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PHILIP-STOLUS EVOLUTION COMMISSION 1924 REPORT

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Native Education.

PROF.

REPORT BY MAJOR VISCHER ON HIS JOURNEY TO THE EAST AFRICAN DEPENDENCIES WITH THE PHELPS-STOKES EDUCATION COMMISSION AND HIS VISITS TO BECHUANALAND AND BASUTOLAND.

Colonial Office, Downing Street, S.W.1, 15th December, 1924.

I HAVE the honour to submit herewith the report on my journey to the various African Dependencies with the Phelps-Stokes Education Commission and my visits to Bechuanaland and Basutoland.

The Commission sailed from Marseilles on 17th January, 1924, and after a short visit to Addis Abeba in Abyssinia arrived at Mombasa on 18th February. During the following four months it travelled through Kenya and Uganda, Zanzibar, Tanganyika Territory, Nyasaland, Southern Rhodesia and Northern Rhodesia. The German and the members of the Commission Livingstone for various parts of the Union of South Africa and for England on 12th June. Between that date and 1st June when I sailed from Cape Town, I visited Bechuanaland and Basutoland.

The Phelps-Stokes Commission, under the Chairmanship of Dr. Thomas Jones, includes the following members: Dr. James Dillard, President of the American Board of Christian Education, Dr. H. L. Shantz, Senior Lecturer in the State Department of Agriculture at Washington, Dr. Garfield Williams, Educational Secretary of the Church Missionary Society in London, and Mr. J. E. A. Grey of the Gold Coast, since appointed Assistant Principal of the Teachers College, Accra. Dr. O. Dillard (Virginia University) and Mr. J. W. C. Jones (Glasgow University) were Secretaries of the Commission. Dr. C. T. Jones, from the Union of South Africa, joined the Commission at Beira on the 1st of Nyasaland. Dr. Dillard and Mr. Dillard left the Commission on arrival at Dar es Salaam, and Dr. Garfield Williams at Zanzibar.

According to plans made beforehand with the heads of the Administrations of the various Missionary Societies, the Commission usually sub-divided into groups to visit the different parts of each country. In this way it was possible to cover a large deal of ground and to visit most of the Missionary schools and head-quarters, as well as Government schools and administrative centres during the stay of the Commission in each country, which varied from one to three weeks.

In Kenya Colony, Tanganyika Territory and Zanzibar, the Directors of Education met the Commission on its arrival and remained with it until it left their territory. Dr. Jones and members of the Commission were the guests of the heads of the Administration and other officials at Nairobi, Dar es Salaam, Zanzibar, Mombasa and Livingstone. At the different places meetings and conferences were arranged to enable Dr. Jones and the Commission to meet representative members of the European and Native Administration, Missionary bodies, settlers, planters and business people. Dr. Jones particularly appreciated the courtesy of the various Administrations in providing free transportation for the use of the Commission. This enabled him to make a very comprehensive study of native education in the dependent territories.

At the conclusion of his visit to each country Dr. Jones offered his suggestions and recommendations bearing on native education. These suggestions and recommendations are based on certain elements of an effective policy which he suggests for the organization and supervision of native education in Africa. He sets them up as follows:

- i. The determination of the objectives of education adapted to the needs of the individual and of the community.
- ii. The differentiation of the education of the masses from the education of the teachers and leaders, and the recognition of the fact that the same objectives are applicable in different forms to the education of both the masses and the leaders.
- iii. Provision for the inspection, supervision and friendly visitation of all educational institutions.
- iv. The organization of the school system, and
- v. The co-operation of Government, Missions, settlers and traders and natives in the education of the Africans.

I had the opportunity of visiting a great many schools and training institutions in the company of Dr. Jones and also of supplying him with certain information regarding the various Dependencies. This information, a copy of which I submit with this report, was collected and prepared in accordance with the questionnaires arranged by Dr. Jones for the work of the Commission.

The full report of the Phelps-Stokes Commission which Dr. Jones is now compiling will shortly be available for the Advisory Committee on Native Education in tropical Africa. In the following I have limited myself to a brief survey of the provisions that exist for native education in the various countries I visited and an outline of the conditions under which the work is being carried on.

