

1930.

Kenya

T

No. 16305

SUBJECT

C O 533/403

Education Department Report 1929

Previous

- See 16199/30 (Bill)
- ~~16196/30 (African Educ)~~
- 15625/29

Subsequent

- See 17110/31 (Native Education Policy)
- 17348/31
- 3154/33 (Report on Native Schools)

Delivered for Mr

This is a copy of the Education Report for 1929, with copy of the debate in Legislative Council and proposals for establishment of a school at Kakamega, together with extracts on the report.

See on 1558/27
as to sending
copy to Mr. R.
L. Ngunjiri
(as to James
school)
Q

This is Mr. Scott's first annual
report on the work of his
dept. seems to me to be
quite exceptional interest.
It is written in a
short "stick" style which I
should think is very typical
of Mr. Scott.

It is a most generally
shocking in the form suggested by
the Advisory Com. in the report
the date of 25 Aug. 1929. The
first part is an admirable summary
of the aims of education in
Kenya. It is intended to be
more a less permanent in form
but since it was written before
decisions had been taken about
the Education Dept. & the
Reorganization of African Education
it is necessary to be a part
of the things that have

copy attached

As regards para 3 of the dep. to the Govt. C. school should not be introduced until they are not complete with revision. The proposed new school is at Kaurimata & the Kikuyu do not ^{align} with these lines. On the other hand after reading para 3 & 4 of the Report there cannot be any shadow of doubt that the schools are necessary & that to attempt to proceed to setting up with directions.

As regards the financial arrangements for these two schools on p. 75 of Sir J. Denton's dep. no. 421 of the 12th July 1929, it was proposed that colonial funds should bear the cost of staff inspection & consumable stores & that the L.V.C. votes should provide the capital expenditure permanent equipment & maintenance of the schools.

Knowing the result of the meeting of the Kikuyu Council

15690/1929

These proposals outlined in the last 3 pages were approved in no. 5 on 16.10.29. (para 4). The scheme set out in the last page of this dep. seems to comply fairly well with the arrangements.

There are several points of interest in the Report but it will presumably be to the C.A. for them to be referred from further comment.

I am aware of the copy of the dep. with the amendments shown in pencil (I don't think it is necessary for the C.A. to have these Leg. C. Schools). There is also I think the draft covering notes to the effect that the S.P. progress subject to the C.A. should be expressed in accordance with the scheme of para 3 & 4 of the dep.

When any reply goes to the dep. I think the S.P. who might be affected have this matter discussed with the dep. or to set it off.

Platford
7.10.30

Mr. Macpherson
I have not yet read the report,
but after you ring me up
today I got hold of the
papers.

As you are circulating in
the C.A. for 23 Oct. the
report, do you also wish
this leaf. to be copied &
circulated? And in that
case do you also want
the debate to be copied
& circulated?

If the leaf. is circulated,
presumably it will form
an item on the Agenda
(with the report) for the
C.A.'s session - & I do
not see that any
covering note from the
Dept. will be required.
Do you agree?

A. J. Parkerson
10.10.30

Separate papers
as to this will
can be worked
up - Reed

16/9/30
K.

The Dispatch does not really relate to the Report for
1929 but to what has subsequently been done in
the current year. As such I think the contents of
it should be communicated to the Advisory
Committee separately. with a note showing its
bearing on the recent recommendations of
that Committee in regard to the salt oil
proposals. This might be done in time for
the November meeting. There will probably
be discussion of the Report at the October
meeting which may give a line as to the
way in which the Dispatch should be
presented to the Committee.

What the Committee will probably
take exception to in Oct 29th is the
Director's misrepresentation of the
Committee's policy in his first dispatch.
Sir James Linnis is seeing the question
I will let you have a brief note on the
point before the meeting.

A. J. Parkerson
10.10.30

Mr. Linnis

There there is no great hurry
about the Dispatch for the C.A.
I'll get you, please, minutes
on the Report in the Dispatch
the various proposals.

I had read the report but have no
views in detail.
The main question is the one of
policy which will shortly come
before the Education Committee
whose views may lead to
amendments. They will presumably
have a bearing on the question

The establishment of the
schools at Kalamangal &
Kani refers to in paras
3 & 4 of the despatch. Also
in the Minister's remarks at the
Darsasalaam Conference on
27 & 28 of the Report.

The Government School
Report (para 6 of despatch)
went before the Education
Committee at the time
- see No 3 of 1895-2/29.
As regards para 7 of
the despatch it was the
notes that a fee was sent

Lesson of 28
1/18/10.

30.9.10
1899/130

to the Education Committee on the 6th Oct
concerning the introduction of
the Education Bill subject to
the certain amendments

1899/130
18/10/10

Mr. C. S. S. S.

Notes especially
concerning above
before the meeting on 25 Oct

No action was reported on
the matter pending the
action on the Report - see
the Government minutes of
16.10.10

All P
(20.10.10)

~~NEW~~

X has sent to the Education Committee
a copy in advance with copy
of the Report.

Please have immediate copy
of the Report put a
file & have all the
to the Government concerning

All P
2-1-10-10

Mr. C. S. S. S.

Notes a copy
of the Report

Mr. Parkinson
(1) You will need the paper for the Cree's replication of his Scott's statement. You will go to Mr. Currie, of which you have a copy, will form the basis of the despatch. Would you like to start a "draft" or should we try to do it together?

The despatch will go, if possible, by mail of 30. Octom.

I am anxious to get Whitecourt down as highly as we can - as he is far too useful a diabol of Edac. for us to antagonise!

(2) We must also decide as to disposal of Edac's def. in 1957. Presumably it will be discussed at the next meeting, for convening of the def. - with a copy of the def. as we are not to send - but what covering comments do you suggest?
Accepted
Signed 30

Mr. Parkinson

1. I thought that it would save time if I provided a draft as a basis of discussion, and for your amendment. I shall be glad to discuss it any time, if you think it necessary. The Committee will, no doubt, at its next meeting record the appreciation of Mr. Scott's services in connection with Sir Edward Grigg's doubtless well deserved commendation.

2. As regards the covering despatch, the Committee will, I think, be concerned only with the establishment of the two schools referred to in paragraphs 3 - 5 of the despatch. I do not think that the Committee will take the line that the establishment of these schools is "in conflict with their views." As regards the first of them, it is stated in para. 3 that it will not interfere with mission schools already in existence. As regards the second school, I imagine that facilities will be afforded, if required, for denominational hostels. On this point, the Committee, in para. 12 of its report on the scheme, after expressing its preference for "C" schools with definitely religious foundations and atmosphere, leave the decision to the Kenya Government. The Committee felt, in fact, that it would be indiscreet to press their views in the light of the acknowledged local difficulties and feeling.

The Committee will probably want to know whether the two schools that are now being established are "Local Native Council Schools", as named in the draft scheme enclosed with the Governor's despatch, or Government Schools, which is the term applied, at

any rate, to the second of the two schools in para. 4 of the despatch. The real question, of course, is whether the control is to rest with the Government, (subject, of course, to such advice as may be given by the School Area Committee, on which Local Native Councils are to be represented) or with the Local Native Council. The Committee is insistent that the ultimate control ought to rest with the Government, and I cannot help thinking that the name "Local Native Council School" is to be deprecated, since such a name, taken in connection with the fact that the schools are maintained partly from Local Native Council Funds, will encourage an idea that they are managed as well as maintained by Local Native Councils.

The Committee will also note that the salaries prescribed for the staff under the draft scheme are substantially the same as were recommended by Mr. Scott in his proposals for native education. These salaries were criticised by the Committee as inadequate. Mr. Scott's reply to this criticism was very difficult to understand. The Committee in its final reply made it clear that it regarded the salaries as inadequate for European officers recruited in England by the Secretary of State, and that they saw no reason why such officers should not be included in the cadre for which salaries were recently fixed by the Government on lines suggested by the Advisory Committee. The Committee made no comment regarding the possibility of recruiting such officers in Kenya, owing to lack of information. My impression is that the headmasters at least of such

Government schools in Kenya are, at present, being appointed by the Secretary of State. Appointments Branon was recently, I think, considering candidates for the Kavirondo school.

