations and have annually voted a sum of money for the construction of a school. The amount now on deposit for this purpose is Shs. 150,000/- i.e. approximately the total estimated capital cost.

5. In 1930 the Director of Education attended a meeting of the Local Native Council at Kyambu and accepted this principle of allocation of Local Native Funds for the purpose of erecting a large Central School.

6. Resolution No. 6/30, to which reference is made above, was to the effect that Shs. 50,000/- of this sum should be spent in 1931 on building and that subsequently funds should be provided as and when required for the completion and also running costs for four years, after which the Council would vote annually Shs. 38,800/- provided that Government would vote an equal sum. It was owing to this proviso that the Resolution was returned to the Council as being ultra vires in that its acceptance would have committed Government four years hence to expenditure which it had not yet considered and which properly would have required the assent of Legislative Council.

7. The Council's reply now is that it is prepared to bear the whole cost both of capital and recurrent expenditure.

8. You will note from the despatch referred to that in the case of similar schools at Kakamega in the Nyanza Province and Nyeri in the Kikuyu Province, the capital cost has been met from Local Native Funds, but Government and the Councils are to share the cost of

5 -
maintenance about equally.

9. In Kyambu district however, Government provides annually over £6,000 in grants to the Church of Scotland Mission school at Kikuyu and the Church Missionary Society school at Kabete. In addition to that expenditure Government maintains the Native Industrial Training Dept and the Jeanes School, and gives large grants to the Alliance High School all of which, though serving the whole of Kenya, are situated in the Kyambu District which derives considerable special benefits from their presence.

10. The obligation to meet the entire cost of recurrent expenditure will involve the imposition of a local rate at Shs. 3/- per head of the able bodied male population. This rate will be in addition to the normal general purposes rate of Shs. 2/- per head. The District Commissioner definitely states that it is well within the capacity of the people to pay this rate and that it would be collected without difficulty or complaint. In the event of fees being charged for attendance the amount of the rate would be reduced.

11. In this respect I have the honour to inform you that in the Council's draft Estimates for 1932 it is proposed to spend Shs. 50,000/- on the building from the Shs. 150,000/- available for that purpose and also to levy a special Shs. 3/- rate which is expected to realise Shs. 75,900/-.

12. The District Commissioner and Provincial Commissioner both recommend the Resolution for approval.

13. This was then referred to the Sub-Committee of Executive Council who are authorised to deal with financial resolutions of all Local Native Councils - the Sub-Committee consisted of the Acting Chief Native

Commissioner ...

Commissioner, the Treasurer and Canon Burns, O.B.E.

14. The Sub-Committee, in view of the foregoing and particularly in view of the fact that:

(a) Government has for four years been to some extent at least committed to the acceptance of the establishment of a school involving such capital expenditure by the Local Native Council as that proposed;

(b) Government is contributing generously to education in the district from general revenue;

(c) The Sub-Committee is assured by the Director of Education that there is definitely room for such a school in his educational scheme;

(d) The Sub-Committee is satisfied that not only the Council but the general population which the Council represents has set its heart on having such a school; and

(e) The resolution is strongly supported by the Administrative Officers concerned,

unanimously recommended the Resolution for approval with the proviso that no money be spent on the building and no part of the rate be levied until Government is satisfied that there is no longer any apparent menace from locusts and that there is no apparent reason to fear any local shortage of food.

15. The Sub-Committee also recommended:-

(i) that the school be unequivocally designated and regarded as a Government school;

(ii) that it shall be controlled and managed by the Director of Education, the teaching staff being servants of Government and not employees of the Local Native Council;

(iii) that the school be sited at such a spot as shall be approved by the Director of Education;

(iv) that fees at such a rate as shall be approved by the Director of Education be charged for attendance; and

(v) that Government if and when circumstances permit shall share with the Local Native Council the current expenditure on the principle already adopted at Kakamega and at Nyeri.

16. The Sub-Committee's recommendation was considered at length by Executive Council who, while recognising the force of the arguments which influenced

the ...