KENYA COLONY AND PROTECTORATE.

(a) *General.*—The total area is estimated at 250,000 square miles and the total population at two and a half million natives, 36,000 Asiatics, and 12,000 Europeans.

The natives belong to about forty-five different tribes, Bantu, Nilotic, Nilotic, and Hamitic. Inter-mixture with Arab blood has taken place on the coast. The areas mainly affected at present by native education are the Swahili on the coast, the Kikuyu and the Wakamba in the centre of the Colony, the Masai, the Kavirondo in the district bordering on Lake Victoria. Native languages and customs under the different racial groups number over forty. Swahili is understood and spoken by a great number of natives and is generally employed as the medium of intercourse between Europeans and natives. In the Government schools Swahili is taught and used as the language of instruction. On the coast and in the northern districts that are wholly or partly Mohammedan, but the religion of the vast majority of natives is pagan. There are 25 or 26 different languages. Native arts are very high. Medical work is carried on by the different Missionary and Government hospitals for natives, and dispensaries exist all over the country. The natives are nearly all agricultural and pastoral people, only small numbers of those living in the coast occupy themselves with trade.

For administrative purposes the territories of the Colony are divided into native and non-native areas. The provisions made for the native areas are mainly divided on tribal lines. In the non-native areas about 7,500 square miles are occupied by Europeans and Asiatic settlers.

The coast of Mozambique arrived at the coast in the forties. At present there are 100,000 Mozambique Settlers established in the country with about 300 European and American workers.

A great and a permanent number of natives are permanently employed by the Government Department as railway workers, medical dressers and assistants, clerks, and police as well as in Government and Mission schools, as artizans among the European community. Native labour is employed on European and Government farms, and the natives of the Colony also supply the labour for occasional work, such as railway construction, etc.

Native Education.—The Education Department is under the Director of Education, Mr. J. R. Orr, who is a member of the Legislative Council. He was appointed to the post in 1911 and is responsible with his Department for the education in the Colony and Protectorate of European children, Indians and natives. In 1919 a Commission appointed by the Governor reported on the educational arrangements of the East African Protectorate, and recommended the establishment of a Board of Education. The members of this Board include representatives of the different Missionary bodies. In the following years an educational code and general instructions for native education were issued. In May, 1924, Mr. E. R. J. Dussa, Chief Inspector of Schools of the Sudan Government, was invited to make a tour of visit to the country and submitted a report on native and African education. Shortly after the visit of the Phelps-Stokes Commission the Government issued the Education Ordinance, 1924. This Bill provides for the effective supervision and control of all schools by the Department of Education, and for the re-establishment of a Central Advisory Committee on Native Education. The Chairman of this Committee is the Colonial Secretary and the members include representatives of all the Missionary Societies and of the settlers. Local School Committees under the Chairmanship of the Senior Administrative Officer are to be formed according to the educational needs in each district. Since the date of my visit to the country the Central Advisory Committee on Native Education has been appointed and has already made a number of important recommendations: the establishment of a Government Training College for visiting teachers, and of a Central Industrial School, also a detailed code of instruction in the elementary village schools.

For a number of years Grants-in-Aid from public funds have been given to the Missionary Societies for native schools.

There are four Government schools for natives. Two of these, Machakos in Ukamba Province and Waa near Mombasa, are industrial boarding schools. The other two at Mombasa and Malindi provide for literary and commercial training and are day schools. There is another and very remarkable school at work in the Masai Reserve where boys of that tribe are trained in agricultural and industrial work. This school is under the supervision of the Political Officer in charge of the district. All these schools have European headmasters and instructors. Some of them have a number of out-schools attached to them in charge of native teachers. These out-schools are regularly inspected by the European staff of the main school. A great number of native boys of various tribes receive instruction at the railway workshops at Nairobi and in the various hospitals, under the direction of the laboratory at Nairobi and in the various hospitals, under the direction of the Forestry and Agricultural Department, and at the headquarters of the Post and Telegraph Department and the Government Printing Works. The work of printing, preparation of school text books and general supervision and administrative work is carried out by the Director of Education himself and such members of his headquarter staff as he can spare. The European staff for native education numbered two headmasters, two assistant masters and six technical instructors. The native teachers under the department had all been trained at Mission schools. The number of pupils at Government schools for natives at the beginning of the year was 1,240, and there were eight Europeans and 55 native teachers and instructors.