These are to be left to the Secretary of State for the purpose of the draft scheme.
 Approved by the Secretary of State on 24.10.50
 In the name of the Secretary of State
 [Signature]

*Off deep. v.l. to be made
 This prepared will do admirably
 I think. I will put up off 1.0.50
 Get note off of 1.0.50
 20 Oct - + review by further
 action on 11.10.50*

*all Parliament
 29.10.50
 28.10.50*

- 2 To Human Income - 29 OCT 1950
- 3 To Gov 851 - 1 Approved - 29 OCT 1950

Private

*As may be seen
 in sending to the Advisory Com. the
 deep. in D. & the deep. in C.
 we shall have had need a covering
 note? ~~covering note~~
~~covering note~~
 Your minute covers the point
 in relation to the fact that the
 be intended - but for the
 purpose of the covering note*

to you...
great attention to any...
in the deep... if we
should, how much we
we to say? Subject to
your views...
I have been
inclined just to submit the
3 drafts (with the Report
already circulated) without
comment.

All Parliament
31.10.30

A 2 you in regard to a number of
the Committee I shall probably direct
attention to the points I have reproduced
in my note

All Yours
1-11

to Baynton

2. Then you will arrange to
circulate to the [unclear] at their
next meeting (ref. the Report
circulated last time)

Copies of No 1 in this file
for comment
copies of No 3 for inf

All Parliament
3.11.30

There are now 40 copies of 1 and 3
on my evening slip opposite. The enclosure to
1 should all be copied except the extract
from the local paper

DESTROYED UNDER STATUTE

4
Extract from minutes of 19th meeting of Advisory
Committee on Educ in the Colonies held on
23/10/30
flagged
24/11

Extract from minutes of 19th meeting of Advisory
Committee on Educ in the Colonies held on
23/10/30
Part of
Copies

minutes is best compared without alterations
(see minutes of 7th meeting of 30th Nov)

See paras 3 & 4
of No 1. Those 6 & 9
on to the [unclear] [unclear]
[unclear]

5. Extract from draft minutes of 20th meeting of Advisory
Committee on Education in the Colonies held on
20 November 1930

Part by
All P
18-11-30
[unclear]

minutes of 20th meeting compared with
amendment shown

6. Extract from enclosure in 20th letter dated
13 December 1930 re Director of Education's report of 1930

This is an extract from the
Roman Catholic newspaper 'The [unclear]'
Press for [unclear]
Part of [unclear]

Are we to take it ^{forward} that
nothing is to be said of Kenya in
reply to no. 1 take after the
C.O.'s next meeting?

Gardner
8.1.31

The next meeting is on Jan. 22nd
The minutes of the last meeting will
then be confirmed: & some further
decisions may take place.

G
21.1.31

4. Has heard 781 _____ 17 December
letter as to Director of Education's views on the
development of African education through missionary
agency: which has been dealt with in introducing
second reading of Education Bill in Legislative Council

8. Extract from confirmed minutes of 21st meeting of
Advisory Committee on Education in the Colonies held
on 15 December 1930

No. 7. Don't worry, I think
an "amended" version will
be circulated to the C.O. & the
C.A. & the C.P.

No. 8. ? Now for action on this
& no. 5 in reply to no. 8, also asking
not of standing.

Gardner
24.1.31

* making the points
minutes 1 to 5
point 6 not
back of
reasoning to include
anything else?

Mr. Mayhew
Mr. Vischer (to see on return)

No. 7. You will wish to circulate this to the
Committee? and ultimately a suitable reply
will be needed?

No. 8. This, I take it, is the extract about
which you spoke to me by phone some time ago,
and you then said that you would be glad to lift
the despatch to Kenya which would be required
assistance which I cordially welcome. And now
about No. 5 (extract from minutes of 20 Meeting now
confirmed) that two will have to be covered
by the despatch?

A. C. C. Parkinson
24.1.31

(7) Yes - please. Perhaps it could be detached
temporarily from the file and sent to Mr. Poynton
for reneeing in preparation for the meeting on
February 19th. I am not sure that the Committee
will pass unchallenged Mr. Scott's suggestion that
the importance of Mission Education has been
"over-emphasised". It seems to me unfortunate and
unnecessary.

(8) Please see draft attached which I shall
be glad to see mangled.

Actually the Committee at both meetings
showed more interest in the general problems of
Kenya than in the two questions arising out of the
despatch on which I have concentrated in the draft.
But I think that I have written nothing which could
not be substantiated from the Minutes.

Arthur Mayhew
27.1.

Dupl. is being
sent to Mr.
Poynton.

A. C. C. P.
21.1.31

Mn. Mayhew
Sir C. Bottomley,

I have made some variations in the draft despatch designed really to bring it into accord with our usual form of desp: the only alterations of any substance are in paras. 4 & 5 - see marginal notes. Subject to your agreement, will you please pass on to Sir C. Bottomley.

The only point of political importance which arises is the establishment of the schools at the expense of Native Council Funds. The capital cost will be £10,000 in each case, to be paid entirely from Local Native Council Funds, while for upkeep the proposal is that Govt. and Native Councils pay on a 50/50 basis, a proposal which exactly fits in with the one definite recommendation of practical importance made in this connexion to Sir C. Bottomley on the 2nd February by Prof. Macmillan. Possibly however, Prof. Macmillan might prefer the capital cost also to be shared with Govt. But if the £10,000 required is actually available in Local Native Council Funds, as is definitely

stated in the despatch in respect of Kakamega, it would be difficult, especially at the present state of Kenya finances, to raise objection to the expenditure of the Local Native Council funds for the schools which the natives are so anxious to have?

acc. Parkinson
3.2.31

A 7 copy
Antony
3-2

x and as we heard from the Mysms. on 14.1.31 is also the case with the Nyeri schools.

Dr. Shiels.
I agree to the terms of the draft, but there are two points to which I should like to draw attention.

The first is that mentioned by Mr. Parkinson as to taking the whole of the capital cost of the Kakamega School out of Native Council Funds. - The Kenya Government has no money to spare at present, and it is possible that the entirely praiseworthy view held by the Treasury that Kenya should build up a substantial reserve will militate against any desire on our part to prevent Native Council Funds being drawn on unduly. But the point that these funds should not be burdened with charges proper to the Central Government was impressed on Kenya as soon as the Funds were started (in I think 1925) and that is a matter which we shall have to watch carefully. Our first opportunity will be when we get the statement of Native Services as compared with Native Revenue.

As regards these particular services, I agree that we must leave the charge on Native Funds if we are to get the schools going at all.

The other point is that mentioned in paragraph 4 of the draft. Professor Macmillan expressed the view that many of the teachers we have recently got were not teachers by vocation at all, but rather disappointed Administrative candidates. I am not sure that he is not judging from one or two particular cases, but it is clear that we shall do well not to confine ourselves rigidly to the minimum of the scale of salary if by offering more we can attract men who are natural teachers.

W.S. 4.2.31 P.T.O.

L. Cabot only
I think it better to use about
the 1st paragraph
As to para 5, he does not feel
that he can endorse
the inclusion of W.P.C.'s
work or agree to an
expression of complete confidence
as from the C.A. portfolio.
Equally, he feels that the
original 1st (see marginal
note) was not so

In the end, the para must
come out, but I think it is
not object to a 'warning'
comment and suggest
short para. accordingly in line

more important is the
2nd of para 2. from Local Native
Council funds. I think
that an additional at the
end of para 3 of the 1st para,
as in sheet attached,
w'd meet other views.