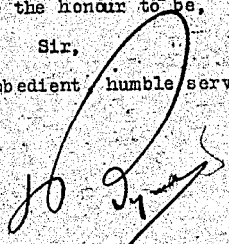
the Sub-Committee in arriving at their decision, were unable to endorse it unequivocally, but recommended first that the Resolution be not approved at least until there should be a manifest improvement in the general financial situation and secondly that before final approval be given the matter should be referred to you for your consideration, particularly in view of Lord Passfield's despatch already referred to, and thirdly that approval if eventually given should be without prejudice to a payment by Government of all or a portion of the recurrent expenditure.

17. My own view is that the circumstances of this particular case, and particularly the intense feeling of the local inhabitants who ardently desire the school, are such as to warrant the acceptance of the proposal with the safeguards recommended by the Sub-Committee of Executive Council and by that Council.

I have the honour to be,

Sir,

Your most obedient humble servant,



BRIGADIER-GENERAL.

G O V E R N O R.

K 299

17/37

Adv. Clk. on Educ. in the Colonies
Extract from amended minutes of 31st Meeting, 19. xi. 31

6. Kenya.

[The Education Department Annual Report for 1930, together with] various papers (A.C.E.C. 31/31, 32/31, 33/31, 35/31, 36/31) had been circulated.

The Chairman explained that there was no particular question before the Committee on which specific advice was desired, but that Mr. Scott had been invited to attend in order that the Committee might have an opportunity of hearing from him at first hand an account of educational matters in Kenya. The question of the powers of local Native Councils and their relations with the Missions or Government (A.C.E.C. 33/31) would be dealt with by the Sub-Committee on the Educational functions of Local Bodies, a meeting of which Mr. Scott was going to attend. He then asked Mr. Scott to make a statement.

17/11/31 Kenya

(No.)
(A record of Mr. Scott's statement which was continued in our next - viz. a Friday Dec 4th at the 32nd meeting & w.2 be recorded in the Minutes of the 32nd meeting in due course)

Robinson
9. xii. 31

Copy

1538

KENYA.

No. 612



GOVERNMENT HOUSE,
NAIROBI,
KENYA.

RECEIVED
13 NOV 1931
GOV. OFFICE

29th OCTOBER, 1931.

Sir,

I have the honour to refer to Lord Passfield's despatch No. 722 of 17th September, 1930, on the subject of the reorganisation of African education in Kenya.

2. In the first place I wish to state that, as Mr. Scott will be due to reach England shortly after the receipt of this despatch and it is advisable that he should be given an opportunity of placing his views before you and the Advisory Committee, I do not desire that anything contained in this despatch should interfere with the freedom of that discussion.

3. With regard to paragraph 3. of the despatch under reference, the general approval of Mr. Scott's scheme is noted with satisfaction.

4. With regard to paragraph 4(a) I regret that it is impossible at this juncture to make more funds from Central Revenue available for the development of African Education. Proposals made by the Kiambu and other Local Native Councils for development by their own funds are receiving the serious consideration of Government, and if a decision is reached to employ these funds, the expenditure will be on the lines of, and as far as possible, in accordance with the general principles of Mr. Scott's scheme.

5. I am

THE RIGHT HONOURABLE J. H. THOMAS, P.C., M.P.,
SECRETARY OF STATE FOR THE COLONIES,
DOWNING STREET,
LONDON, S.W. 1.

Mrs (on 16/9/30)

Unwired 6921 SEP 1932

See this

Approved by Government

5. I am in complete agreement with the following proposals drawn up by the Acting Director of Education as an indication of the guiding principles to be followed as far as funds permits-

(1) Public funds, whether provided from central revenue or from Local Native Council votes, should in general be expended at selected institutions which should be brought to the highest possible state of efficiency, rather than that they should be spread widely over a mass of low grade institutions whose efficiency would not be perceptibly raised by such small grants as would become available for each. This would have the effect of setting free mission funds proper more and more for the lowest grade of schools, a large proportion of which are predominantly religious in aim and character.