The first schools for natives were Missionary schools, and the various Missionary schools carry on the main work of native education. In the Mission schools the Government financial assistance from the Government there were at the beginning of the year close on 13,000 pupils of both sexes, with the superintending and teaching staff of 100 European men and women and 234 natives. The total number of natives receiving instruction in all the schools under the different Missions was probably about 20,000. The Missions have four training centres for teachers and a number of industrial schools.

With the exception of the instruction given to natives in specialized courses by the various Government Departments or at the Central Mission stations the teaching goes little below primary standards.

At the Mission schools children are at first beginning taught in their own language. Swahili is taught and then becomes the language of instruction and the pupils learn a certain amount of English. The teaching in the Government schools is given in Swahili and in English. This means that during the three short primary course the native child is taught to read and write two and at the three different languages. The supply of suitable text books represents a difficulty.

The general organization of schools under the Missions shows two types of schools, one, the central school attached to a Mission station with Europeans in charge, and the village school or out-school situated in the surrounding district and run by natives.

Girls attend nearly all the Mission schools. At the central schools the girls are fully boarded, and they receive some special instruction in homecraft and the arts and crafts. In the village schools or out-schools there seems to be no difference between the instruction given to boys and that provided for girls. There are no girls in any of the Government schools.

EDUCATION DEPARTMENT—ESTIMATES, 1924

	£	£
<i>Administration:</i>		
Personal Emoluments	3,395	
Other charges	500	
Total Administration		4,195
<i>Native Education:</i>		
Personal Emoluments	12,933	
Other charges	7,025	
Total Native Education		19,958
<i>Indian Education:</i>		
Personal Emoluments	6,607	
Other charges	4,529	
Total Indian Education		11,136

	£	£
Native Education:		
Personal Expenditures	7,998	
Other charges	20,112	
Total Native Education		28,110
Total		£63,399

The sum of £13,865 is provided for Grants-in-Aid to Missions (including other charges).

LANDS PROTECTORATE

The area is estimated at 109,120 square miles, including Lake George, Lake Edward, and the native population is given at 3,125,500. There are 1,200 Europeans and 5,000 Asiatics in the Protectorate.

The thirty odd native tribes belong to the Basin-Nilotic, Hamitic and Nguni groups. The latter include the primitive forest negroes and some of them lived with them. The greatest number of natives are Bantu and the most important tribe the Baganda belongs to this race. The Hamitic Bantu who first invaded the country from the North-East in very early times established the ruling families who established the kingdoms of Banyoro, Buganda, Luha and Ankole.

The native languages spoken in the Protectorate belong to the Bantu, Nilotic and Hamitic groups. The Piracy-Prognathous, however, seem to have adopted the speech of their Bantu neighbours.

The religion of the people was originally pagan. Mohammedan influences reached the country in the latter half of the last century, and shortly afterwards Christianity arrived in Buganda. To-day the number of native Christians is estimated at about half a million, and that of their followers of Islam at a little over 100,000.

The system of administration for the very complete system of administration which the rulers and the people of Buganda have built up in the course of centuries on the basis of the Bantu tribal community. This system has been followed by our own administration and is gradually being perfected and extended over the different parts of the Protectorate outside the limits of the Kingdom of Buganda. The Basoga King of Uganda administers the people through the Lukiko or native Parliament. The members of this Parliament include the Kabaka's advisers or councillors, the chiefs of the various districts and a number of notables chosen by the head of the State. In a similar way the district chiefs, county chiefs and village chiefs carry out their administrative duties with the assistance of councils.

The territory of the Protectorate is divided into five Provinces: the Buganda Province, identical with the kingdom of Buganda, the Eastern, Western, Northern and the Rudolf Provinces.

The natives are principally agricultural and pastoral people.