All. Parkview
7.2.31

J. B. Shield

I agree to these alterations

Wed. 7.2.31

Yes, the alterations please me!
Wed. 9.2.31

9.2.31. Coo 120. No further forward - done 18 FEB 1931

10 Extract from East Africa Standard, dated 12.2.31
Registered in accordance with minute of 1/4/31
M 17088/31

Thoms
23/5/31

Pitler
Graham
2/6/31
alt

Extract from minutes of Advisory Committee on
Education

Pitler
Graham
4/6
alt

(Khan Sahib coming to
England in November)

Miss Beale
Please see note against @
The Viceroy has seen copy
Please talk

Les. Kambirip
2/4/31
10/12/31

10 July
Ken. byre 383
Notes report on schools at Nakameya and byre
will be forwarded - as soon as development is
far advanced but schools probably not opened
until 1932. Comments on nature of the schools.

An interesting day. Much to see
as don't go down to see to the
Case of discussion near N. 120's
like to see to see of a
to N. 120's

for circ. 1000 circ. in the course

Grantwood

11-8-31

they perhaps were obtained
please

J. W. Allen

17/8/31

So far as the advice tendered by the Advisory
Committee is concerned, this dispatch is
entirely satisfactory - more particularly as regards
paras 3 & 5.

I suggest that No 9 & 12 might be
communicated to members of the Executive
for information with a view to their
meeting on 16th. There is really nothing in
it which needs further discussion by the Com. &
it would be well to dispose of this before
17th salt comes, as there are so many other subjects
to be discussed with him.

Arthur Taylor

1-5

(a letter from him)

do proceed - let J. W. Allen

but the J. W. Allen has not enclosed
the delay point raised at the
End of para 4 & 1 No 9.

J. W. Allen

11/9/31

Amstrong's dispatch
has been received.

As time is short, let the letters
be held over for the 12th and
then read (where necessary) for
circulation to Sir Phillipburgh & Sir
R. Hamilton, who should see the
previous minutes.

There has happened since
I have been in Jersey, and I agree with the
Governor that he could do well
to take advantage of the opportunity
of visiting Councils when the
situation is - quite entirely
an indefinite delay.

Also, on the same grounds, I am not prepared
to take up the delay question
again at this moment.

W. B. 12 7 31

17th August

The form of action is required concerning. A meeting should
be held. The following paper is communicated for the
info. of members & a committee of the next week &
then report. I am sure you will be able to do it in
a very short time. I have attached to the paper the
the meeting

12A

ACEG 25/8/31 (circ. 1000) 12/9/31

Copies taken for
distribution 1/13, 17-9-31.

1. ~~him~~ ~~one~~
for distribution
2. A. Hamilton
you asked for for again

17/10/31

Action taken in connection with my minutes
of 14th above at A.C. meeting of 1-10
No comment by A.C. Subjects for 13 minutes
will be dealt with in due course

17/10/31

No. 12 has been considered other

A. Diving Committee I do not think
that Sir R. Hamilton need be troubled
further with the subject for the present

Patly

W.S.

7/10/31

at sea

6/10/31
 Sir R. Hamilton
 to be dealt with
 in due course
 Approved
 here on 11th inst
 do not interfere
 with services

[Handwritten signature]

[Handwritten mark]

16305730

13
10

Extract from Draft Minutes of the Thirteenth Meeting
of the Advisory Committee on Education in the Colonies
held in the Colonial Office on Thursday the 1st
October, 1931, at 11 a.m.

(5) Kenya. Referring to the Governor's despatch of the
10th July (ACEC 25/31) regarding certain Government
African schools, Mr. Mayhew said that in view of certain
comments which had been made by the Committee on proposals
for re-organisation of African education, it was
satisfactory to have an assurance from the Governor that
the schools were essentially experimental and that there
was no intention of entrusting their control on the
control of similar schools in whole or in part to the
local Native Councils. The assurance regarding subsidies
to Mission schools in paragraph 4 of the despatch should
also be noted.

16305/30

13
13

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to Mission schools in paragraph 4 of the despatch should
also be noted.

124
14
A.C.E.C. 25/31.

ADVISORY COMMITTEE ON EDUCATION IN THE COLONIES.

I circulate for the Committee's information

a copy of a despatch from the Governor of Kenya regarding
the establishment of Government schools at Kakamega
and Nyeri.

A.H. POYNTON

Official Secretary

COLONIAL OFFICE

17 September, 1931.

Fr. Gov. 383
10 7 31

KENYA

NO. 386

GOVERNMENT HOUSE

NAIROBI, KENYA.

10 July, 1931

My Lord,

I have the honour to refer to Your Lordship's despatch No.180 of the 13th February, regarding the establishment of Government Schools at Kakamega and Nyeri.

2. With reference to the second paragraph of your Lordship's despatch, special reports on these two schools will be furnished as soon as their development renders such action possible; but in this connection I would observe that it is not anticipated that either will be opened until the early part of 1932.

I would, however, suggest that too much emphasis should not be laid upon the experimental nature of these schools. Government African Schools of a type practically identical with those now under construction at Kakamega and Nyeri were started at Machakos in 1920, at Vaa in 1921, at Kericho in 1923, at Kapsobat in 1925 and at Tambach in 1928, the first two of which were built entirely from Government and the remainder by approximately equal contributions from Government and Local Native Council Funds.

The new schools do, however, vary from former types in certain respects. They are similarly situated

in

The Right Honourable Lord Passfield, P.C.,
Secretary of State for the Colonies,
Downing Street, London, S.W.1.

16

in areas not altogether removed from places in which missionary education has met with some success, in spite of which the natives have voluntarily subscribed large sums of money for the initial expenses of their construction and are pledged to meet a large proportion of their recurrent costs.

It is not intended that the capital cost of either school should exceed \$10,000.

3. With reference to paragraph 3 of your Lordship's despatch, I would assure Your Lordship that there has been no intention to hand over these schools and future schools of the same type, in whole or in part, to the local Native Councils concerned in return for the expenditure defrayed from Native Council funds, and that it has been the intention throughout that their control should rest entirely with Government through the Education Department and that they should be termed "Government African Schools".

On the financial side this will be shown by the fact that Government will meet the cost of staff and certain other recurrent charges, the Local Native Councils meeting the cost of boarding and similar charges.

4. While appreciating Your Lordship's reluctance to accord a general acceptance of the financial principles followed in the cases of these two schools, I would invite your Lordship's reference to the latter portion of the fifth paragraph of Sir Edward Grieg's despatch No. 508 of the 30th

August.

17

August, 1930, where the necessity is stressed of meeting the determination of the natives to provide themselves with educational facilities independent of those offered by missionary societies. Further large sums have already been set aside by Local Native Councils in other parts of the Colony for the provision of schools of this character, and if this money is not to be devoted to the purposes for which it has been provided until similar sums can be provided from general revenue, I fear that their inception will have to be postponed indefinitely.

Your Lordship will of course appreciate that Government expenditure would not be limited in these areas to contributions towards the recurrent expenses of the Government African Schools. Considerable expenditure is, and will, in normal circumstances, continue to be involved in subsidies to existing educational institutions under Mission control.

It is, moreover, felt that where educational facilities indirectly provided by Government are already in existence in the form of Mission Schools, it cannot be expected that Government should contribute to the provision of independent schools to the same extent as would be justified in areas where Mission enterprise is non-existent as was the case where the first two schools mentioned in paragraph 2 above were concerned.

5. With reference to paragraph 4 of Your Lordship's despatch, I am in complete agreement with the views expressed by Your Lordship's Advisory Committee as to the necessity

necessity for acquiring the services of men of first rate ability and with previous experience of a thoroughly suitable nature for the management of these schools, and the possibility is invariably explored of using suitable men already on the establishment of the Education Department for filling these posts.

The question of salaries and of suitable men is one on which I am addressing a separate despatch to Your Lordship.

I have, etc.

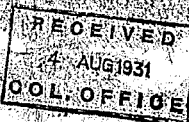
(Sgd) J.A. Byrd
Brigadier-General,
GOVERNOR.