(2) No violent action should be taken which would involve mission schools now in receipt of grants in difficulties, owing to their sudden withdrawal or reduction, except on the ground of inefficiency.

(3) Every attempt should be made to utilise public funds for the improvement of the quality of teachers, including the training and payment of Jeanes School supervising teachers.

(4) Other things being equal, preference should be given to schools in which the instruction is definitely related to the life of the people, especially in respect of the improvement of their health and the development of their skill and future efficiency in relation to productive industry and agriculture.

(5) Government should ordinarily pay for staff and the Local Native Councils for boarding costs, other recurrent costs being divided reasonably between

these two sources of funds.

(5) Schools in receipt of grants (a) should not be in competition with one another, even for religious reasons, but ~~that~~ they should be properly distributed in order to serve a maximum number of families, and (b) should have suitable areas of land definitely assigned to them (where this has not already been done) under the Native Lands Trust Ordinance.

(7) The "right of entry" should be conceded in Government schools, and ~~that~~ the "conscience clause" should be recognised in all schools aided from public funds.

Calvey

6. I am addressing you shortly on the difficult situation which has arisen in the Kiambu District and other areas in connection with schools desired by the Local Native Councils and for which they have voted funds.

No 12 on 16305/30

ACC 12/30

7. With regard to the question of salaries and of suitable men referred to in my despatch No. 383 of 10th July, 1931, there can be no doubt that Europeans employed in African, as in all other branches of education, should be of the highest type but I do not feel that the African with his present low taxable capacity and in the present economic situation should be burdened with a large number of education officers, on the long scale going up to £920 a year with other emoluments.

8. The proposal as to the European staffing of the Elementary G schools (which are to go up to Standard VI and are to contain 180 boys divided into three sections -
i. General education, ii. artisan and agricultural training, and iii. teacher training for lower grades of school) is that there should be three men, one of whom would be specially

4

specially concerned with i, and iii, and with the control of any outschools in the District, and the other two with ii.

9. With regard to the 2 assistants, a scale of £300 - 10 - £400 a year has been agreed upon and Mr. Scott considers that a scale of £400 to £600 a year would be an adequate remuneration for Principals in these schools. He does not think it necessary to have men of very high academic and professional qualifications for these posts, but rather men of good will, and sterling character and a professional knowledge which will enable them to promote sound methods of teaching elementary subjects in these schools. Several of the Government African Schools are being successfully conducted by men of no higher qualifications. Mr. Scott is also of the opinion that such men can be recruited on the emoluments suggested above.

10. With regard to the length and kind of training course to be taken by teachers, I attach a copy of regulations which it is proposed to bring into force at the beginning of 1932. In the new nomenclature, Elementary C schools are called "Primary", Elementary B become "Middle" and Elementary A become "Elementary".

See duplicate

11. With regard to denominational hostels, these are not an essential part of Mr. Scott's scheme, but it is felt that a place should be left in the scheme to enable any mission to establish and conduct a denominational hostel in connection with a Government African School. This would enable a strong specialised religious influence to be brought to bear every morning and evening and during week ends, in fact, all the time except when boys were actually under class and workshop

PUBLIC RECORD OFFICE

CONTINUED ON NEXT FILM

TOTAL EXPOSURES →

no
tar
enc

Apr
90:
Fore
Basi
res
is:
eas
ep
ran
e L
he
Brit
ases
ossi

*My heavy finger and Lamb of
Greece to signify some of the
first step of Constantinian
to many for beauty for
of the great Empire
of the world and called
of the world and called*

nostrum autem super nos non agnos

modo implentur generalis

generalis per malofor imperat ad generalis

*their control over
il to deal
at*

*And according to
and according to
of
was conveyed
December 17
in the
note
Non ult
officials, 7
a limited nu
unofficial mer
members of t
ended espe
have secu*

*him
at n
part
of
the directors
of
was
statist*

*and confounding
the and justice
and maintain not before
see Angli as festa uti
then sen ad manus Walling
pure
omer wr
qualified opti
ar 1900, but ab
=culation which finis*

PUBLIC

RECORD

OFFICE