Some years ago the population suffered severely from the ravages of sleeping sickness, a venereal disease, and it was as a result of these epidemics that the existence of some tribes. The Medical Department has made considerable provision with a Central Native Hospital, and dispensaries, and has set up clinics in the various districts for the treatment of diseases and for the training of natives in medical and laboratory work. Like the Agricultural and Veterinary Departments the medical service uses the system of native administration for the work of instruction and for dealing with disease.

Natives find employment in most Government Departments, especially in the various services under the direction of the Principal Medical Officer. The European planters and concession holders, of whom there are not many, employ native labour on their estates. Natives at present mostly Bagandas, are taking up commerce in increasing numbers. Trade has lately received a great impetus through the remarkable development of cotton-growing. Most of the retail business, however, is still done by Europeans. A large number of posts under the native administration are open to natives. Many of these, especially in the more important districts, are filled by Christian natives, and some by missionaries. Missionaries arrived in Uganda in the seventies, and since then the Missions have played an important part in the history and in the development of the country. To-day there are five Missionary Societies established in the Protectorate. The oldest and most important ones are the Protestant Church Missionary Society and the Catholic White Fathers, and the Methodist Mission.

Native Education. Missionary schools existed in Uganda when the Protectorate was established, and the Missionary Societies have remained in charge of native education without any direct interference from the Government. Under their direction a very widespread system of native schools has come into existence, forming part of what has been called the most successful Christian Missionary enterprise in Africa. The Mission schools have become a feature of the social and political life of the natives. A few years ago the Government created a Committee on Education to advise the head of the Administration on native education. On this committee the Missions were represented. Grants-in-Aid from public funds have been paid to the Missionary Societies for native schools. Definite proposals for the establishment of a Department of Education were put forward by Mr. E. B. Jussey, the Chief Inspector of Schools in the Sudan, who had been engaged by the Uganda Government to study the situation with a view to formulating an official policy for the effective development of native education in the Protectorate. Mr. Jussey submitted his proposals in the beginning of this year, and he has since been appointed Director of Education in Uganda.

Some years ago a school was opened by the Government, under the direction of the Public Works Department, for training native artisans at Makerere in Uganda. On the 1st January, 1923, Makerere was opened as a Government school for natives to provide specialized instruction and secondary teaching under a European headmaster.

It is intended to use this institution as the headquarters of the Department of Education. Its exact place in the general scheme of native education will be decided by the needs and requirements which will become clear in the gradual process of welding into one complete system the various organizations already existing for native education. At the time of my visit there were 23 pupils of Makerere, 14 day boys and 9 boarders. The staff includes a European Principal, Medical Tutor and three Technical Instructors, besides 200 native teachers.

It was difficult to obtain accurate figures regarding the Missionary schools. The total number of schools has been given as 2,000. It was stated that the ages of both sexes in varying ages attending these schools numbered about 300,000. These figures can be taken as a fair estimate, but the statistics of day and pupil should be accepted in their widest sense. It appeared impossible to classify the schools as educational centres under the usual terms. The great majority of the 2,000 schools are out schools or village schools under native teachers. The Church Missionary Society, for instance, estimate that out of their 140,000 pupils, over 100,000 attend the out schools. Besides these village schools, there are central schools of the mission stations under European and native teachers, technical schools, training centres for teachers, midwives, nurses and church workers, and classes for training native clerks and oft. fairs, and seminaries for native preachers and priests.

To obtain a comprehensive view of the present state of native education in Uganda the following division of the various training centres suggests itself:

(I) Schools primarily used for preparing boys and girls for admittance to the University. The Church Missionary Society has a reading test for baptism.

(II) Schools for more advanced specialized training for work within the jurisdiction of the Church. They include the best schools in the Protectorate, seminaries and training centres for boys and girls, where instruction is in the hands of very competent and specially trained Europeans.