KENYA

No 383



19
10
GOVERNMENT HOUSE,
NAIROBI,
KENYA



10 July, 1931.

My Lord,

no 9
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THE RIGHT HONOURABLE LORD PASSFIELD, P.C.,
SECRETARY OF STATE FOR THE COLONIES,
DOWNING STREET,
LONDON, S.W. 1

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3. With reference to paragraph 4 of Your Lordship's despatch, I would assure Your Lordship that there has been no intention to hand over these schools and future schools of the same type, in whole or in part, to the Local Native Councils concerned in return for the expenditure defrayed from Native Council funds, and that it has been the intention throughout that their control should rest entirely with Government through the Education Department and that they should be termed "Government African Schools."

On the financial side this will be shown by the fact that Government will meet the cost of staff and certain other recurrent charges, the Local Native Councils meeting the cost of boarding and similar charges.

4. While appreciating Your Lordship's reluctance to accord a general acceptance of the financial principles followed in the cases of these two schools, I would invite Your Lordship's reference to the latter portion of the fifth paragraph of Sir Edward Grigg's despatch No. 558 of the 30th August, 1930, where the necessity is stressed of meeting the determination of the natives to provide themselves with educational

NO. 1

educational facilities independent of those offered by missionary societies. Further large sums have already been set aside by Local Native Councils in other parts of the Colony for the provision of schools of this character, and if this money is not to be devoted to the purposes for which it has been provided until similar sums can be provided from general revenue, I fear that their inception will have to be postponed indefinitely.

Your Lordship will of course appreciate that Government expenditure would not be limited in these areas to contributions towards the recurrent expenses of the Government African Schools. Considerable expenditure is, and will, in normal circumstances, continue to be involved in subsidies to existing educational institutions under Mission control.

It is, moreover, felt that where educational facilities indirectly provided by Government are already in existence in the form of Mission Schools, it cannot be expected that Government should contribute to the provision of independent schools to the same extent as would be justified in areas where Mission enterprise is non-existent as was the case where the first two schools mentioned in paragraph 2 above were concerned.

5. With reference to paragraph 4 of Your Lordship's despatch, I am in complete agreement with the views expressed by Your Lordship's Advisory Committee as to the necessity for acquiring the services of men of first rate ability and with previous experience of a thoroughly suitable nature for the management of these

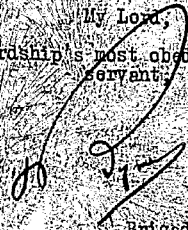
these schools; and the possibility is invariably explored of using suitable men already on the establishment of the Education Department for filling these posts.

The question of salaries and of suitable men is one on which I am addressing a separate despatch to Your Lordship.

I have the honour to be,

My Lord,

Your Lordship's most obedient, humble servant.



Brigadier-General,
GOVERNOR.

Extract from minutes of Advisory
Committee on Education

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2. Kenya: Mr. Vischer read a letter which he had received from the Governor. The Committee knew that the Director of Education, Mr. Scott, had had a great deal of trouble following the publication of the last Annual Report (compare 19th Minutes, item 4, and 20th Minutes, item 4). Fortunately, as the Governor's letter showed, the position was now easier. It was hoped that the Committee would have an opportunity this summer of meeting Mr. Scott. Mr. Scott proposed, however, to spend his leave in New Zealand.

The Chairman said that he would very much like to see Mr. Scott and expressed the wish that he would be able to attend a meeting of the Committee during his leave. It was possible that his leave could be so adjusted that he could come to England without interfering with his own personal arrangements.

THURSDAY, FEB. 19, 1931.

CATHOLIC REPLY TO THE EDUCATION REPORT.

Charges Against the Kenya Director.

AN "INSULTING" DOCUMENT.

Policy of the Colonial Office Being "Side-Tracke."

On January 23rd the "East African Standard" published extracts from the 1929 Annual Report of the Kenya Director of Education. The extracts made reference to the position of missions in the educational policy of the Colony and declared that a factor in the situation was the demand by the African himself for the provision of educational facilities through other than mission agencies.

The Director also maintained that the question "What is meant by the education of the African" had never been faced properly by Europeans in Kenya whether officials, settlers or missionaries.

A spirited reply has been made by the Catholic authorities in Kenya. The "East African Standard" has received for publication from Mons. Brandama, Secretary of the Catholic Ordinaries of Kenya, a document entitled "Catholic Answer to the Annual Report (1929) of the Education Department."

The Director is charged with pursuing a definite anti-mission policy, with taking advantage of his privileged position to discredit missions, with hurling insults from behind the official barricades and with "side tracking" the policy of the use of missions in education laid down by the Colonial Office for the guidance of the Kenya Government.

The Director's statements that dissatisfaction exists in Kavirondo against mission education is challenged and a counter-allegation is made that Local Native Councils may be utilised for the engineering of policies.

It is suggested that the whole question should be the subject of a proper enquiry.

The Report of the Department is characterised as "insulting" and "offensive" in every passage dealing with missions.

CATHOLIC REPLY TO THE EDUCATION REPORT.

(Continued from page 7)

in a Commission of enquiry into (a) The native demand for Government Schools, (b) The representative character of the local Native Councils, (c) The mode of procedure in their meetings, (d) The method of levying cesses, and the incidence of these taxes.

(At the Central Kavirondo Local Native Councils' meeting, when the natives were left to themselves to consider this question, officials and missionaries having retired, the great majority voted against the demand for Government Schools. When put to the vote, only seven voted for and sixty-two against the Government Schools. Nevertheless, when the Officials returned they were given the impression that the Council were dissatisfied with the mission schools and wanted a Government School.)

A Challenge.

Once again in a letter to Mr. Scott when in his Report for the year he reiterated the libel on the Kavirondo Local Native Council, he challenged him to submit the evidence in support of the Local Council. He refused. A detailed account of the discussion held at a very meeting which Mr. Scott has as the basis of his allegations, was published at the time in their own language in the native press. The Director of Education has been challenged to ask the Kavirondo Local Native Council whether the report in his paper, "as his own version in the Annual Report, is true to the facts. Mr. Scott refuses to rise to the challenge. "Doing a thing, time the questionable basis" of his anti-missionary position is allowed to become public without any indication that the veracity of the statements has been twice questioned.

"Engineering" Policy.

We have an uncomfortable feeling that the Director of Education is not unaware of the indelicacy of his method, but that he is loath to allow questions of delicacy to interfere with his tendency to discredit the missions, to hamper the Colonial Office policy, and to foster secularism, Mohammedanism, or even paganism in the Kenya schools.

The Imperial Government has put great power into the hands of the Local Native Councils and demands a high standard of uprightness from the various members. Momentous decisions of policy will have their rise in the meetings of these councils in the future. An anti-Catholic educational policy is not the only policy which may be engineered through the Local Native Councils. "It has been reported to us that not very long ago the Kavirondo Local Native Council held a certain proceeding mainly against certain proposals of Government, including one to vote funds for a projected Government School which the natives did not want, and that when

held for over an hour, at the mercy of an official interpreter, known to be a bully and not a member of the Council nor even of the tribe, who was commissioned to talk them into reason. The interpreter's arguments might be summed up by these words: "Do you not see that you have made the D.C. angry? Can you afford to make him angry when he is the one who administers the district and has the settlement of your cases?"

Surely, there is something to justify the missionaries and perhaps others of Kenya's public in their anxiety regarding the procedure obtaining in these Local Native Councils. The common good of the community might ultimately require an investigation.

Again the Director of Education makes unfair use of a quarrel of a number of Kikuyu with the Church of Scotland Mission and the African Inland Mission, over what the Director calls a matter of deep spiritual import. This, together with the spurious Kavirondo native opinion, leads him even to issue a prophetic threat, which amounts to a censure on the Secretary of State whose dilatoriness in regard to the question will, he suggests, lead to native action regardless of Government and of missions.