(III) Schools and classes for training natives for work directly or indirectly connected with the European administration and the native administration, or for work within the native community not necessarily connected with the Church. These divisions are, of course, inter-connected. By far the greatest number of schools come under the first division. They include besides the great mass of out schools under native teachers, the schools attached to Mission stations where instruction is given by Europeans and the pupils are mostly of school age, and in some cases live as boarders. At this stage of instruction, pupils are of both sexes in the out schools of all ages. It may be impossible for a long time to bring these schools within the general system of native education, but the fact that here by one institution dear to the natives themselves give them a potential and makes them worthy of a great deal of attention on the part of those responsible for native education in the Protectorate. At present the number of schools under the first division is small, but as the facilities with which schools seem to come into existence, makes an efficient control and supervision on the part of the Missionary Societies impossible. There is no doubt a possibility that this development as long it remains unchecked may get beyond the control of Missionary Societies and of the Government.

The most remarkable schools are the following: The *St. John's School* at *Villa Maria* where boys are prepared for the priesthood. The standard of study extends over 13 years, and the few boys who finally arrive at this highest standard have been carefully chosen from the great number that attend the primary classes at the village schools and central schools. The instruction during the time immediately preceding admittance to the priesthood is given by a particularly capable body of European tutors. The *Church Missionary Society's King's School*, *Widdo*, is run on the lines of an English Public School. This school has a very fine record, and many boys trained there occupy responsible positions in the Church and in the public service. The *Seminary of the Mill Hill Mission at Vnyu*, is of later date. This school has also a very full and efficient European staff of tutors, and special attention is paid to the teaching of English.

These three Missions have further a number of special schools and training centres for women (teachers, nurses, midwives) and Church workers and labourers.

Special provision for instruction is made for natives for employment and work outside the Territory made by a number of commercial, clerical classes and industrial training centres. Special classes for pupils intending to enter Government service and commerce are attached to the central schools of the Missions at Kampala. In all the Missions books are distributed to the teachers and the pupils. The language of instruction is English. English is taught at a special school system in the Protectorate. In many instances, English is taught in the primary schools, though, generally, a very elementary knowledge of the language is acquired. At present the higher schools exist only at the principal towns, Kampala, Entebbe and Jinja, and the village schools at *Villa Maria*, *Widdo* and *Wanyu*.

Attached to this report is a copy of the report of Mr. A. H. Williams, Inspector of the Native Education in Uganda.

FINANCIALS 1923-4

1. The estimated for the next year the following expenditure has been provided for the education:

EDUCATION	
Personal Emoluments	£
2 - Makerepe College	3,908
Other charges	3,085
Grants to Missionary Societies	
Contribution to Lady Cavendish's Maternity School and grants to Missions for maintenance of midwifery centres and midwives	1,500
Grant to Church Missionary Society	4,688
Grant to White Fathers' Missions	2,845
Grant to Mill Hill Mission	4,388
Grant to Italian Catholic Mission, Gulu	125
Grant to Italian School, Kampala	500
	10,460
	£20,839

Uganda Territory

2. The area of the Territory is about 373,000 square miles. The native population has been estimated at 1,000,000 and there are 14,000 Asiatics and 20,000 Europeans.

3. General. There are about 33 native tribes living in the Territory. These are Bantu, who coming from the North established themselves in the country in the course of the successive Bantu invasions, and they arrived comparatively lately. The original inhabitants of the country seem to have been absorbed by the Bantu tribes in course of time. Amongst the Bantu languages and dialects, Swahili occupies the most important place, as it is spoken and understood by a great many of the different tribes. There are 300,000 Mohammedans in the Territory. The religion of the majority of the natives is pagan, with the beliefs of a supreme being

and the power of the spirit of the departed over the living, common to all Bantu tribes and most of the pagan races living in Africa. The population is mostly agricultural, only a few of the tribes can be called pastoral. A fair number of natives are Swahili living on the coast are engaged in commerce. The infant mortality is very high in most parts of the Protectorate, and the natives suffer from a variety of diseases. As is shown in the census reports, the population has been very seriously reduced by the War and a considerable number of natives lost their lives in the millions that took place under German regime. Government hospitals and dispensaries have been opened in most of the districts.

About 3,000 European settlers occupy important plantations in different parts of the country.

For administrative purposes, the Territory is divided into 22 districts. The policy of the Government is to develop and encourage native administration on the lines of the old tribal organization.