An "Insulting Report"

It is astonishing how incompetent the Director can be in his attempt to make out a case for the non-mission school. We find him on page 7 of his report with a delightful diatribe for the usage of the full stop in English grammar writing that what the missionary gives the native is inadequate, that the native wants something more, something different, he knows not what, and on page 8 we are told that this demand is not a vague yearning. "It is also more astonishing that this desire of the native for 'he knows not what,' which the Director assures us "is no vague yearning" is the very plea put forward for side-tracking the policy of the Colonial Office and for the necessity of opening un denominational schools.

The more we read the Director's Report, the more insulting we find it. It is surely time that he should be told, without any mincing of words, that he is offensive in his every passage dealing with the Missions and their educational affairs. "Unbecoming gibes at the missions, insinuations that, among others, the Catholic Church knows nothing about education, and that the Catholic Missionary is not an educationalist (vide pages 63 and 68 of the Report) are not only unpardonable, but are a manifestation of regrettable ignorance of the history of education.

"The Catholic Church has throughout the centuries created and conducted an immense number of schools and institutions in every branch of learning. Right back in the far off middle ages, when there were so many (some have even said too many) monasteries, convents, churches, collegiate, churches,

cathedral chapters, etc there was attached to each a home of study, of teaching, of Christian education. To these we must add all the Universities, spread over every country and always by the initiative and under the protection of the Holy See and the Church. They who study and compare historical events remain astounded at what the Church has been able to do in this matter and marvel at the manner in which she has succeeded in fulfilling her God-given mission to educate generations of man to a Christian life, producing everywhere a magnificent harvest of fruits of souls.

Just as to-day her Missions scatter schools by the thousands in districts and countries, so yet Christian from the banks of the Ganges to the Yellow River, and the great islands and archipelago of the Pacific Ocean, from the Dark Continent to the Land of Fire, and to frozen Alaska, so in every age the Church, by her missionaries, has educated to Christian life and to civilization the various peoples which now constitute the Christian nations of the civilized world." (Pope Pius XI, Encyclical).

We may well recall to public notice that practically the whole educational system of England owes its origin to Catholic foundations: Christchurch, Eton, St. Paul's, St. Paul's, Winchester, Durham, and numerous others, not forgetting both Oxford and Cambridge Universities, were all founded by Catholic educationalists.

The Pope on Education.

The Director of Education would do well to read the Encyclical Letter of His Holiness Pope Pius XI on Christian Education of Youth, of which he has copies. Therein he would find a complete answer to the question of the education of the native, not dealing "in terms of schools and types of institutions," but with the wider and absolutely fundamental issues of all Education.

We have looked in vain through all circulars, speeches, memoranda, and reports of the Director of Education and his Department, and failed to find a single sentence which would suggest that the Director of Education, himself, has anything approaching an adequate answer to the great question of the education of the manhood of Africa.

Is it possible to find any paragraph issued from the Kenya Education Department, on the wider meaning of an education, the absolutely basic principles of Education, to be compared with the following passage from His Holiness Pope Pius XI's Encyclical Letter of the 8th December 1929. "Indeed never has there been so much discussion about education as nowadays; never have exponents of new pedagogical theories been so numerous, nor so many methods and means devised, proposed and debated, not merely to facilitate education, but to create a new system infallibly efficacious, and

capable of preparing the present generations for that earthly happiness which they so ardently desire.

The reason is that man, created by God for His image and likeness and destined for Him, Who is infinite perfection, realize to-day more than ever, amid the most exuberant material progress, the insufficiency of earthly goods to produce true happiness either for the individual or for the nation. And hence they feel more keenly in themselves the impulse towards a perfection that is higher, which impulse is implanted in us by the rational nature of the Creator Himself. This perfection must be acquired by means of education. But many of them, while it would seem that they are desirous of the symmetrical training of the world, pretend to themselves education only for human nature itself and evolve, by their own unaided powers, such faulty fall inferior, because instead of fixing their gaze on God, first principle and last end of the whole universe, they fall back upon themselves, becoming attached exclusively to passing things of earth, and thus their restlessness will never cease till they direct their attention and their efforts to God, the goal of all perfection, according to the profound saying of Saint Augustine: "Thou didst create us, O Lord, for Thyself, and our heart is restless till it rest in Thee."

"It is therefore so important to make no mistake in education, as it is to make no mistake in the pursuit of the last end, with which the whole work of education is intimately and necessarily connected. In fact, since education consists essentially in preparing man for what he must be and for what he must do here below, in order to attain the sublime end for which he was created, it is clear that there can be no true education which is not wholly directed to man's last end, and that in the present order of Providence, since God has revealed Himself to us in the Person of His Only Begotten Son, who alone is the way, the truth and the life, there can be no ideally perfect education which is not Christian education."

A Nyasaland View.

It is worth while to contrast the attitude of THE GOVERNOR of Nyasaland with the expressed views of the Director of Education of Kenya, towards African education. The Governor of Nyasaland is in full agreement with the fundamentals of Education above enumerated, and in the inauguration of the new Advisory Committee on Education, and speaking of the new Ordinance 1930, he made this noteworthy declaration: "Now, how can we develop the character of the pagan native? In my view there it" (Continued on page 8.)

CATHOLIC REPLY TO THE EDUCATION REPORT.

(Continued from page 8)

only one way, and that is by the teaching of Christians. There can be no education of any value which has not for its basis a religious system. Religion, as we understand and interpret the term, must here be substituted for the gross superstitions which are so prevalent among pagan tribes, as the indispensable foundation upon which alone sound character and good citizenship can eventually be built up. I am personally in favour of leaving this (elementary education) as much as possible to the Missionary Societies.

Generalizations.

Mr. Scott, however, in sweeping generalizations of which he seems especially fond, includes all missionaries in one indiscriminate condemnation, and, there being father to the thought, declares that the untutored African of Kenya has decided against them. He went so far as to advise the Legislative Council, November 6th, 1930, that his knowledge of this verdict was based not only on his own experience, but on the opinion of all the most important education officers from the Cape to the Nile. Then he added—

"He felt he should make it clear that every one of them, and he spoke not for himself but for every Senior Commissioner and 99 per cent of the Commissioners of Kenya, were all extremely anxious as to the ability of the missionary to carry the native along with him as he had done." We have reliable evidence from Cape Town to Khartoum, that this reckless generalization is far from accurate, at least, as applied to our missionaries, for whom alone we are entitled to speak.

It is both unjust and untrue to say that "neither the missionaries nor Europeans generally have faced the question: What do we mean by the Education of the Native?" The answer has always been in terms of schools and types of institutions. Is it too much to require that it may be recognised that the question is one which requires a far wider answer?

Long before there was even a Department of Education in this country, the missions had given thought, money and service to the education of the African. The missions trained the bulk of the African artisans; they taught practically every African child engaged in Government Offices, in the Education Offices, in the Railway, in the employ of settlers, business men, chiefs, etc., and even the native composers who put to the types of the "E.A. Standard" and Government Press.

Catholic Principles

In the introduction to this Education Syllabus of the Catholic Missions in Kenya Colony submitted to the Department in 1927, we wrote the following in answer to the question—what do we mean by the Education of the Native?

"Today there is a growing tendency observable in the public press to regard the

brought home to us that socially and politically education is the one thing needful.

Despite all this current enthusiasm and still more enthusiasm there seems to be little clear insight into the nature of the supreme good which all agree in demanding. Very many still confound Education with mere instruction, or with moral formation, or with the possession of knowledge, whereas it cannot be identified with any of these. They are only parts of something infinitely wider in scope. For Education is the development of the various powers and faculties of the human subject with a view to preparing him for his work in life and for the attainment of his eternal destiny when life's work has been accomplished. We believe this 'science of complete living' cannot exist without Christian ideals, Christian principles and Christian practices.

For over 25 years the Catholic Mission in Kenya has been imparting Education in this broad and true sense. Hundreds of European settlers and others—not of our Faith—testify to the excellence of our method, and its deep influence in the uplift and civilisation of the native. They have expressed their astonishment at the material results achieved, especially in view of our limited European staff and our still more limited resources. It may be of practical interest to dwell somewhat on these material results, and on the lines followed in achieving them.

"We consider it an axiom that for civilisation to come the vast majority of the natives must be manual workers, their lives being spent in the workshops or the fields.

"Bearing this in mind, we have in the last 25 years, taught trades to a large number of our people, while giving them the elements of book-learning. We have trained our own carpenters, wood-carvers, stone-cutters, brickmakers, smiths, masons, and machinists. These efforts have not been vain may be seen by the churches, dwelling houses, schools, workshops, coffee factories, electric power stations, etc., which are to be found in our different missions, and which have been erected by our own trained native workmen under European supervision. This however, is an agricultural country, and the chief need. We have, in common with the settlers, taught our people the almost infinite details of work on a plantation and the care of the machinery connected therewith.

A Moral Formation.

While thus working for the material improvement of the native, we have always kept in the foreground the necessity of a moral formation, the Christian religion. For this is the very essence of civilisation, and without it, civilisation however, is a force of slow growth. The greatest of all civilisations, the European, took centuries to evolve.

"We must not hope to make

mongrel neither Englishman nor African. His best state would be worse than his first.

We have expressed our aversion before the native book-learning as an ideal, for experience has taught us that this would produce a people who despise manual work especially in the field, where it is most needed. Their ambition will be a soft job as quill-driver or counter-jumper. They will abandon the country and swarm to towns, and as there are but a few jobs to be had, they will be discontented, and as a large living liver of idleness, theft and default, from whose ranks will be recruited dangerous agitators and job dupes. Our Mission has not contemplated a certain literary vainer with education. It has not 'intellectualised' the native too rapidly for his strength. It cannot plead guilt to having created that type of native who is today remarkable for 'self-sufficiency' and to be discoment.

Truly then the missionaries did not gallop the native towards Europeanization—a crime in these days of control by 'elemental experts'—nor did they express African children of below 12 years of age to discontinue their studies at the equatorial position of certain countries on the vegetation and density of population (recent Elementary Examination question); nor do they, to-day, agree with the policy of quick education advocated by the Government. It is not conducive to the welfare of the African, nor of the Colony.

A Warning

May we, who, from long years of contact, have a greater advantage of knowing the native far better than has our forefearful Director of Education, sound a warning? If the Colony is to be saved from much trouble, it is through semi-educated and uneducated native agitators, it must prevent the suggested divorce of secular and religious education which the Director seems to desire.

We have defended our Educational policy in this memorandum, and we are prepared to defend it as not only the best system, but the only system of making the African a civilised member of Society, a loyal and useful citizen, fully educated in the "science of complete living". We are prepared to publish in a series of articles in the Press or in pamphlet form, the principles of Education according to the mind of the Catholic Church, in which we would expose the sphere of action of the State as well as of the Church in education. The public may then judge whether the Catholic Missionary is an educationalist, or whether he stands in need of further enlightenment on the subject by the Director of Education.

We have, however, long known that the real objection to our policy, if any, lies not in any alleged educational failure. The truth is more sinister. Whether or not we are educationalists is merely a veil behind which the enemies of the Catholic religion work. The official policy, laid down for the direction of Government by the Colonial Office, may be summed up in these words of the Memorandum: "Co-operation between Government and other educational agencies should be prompted in every way" a policy which is loyally accepted.

are, therefore, also enemies of the Government, even though they be employees of the same Government.

The Editor of the "E.A. Standard" in his leader, for a moment drew the veil, and we learn that it does not matter, however excellent the educational organisations which they create, the missions will have to go, as soon as the Government can manage without them. Indeed not only does he make clear the real issue, but he is unpleasantly frank in doing so. In fact, we consider that an apology would not be out of place for the passage: "Only the conditions of the country, the financial burden, and the wisdom of initially using existing organisations in contact with a primitive people could excuse the extent to which Missions have been employed in the past by the Government of Kenya in discharging its responsibilities for education."

We take leave to point out that there is such a thing as the International Convention of Berlin signed by all the Sovereign Powers, which shall without distinction of creed or religion protect and favour all religious institutions and undertakings which aim at the instruction of the natives and bringing to them the blessings of civilization. We entirely repudiate any attempt on the part of the State to arrogate to itself the monopoly of Education. The Missions have at no time been nor will they ever be the employees of Government, though we have at all times been prepared and will always be prepared to work loyally as Co-operators with Government for the education of the Native and the lasting good of our Great Colony.

[Cross-headings in the foregoing have been inserted editorially. The date in the first paragraph should be January 23, 1931 and not as stated.—Ed., E.A.S.]

Advisory Committee on Education in the Colonies

17 FEB

The ~~enclosure~~ attached copy of ~~the~~ ^{Correspondence} ~~of~~ ~~the~~ ~~Committee~~

Acting Governor of Kenya on the subject of the

Kenya Education Department Annual Report for

1929 is circulated for the Committee's information

General Office
[initials] Feb 1930

Adiyajan
Official Secretary

35 copies covering notes and
enclosures please
General Office
[initials]

~~and a copy to be sent from~~
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P. B. [initials]
Adiyajan
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C. O.

Mr.
Mr.
Mr.
Mr. Tomlinson.
Sir C. Bottomley.
Sir J. Shuckburgh.
Sir G. Grindle.
Parly. U.S. of S.
Parly. U.S. of S.
Secretary of State.

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C. O.

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Mr. Parkinson 3.2.31

Mr. Maynew 3-2

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KENYA

NO. 120

O.A.G.

Annex No 1
31/3/51

Sir

I have the honour to refer to Sir Edward Grigg's despatch No. 688 of the 30th August, 1930, with which was transmitted a copy of the Education Dept. Annual Report for 1929. In my despatch, No. 851 of the 29th Oct. 1930, I dealt with one matter of importance arising out of the Report, and promised a further communication regarding other points after consultation with my Advisory Committee on Education.

2. I have noted with interest the arrangements that are being made for the establishment of a school at Kakamega in the North Kavironda district, and the scheme which is under contemplation

contemplation for a school at Nyeri. From the substance of my despatch of the 29th Oct. 1930, you will have learnt that there were no grounds for Sir Edward Grigg's apprehensions that the establishment of such schools would be regarded as in conflict with the general policy that has been approved on the recommendation of the Advisory Committee. It has always been recognised that the development of Govt. and aided institutions side by side is not only possible, but in certain circumstances obviously necessary. I should however wish that the schools referred to above 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 is contemplated; and I should be glad if a special report on ~~them~~ ^{these two schools} could be furnished in due course. I assume that the cost of construction will not exceed £10,000 in either case, and I ^{understand} gather from Sir Edward Grigg's despatch that the Local Native Councils have the necessary funds ^{in the work} already available.

[para 6 of No. 1]

3. There are two points in connection with these proposed schools to which the Advisory Committee has drawn my attention. It has been observed that though Sir Edward Grigg referred to one of these two schools in his despatch as a "Government African School" the Draft Scheme attached to his despatch relating to the Kakamega school refers to the foundation of a "Local Native Council School". Some fears have been expressed that the choice of this name indicates, or might be taken by Native Councils to indicate, the intention on the part of the Govt. to hand over the control of this school and future schools of the same type, in whole or in part, to the Native Council or Councils concerned, in return for the expenditure defrayed from Native Council funds on the establishment and upkeep of the schools. The Advisory Committee feel very strongly that the control of schools of such obvious importance should rest entirely and unequivocally

unequivocally with the Govt. through the Education Dept. The time does not yet seem

to have come for the delegation of such

important educational work to local native bodies, and, pending further advice on this

subject from the Advisory Committee, which is now investigating the whole question of

delegation of educational powers to local Bodies,

I should deprecate any steps that would weaken

the influence of expert educational opinion on schools of the kind which it is proposed to

establish at Kakamega and Nyeri. There could

of course, be no objection to consultation with

the representatives of Native Councils on the

School Area Committees which are now being

brought into existence under the Education Bill.