There are nine Protestant Missionary Societies and five Catholic Missions established in the Territory.

A great number of natives are employed on European plantations, and many are open to natives under the administration and in connexion with European missions and the various Missionary Societies.

4. Native Education. The Education Department was established in 1920 by the Director of Education - Mr. S. Rivers-Smith, who has had a long experience of African education as Director of Education in Zanzibar and as an officer in the Egyptian Education Department. Although there was in 1920 no complete organization for native education, the work had to be started practically as if it appeared impossible to do so because of a great number of native teachers who had been formerly employed by the Germans. The Director issued orders dealing with education in the Territory. The funding of the native education in the reports of the Director of Education has been to supply the immediate needs of the native population and provide for their economic wants in the future development of the Territory. At the beginning of the year, the Director of Education had on his staff 150 European headmasters and two European assistant masters and 135 native teachers and instructors. There were 63 Government schools, including three primary schools.

The latter are boarding schools in charge of Europeans at *Uganda*, *Sogaam*, *Widdo* and *Bukoba*. The course of instruction at these schools includes English, hygiene and agriculture under the supervision of an officer from the Medical Department. Attached to these schools, but under the immediate supervision of the European headmaster, are industrial schools at present staffed by Asiatic instructors. In the coast towns where the necessary land is not available, instruction in agriculture forms part of the curriculum and village handicrafts and industries are encouraged. Native teachers are trained in a class attached to the school at *Uganda*, and a limited number of pupil teachers are being trained at the other schools. Under the supervision of the headmasters of these three primary or boarding schools there are well over 60 elementary out-schools with native teachers attached in various parts of the respective districts. The primary schools have a number of boarders, while the elementary or out-schools are day schools. In all of the elementary schools the Government only pay for the teacher and for the furniture and school materials. The children, who are selected from all parts of their district, are fed and clothed by the native chiefs. At all the elementary schools the children work in a school garden and receive some instruction in agriculture.

Since owing to insufficient European staff and great transport difficulties, regular inspection by the Education Department is quite impossible, an arrangement has been made by which any Government official or other European can visit and inspect schools and record in a book specially kept for the purpose any remarks on a system which would help to improve the work of the school.

The interest which the natives all over the Territory take in the work of the Education Department is very noticeable. A school board composed mostly of natives of the district exists in the direction of primary schools, and in all the districts the natives have a great personal interest in the local schools. All the schools on the coast and in the interior have been adapted to their surroundings, which are different in the coast towns where the population is composed of many different tribes and native authorities counts for little, and in the interior where the old tribal organization still obtains. The total number of children receiving instruction in Government schools at the beginning of the year was 4,886, all boys.

The Dinegara Missionary Societies had 2,192 schools with 114,583 pupils on the roll (71,225 boys and 43,358 girls). Their staff consisted of 92 European men and 45 European women and 2,226 native teachers. The Mission schools were either central schools under European supervision at the Mission station or out-schools under native staff. Most of the Missionary Societies have a number of industrial schools and provide for the training of teachers in special training centres. No Grants-in-Aid were made to the Missionary Societies.

Swahili is the medium of instruction in all Government elementary schools and generally speaking in the elementary schools of the Catholic Missions, and in the upper classes of the elementary schools of other Missions where instruction is at first given in the local vernacular. English is taught and is used as the medium of instruction in the Government primary schools.

It is proposed to strengthen considerably the staff of the Education Department and to extend the work of the Department by the opening of new schools wherever there is a special native demand for such.

The policy of the Government has been to establish first of all the Education Department, and to build up and strengthen the frame work of a system of Government schools for natives fitting into the plan of native administration. Friendly relations exist between the Director of Education and the Missionary Societies, who manage and conduct over 2,000 native schools in the Territory, but up till now these schools have not been brought into the official system for native education. The returns that have been collected from the Missionary Societies by the Director of Education regarding Mission schools are more complete than those obtained in other Dependencies. It was explained that no Grants-in-Aid have yet been paid to the Missions since the amounts available from Public Revenue only sufficed to cover the most urgent needs of the Education Department. The Estimates for the coming year provide more fully for the needs of the Education Department, and proposals for the establishment of an Education Board on which the Missions will be represented are actually under discussion.

The Estimates, 1924-25, provide for the following expenditure under Education:

Personal Emoluments:	£.	₹
Administration	2,648	
Native Schools	13,248	15,896
Other charges		2,955
Total		₹18,851
Adm. General Extraordinary Equipment:		
Furniture, Books		₹3,200

ZANZIBAR PROTECTORATE

10. The total area of the two islands of Zanzibar and Pemba is 1,020 square miles, and the latest census gives the native population at 202,665. There are 14,000 Indians and 250 Europeans in the Protectorate.

(a) *General.*—In 1832 Zanzibar became the capital of the Arabs from Muscat who possessed a considerable amount of Territory along the east coast. At present the native population consists of a great many tribes, many of whom have come fairly recently from the mainland. Besides the African natives who live on the island, great numbers come from the mainland to work on the farms. The official religion is Islam, but a good many natives have kept to their old pagan beliefs or mixed them up with the tenets of the Mohammedan religion. There are also a certain number of Christian converts. The language of the rulers and the ruling families is Arabic, and that of the African natives Swahili, which is easily understood by those arriving from the mainland, and which has become the trade language of the east coast. Native landowners in Zanzibar and Pemba have become very rich through the clove industry. This industry also supplies the administration with sufficient revenue to enable it to dispense with taxation.

A great bulk of the population lives in the town of Zanzibar, where a good many of the natives engage in trade and the different occupations that present themselves in a great seaport. The natives living outside Zanzibar town are mostly farmers and fishermen. The making of coir rope from the husks of coconuts forms an important industry in the south of the Island and is entirely in the hands of women.

The Government is administered in the name of the Sultan by a British Resident who is responsible to the Secretary of State, through the High Commissioner who is also Governor of the island.

The Sultan of Zanzibar is President of the Council which exercises functions in an advisory and consultative nature. The Court of Zanzibar and Pemba exercises jurisdiction over the subjects of His Highness the Sultan. For administrative purposes the Protectorate is divided into districts in charge of District Commissioners and Assistant District Commissioners.

There are three Missionary Societies established in the Protectorate, two Protestant and one Catholic.

(b) *Native Education.*—The Director of Education is Mr. W. Hendry. He employs staff three European masters, and is responsible for native education and for education in the Protectorate.

There are six Government schools. One secondary school and five schools covering elementary and primary instruction. At the Government Central School, which is situated in the town of Zanzibar, elementary instruction is given in a course lasting three years, followed by a four years' course of primary instruction. Primary classes are attended by Arab, African and Indian pupils. There is also a special class for training teachers. Here pupils are accepted from any school in the Protectorate, if they have the necessary knowledge. Pupils who sign on for the full course receive their training free of cost, and there are a number of bursaries provided for. Special instruction in commercial subjects is given in a commercial class which has a three years' course. Pupils in this class were mostly Indians. The teachers' training class and the industrial class for the secondary school. Attached to the elementary and primary school there is a technical branch with classes in carpentry and tailoring. There are 35 African pupils receiving instruction, who had all been recruited from the primary classes. During their course of technical training they attend classes in primary school subjects in the afternoon.

Besides the elementary and primary school forming part of the central school in Zanzibar town, there were four elementary village schools in the various districts. The average attendance at the Government schools at the termination of the year was 12,000 elementary and primary and 232 at the secondary school. The pupils in the Government schools are all boys of school age.

At the Mission schools which provide elementary and primary instruction and technical training, 774 native children were being educated, 603 boys and 171 girls. These schools are nearly all staffed by Europeans.

The Universities Mission to Central Africa have their central training college for teachers at Kiungu near the town of Zanzibar. The pupils at this school are included in the above statement as they all come from the mainland and return after having completed their course of instruction. The college was under the direction of an exceptionally well qualified European.

The Missionary bodies receive Grants-in-Aid from public funds for their two schools. The Director of Education is President of the Advisory Council for Education on which the Missionary Societies, the Government and the Arab and Indian communities are represented.

The total number of native children attending Government and Mission schools is 4,807.