But you will no doubt agree that the responsibility

of the Govt. for these schools should be made

perfectly clear by their designation as Govt.

African schools rather than Native Council Schools.

4. Doubts have also been expressed by the

Advisory Committee regarding the provision for salary

for

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unequivocally with the Govt. through the Education Dept. The time does not yet seem to have come for the delegation of such important educational work to local native bodies, and pending further advice on this subject from the Advisory Committee, which is now investigating the whole question of delegation of educational powers to local Bodies, I should deprecate any steps that would weaken the influence of expert educational opinion on schools of the kind which it is proposed to establish at Kakamega and Nyeri. There could of course, be no objection to consultation with the representatives of Native Councils on the School Area Committees which are now being brought into existence under the Education Bill. But you will no doubt agree that the responsibility of the Govt. for these schools should be made perfectly clear by their designation as Govt. African schools rather than Native Council Schools.

4. Doubts have also been expressed by the Advisory Committee regarding the provision for salary for

< add per their attached acct 2.2.4

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Report at end of
para 3.

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Mr.

Mr.

Mr.

Mr. Tomlinson.

Sir C. Holtomley.

Sir J. Shuteburgh.

Sir G. Grindle.

Perml. U.S. of S.

Parly. U.S. of S.

Secretary of State.

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For this reason, even without taking into account the weighty character of a more general character, I feel that the principle of allowing the Local Native Council to find the whole of the money required for the erection of such schools is open to serious question. I recognize that ^{regard must be} had to the financial position of the Colony, ~~and that of~~ ~~the~~ the Kikuyu & Nyeri schools, and not to be proceeded with unless help

the capital cost were
found from general revenues
this might lead to undesirable
delay in the circumstances.

I do not object to the
inclusion of the capital cost
(not exceeding £10,000 in
each case) being met from
these two schools from local
Authority Council funds, but

I do not wish it to be
thought that I can accept in future
the principle followed on this
occasion.

for the European staff made in the
 Kakamega Draft ^{Schedule} ~~Section~~. The Committee
 were informed by my Private Secretary
 (Appointments) that though good men had
 been found in one or two cases for the
 principalships of important schools such
 as these on a starting salary of £400, he
 could not count on finding suitable
 candidates again on these terms, and he
 expressed the view that the starting salary
 was too low. The Advisory Committee
 were in complete agreement with this view
 and emphasised the importance of obtaining
 men of first-rate ability with previous
 experience of a thoroughly suitable nature.
 It was felt that it might often be desirable
 to select for this work men who had already
 had proved experience in the Kenya Education
 Dept. and that where such men, or men
 with Home or other outside experience,
 were needed, restriction to the scale of
 £400 to £600, with a starting salary of

I am sorry that I cannot
 trace Major Purse's note
 on this point among Mr.
 Vischer's papers. It was
 read out to the Committee
 and reference is made to it
 in the minutes. A.M.

The original H.P. had her
 fault made up with... but
 the needs in the minute
 is not quite so strong,
 so I have modified a
 little. Finance must
 come into it, & I don't
 want to be too emphatic.
 A.M.

£400 to £600, with a starting salary of

£400 would prove a serious handicap to the making of suitable appointments. While the attitude of the Advisory Committee seems to me quite reasonable, I recognise that financial conditions must be taken into account; but I should be glad if you would consider whether arrangements could not be made, which would permit of offering to the principals of these or similar institutions such starting salary within the long scale recently approved as seems justified by the previous service and experience of the men selected.

I would add with reference to the testimony given by Sir Edward Grigg to the work and ability of the Director of Education, that the Advisory Committee expressed their complete confidence in Mr. Scott's administration of the Education Dept. I am glad to receive this confirmation of what Sir Edward Grigg has written, and to endorse his appreciation of the work of the Director of Education and his staff.

[The original of this and that these members of the Com. have expressed their confidence in Mr. Scott's administration and to endorse his appreciation of the work of the Director of Education and his staff.]

S. With ref. to para 6 of Sir Edward Grigg's report, I have, etc. I am glad to note his expression of appreciation of the work of the Director of Education and his staff.

W. PASSEFIELD.

6. Kenya Education Report for 1929: School Administration.

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Some discussion on this matter had taken place at the last meeting of the Committee.

The Chairman expressed the opinion that in Kenya there was full provision for European education, but only partial provision for native education, and that it was doubtful whether a proper proportion of the revenue from local taxation was spent on native education. There was a tremendous eagerness among the natives in Kenya for education, and this eagerness should be encouraged and their aspirations met by Government. The native population was about 2 1/2 millions.

Lord Lugard considered it very important that the Government should take control of Native Council schools.

The Chairman said he understood that in some cases, in the Kikuyu districts the schools had been established as a result of a difference of opinion with the Missionary Societies. In the Kavirondo district again, simply on account of the total scarcity of schools, a great many had been set up and staffed by the natives themselves. The teachers had received some training by the missions and were paid by local subscription. These elementary schools went up to the third or fourth standard. There was a lack of inspectors for all these schools, and many of them were never inspected at all and Government did not officially recognise them. This was unfortunate and undesirable. Government assistance and Government supervision should be provided for all these schools. The new Governor, Sir Joseph Byrne, who was shortly going to Kenya, had promised to go into the matter. In the meantime nothing need be done, and, doubtless, Sir Joseph Byrne would forward his views when he had had time to consider the matter.

Lord Lugard reminded the Chairman that in last March he had given a reply in the House to the effect that in Kenya £43,000 a year was spent on European education, or £47 per head. He understood that this was met by special taxation.

The Chairman explained that the position in Kenya was rather peculiar. The revenue in Kenya from the duty on wine and spirits was specially earmarked for European and Indian education. In addition the Europeans paid a cess of 30/- a year. This was all the direct taxation they had to pay, and it was only paid by males. All these matters had raised considerable controversy and the position was very difficult.

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Mr. Vischer, referring to the question which had already been raised regarding the salary of the Principals of native school to be opened in Kenya, read an explanatory note from Major Furse (who was unavoidably prevented from attending) to the effect that the Appointments Branch entirely agreed that a salary of £400 (the bottom of the Kenya scale) was inadequate. They had so far succeeded in filling vacancies on that scale with quite good men, but could not count on finding such suitable candidates again.

It was agreed that the salaries offered were too low, and Sir Joseph Byrne was asked to discuss the matter with the Director of Education.

Mr. Oldham asked if Sir Joseph Byrne would also look into the question of the training of teachers in Kenya.

In conclusion Sir James Currie and Mr. Oldham expressed every confidence in Mr. Scott's ability as Director of Education.

KENYA.

No. 781



16308/30 34
GOVERNMENT HOUSE,
NAIROBI,
KENYA.

17 December, 1930.

RECEIVED
12 JAN 1931
COL. OFFICE

My Lord,

I have the honour to acknowledge the receipt of Your Lordship's despatch No. 851 of the 29th October on the subject of the Kenya Education Department Annual Report for 1929 and to express my regret if publicity has been given in that Report to any misapprehensions of the policy with regard to voluntary educational effort advocated by the Advisory Committee on Education and approved by Your Lordship in so far as the education of the native through the agency of Christian missionaries is concerned.

2. The Director of Education shares Your Lordship's view that the relative passages in his Report are open to the construction that the policy of His Majesty's Government in Great Britain is to develop African education exclusively through missionary agency, but suggests that it is equally possible to regard them, in the sense intended by him, as implying that the policy is to develop African education mainly through missionary agencies. He is, moreover, of the opinion that the latter is the view generally held by the missionaries themselves in Kenya.

13. The

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

3. The Director of Education regrets if he has misunderstood the importance attached to missionary education, but desires to observe that from paragraph 7 of the Conference of Educationists held at Dar-es-Salaam in March, 1929, it is apparent that such misunderstanding was shared by the delegates of all Governments represented at the Conference. In paragraphs 10 and 11 of his Memorandum, which was transmitted to Your Lordship under cover of Sir Jacob Barth's despatch No. 248 of the 29th April, 1929, the Director of Education further emphasised the difficulties referred to by the Dar-es-Salaam Conference.

4. In accordance with Your Lordship's instructions, I arranged with the Director of Education that the policy of the Advisory Committee should be given ample publicity immediately upon receipt of Your Lordship's despatch and the opportunity was accordingly taken of referring to the matter in introducing the second reading of the new Education Bill in Legislative Council on the 26th November.

5. The following is the relative extract from Mr. Scott's speech on that occasion:-

"In connection with African education, I have been asked by Government to make one thing clear in regard to policy in connection with native education as at present administered. The general policy in regard to native education is that Government welcomes and will encourage all voluntary educational effort which conforms to the general policy of Government. Aided schools should be regarded as filling

Extract from enclosure to Foreign Office letter

(reference C 9012/441/22) of 12.12.30

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(Original registered on 7129B/30)

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An echo of another phase of the problem comes from Kenya. the Director of Education is reported as having caused consternation by saying in his 1929 report just published, "The native has indicated in no uncertain terms that he no longer wishes to be educated in institutions which are controlled by Missionaries." He gives as his authority for this statement the meeting of the Kavirando Native Council of 1929. The Fides Correspondent states, "The natives flatly deny that such opinions were expressed by them. On the contrary they stated that they wished the education to be in the hands of the missionaries and that the government should increase the grants in aid to the mission schools. We have asked the director that a another meeting be called in order that the question be settled fairly and publicly."

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4. Kenya, Education Report.

MR. VISCHER referred to the copy of a despatch from the Governor of Kenya forwarding the Annual Education Report for 1929 and to the copy of a despatch from the Secretary of State to the Officer Administering the Government of Kenya regarding the Educational policy attributed to the Advisory Committee in this Report - both of which had been circulated to members.

He then read a note which he had prepared (see Appendix 2).

MISS BURSTALL pointed out that in England in the case of a subsidized school there was a separate governing body composed partly of members of the ordinary governing body and partly of other persons, and she suggested that this plan might be adopted in Kenya.

MR. VISCHER said that difficulties might arise if the Native School Councils got the idea that they were entitled to interfere with the administration of the schools.

MR. MAYHEW reminded the Committee that an enquiry was at present being made as to the relations between Colonial Governments and the Local Authorities in their areas; and that there were already District Area Committees with advisory functions in Kenya on which Native Councils were represented.

MR. OLDHAM said that in his opinion there

SEE NO 19. ON 70107/21 30 Feb. 38

MR. OLDHAM said that the most important aim of education in Africa at the present time was to give the natives the right kind of leadership, and he questioned whether the proposed native council schools would contribute effectively to this end. He doubted whether a single European in charge of a boarding school at a salary of £400 a year, would have sufficient experience to create the discipline and moral influence required. It might be too late now to hold up proposals in regard to the two proposed schools but he hoped that if these two ~~proposed~~ schools were started the Advisory Committee would suggest that no further schools of the same type should be sanctioned until there had been time to see how the experiment worked out. He would prefer if a start ~~could~~ could be made with only one school as an experiment.

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MR. OGDHAM said that in his opinion there was no real grip on the educational problem in Kenya as a whole. The central idea should be to give the natives the right kind of leadership. He could not agree with the proposal to put one European at a salary of £400 a year in charge of a boarding school.

The type of man who could be found at such a salary would not have sufficient experience to give the natives a true idea of discipline or moral education. The Headmaster should be a man with plenty of experience.

THE CHAIRMAN stressed the fact that the eagerness among the natives in Kenya for education should not be stifled.

In reply to a question from Sir James Currie

MR. VISONER said that the post of European headmaster at £400 a year referred to by Mr. Oldham was pensionable and the holder of the post would have opportunities for promotion subject to his passing the necessary "efficiency bars", which in Kenya were determined largely by the possession of diplomas and certificates.

MR. MAYHEW said that he doubted whether the salaries quoted in the despatch were correct. He believed that recruitment for these schools was being carried on in accordance with a higher scale.

The undesirability of appointing junior men to Headmasterships of these schools was also suggested.

THE CHAIRMAN said that these points should be further discussed at the next meeting, when a member of the Appointments Branch should be present.

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APPENDIX B.

Education in Kenya: Note by Mr. Vischer.

The Committee will, no doubt, record its appreciation of Mr. Scott's services in connection with Sir Edward Grigg's doubtless well-deserved commendation.

The establishment of the two schools referred to in paragraphs 3 - 5 of the despatch does not seem to be, as stated by the Governor, in conflict with the Committee's views. As regards the first of them, it is stated in paragraph 3 that it will not interfere with mission schools already in existence. As regards the second school, facilities will presumably be afforded, if required, for denominational hostels. On this point the Committee in paragraph 12 of its report on the scheme, after expressing its preference for "C" schools with definitely religious foundations and atmosphere, left the decision to the Kenya Government. The Committee felt, in fact, that it would be indiscreet to press their views in the light of the acknowledged local difficulties and feeling.

It is not clear whether the two schools that are now being established are "Local Native Council Schools", as they are named in the draft scheme enclosed with the Governor's despatch, or "Government Schools", which is the term applied at any rate to the second of the two schools in paragraph 4 of the despatch. The real question is whether the control is to rest entirely with the Government (subject, of course, to such advice as may be given

given by the School Area Committee, on which Local Native Councils are to be represented) or with the Local Native Council. The Committee has always taken the line that the control ought to rest with the Government, and I cannot help thinking that the name "Local Native Council School" is to be deprecated, since such a name, taken in connection with the fact that the schools are maintained partly from Local Native Council funds, will encourage the idea that they are managed as well as maintained by Local Native Councils.

The salaries provided in the estimates for these schools are substantially the same as those recommended by Mr. Scott in his proposals for native education. The Committee regarded these salaries as inadequate for European officers recruited in England by the Secretary of State, and saw no reason why such officers should not be included in the cadre for which salaries were recently fixed by the Government on lines suggested by the Advisory Committee. A Headmaster has recently been appointed by the Secretary of State for a school, which is apparently the same as that referred to in the despatch, on the scale of salary lately adopted by the Kenya Government in accordance with the advice of this Committee. It seems probable, therefore, that some mistake has been made in the estimates quoted in the despatch.

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4. Annual Report of Kenya Education Department, 1929. 43

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The Chairman informed the Committee that the Annual Report of the Kenya Education Department for 1929

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had been circulated and that he understood some members wished to comment on it.

Sir James Currie drew the Committee's attention to certain passages on pages 7 and 8 regarding the "Policy of Missionary Assistance" and "Native Aspirations". He considered that the Report was a very challenging document and that it ascribed to the Committee on educational policy which the Committee had never held. In support of this view he read a note on the subject prepared by Mr. Mayhew. He had also received a letter from Lord Lugard to a similar effect. This letter was read to the Committee. Miss Burstall associated herself with the protest raised by Sir James Currie.

The Chairman said that no statement had ever been made by the Committee which would justify Mr. Scott's views.

With regard to a point raised in Lord Lugard's letter to the effect that the Kikuyu tribe had quarrelled with the Missions generally on the matter of female circumcision, he thought that in fact they had quarrelled only with the Scottish Mission and that the influence of the Church Missionary Society had not been weakened at all. Mr. Parkinson was in no doubt, from other reports to which he drew attention, that the Kenya Government had correctly understood the policy of the Committee, and it was therefore unlikely that the Director of Education should misunderstand it; and he had wondered whether the mis-statement in the paragraph referred to could be due to bad drafting. In reply to a question by Sir James Currie, he said that the practice of female circumcision was part of initiatory tribal

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

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

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

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

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