There are a great number of Koran schools in the Protectorate, where the usual instruction in reading and writing in Arabic is given besides the purely religious teaching.

The languages of instruction are Swahili and English. In special cases Arabic takes the place of Swahili in the elementary classes.

There seems to be a great desire on the part of the Zanzibar natives to acquire knowledge, and the Director of Education finds it difficult to make pupils pass through the full course of instruction.

Financial.—Estimates for 1924 provide for the following expenditure under Education:

Personal Emoluments	₹ 6,541
Grants-in-Aid	1,000
Other charges	1,607
Total	₹9,148

NYASALAND PROTECTORATE

11. The total area is given at 40,000 square miles and the native population at 1,185,000. There are 1,500 Europeans and 700 Asiatics in the Protectorate.

(a) *General.*—The native tribes are all Bantu and include the Angoni, who are of Zulu stock. The various tribal languages and dialects all have a good deal in common. Owing to the Arab influence coming from the coast a fair number of natives have adopted the Mohammedan faith, and the number of natives converted to Christianity must be considerable. The chief occupations of the natives are agriculture and cattle farming. The insufficient increase of the native population is causing some anxiety to the authorities. The Medical Department ascribes this to the following causes:—Venereal diseases, the long absence of males from home, the decline of the power of the native chiefs, the wilful restriction of the size of the family practised by the natives, and finally, contact with European civilization.

For administrative purposes the Protectorate is divided into three Provinces, each in charge of a Commissioner. The authorities are striving to reestablish the authority of the native chiefs, which has in some cases almost vanished. In the early days of British influence, large tracts of land were alienated by the natives, who sold the tribal land to Europeans. About one-seventh of the total area of the Protectorate is under European occupation. The British South Africa Company alone own nearly three million acres. There are important consular headquarters in the Southern part of the Protectorate.

Missionary Societies have been established in the country since 1881. To-day there are about 150 Missionary Societies working amongst the natives, five of the largest being in the present Protectorate between 1901 and 1900.

The natives find employment in the various Government Departments, and with the European community either in commercial enterprises or on the various plantations. Numerous numbers of natives leave the country to work outside the Protectorate, either as mechanics or as skilled artisans, assistants and servants with Europeans.

(b) *Native Education.*—There is no Government Education Department in Nyasaland. Since 1907 Grants-in-Aid from public funds have been given to various Christian Societies for native education. Under the 1924 Estimates, £3,000 has been set apart for this purpose, of which a little over £2,000 has actually been paid out in Grants-in-Aid.

The approximate number of children in school across the Protectorate works out at 247,000. Of this number, according to the figures obtained through the authorities, only 149,000 children receive instruction in 2748 Mission Schools.

Missionary Societies	Number of Schools	Number of Pupils
Anglo-South African Mission to Central Africa	369	14,000
United Free Church of Scotland	458	26,000
Church of Scotland Mission	308	15,000
Dutch Reformed Mission	708	38,000
Zambesi Industrial Mission	100	5,000
South African General Mission	60	3,000
Nyasaland Industrial Public Mission	60	3,000
White Fathers	191	9,000
Baptist Industrial Mission of Scotland	32	1,800
Marist Fathers	388	24,000
Seventh Day Adventists	65	7,000
	2,748	146,800

The total staff employed in the Mission in their various schools and training centres was given at 309 Europeans and 3,549 natives.

In the great majority of these schools, instruction is given in the vernacular only. Five of the Missionary Societies teach English and use it as immediate instruction in the higher classes and in the White Fathers Seminary. Latin is taught as well. A special feature in the educational work done by the Missionary Societies is industrial instruction and attention to agricultural work.

The Commission was very much impressed by the good educational work done by the Missionary Societies in the Protectorate, especially in the schools of the United Free Church of Scotland, the Church of Scotland Mission, and the Dutch Reformed Mission. The great value of these schools is fully recognized by the Administration and proposals for the appointment of a Director of Education to study the situation and submit in consultation with Missionary Societies a plan for a definite educational policy have already been made.

It was noticed that great numbers of native artisans and boys trained in the Mission schools left the country for employment in the surrounding countries, where

they are very much appreciated. At the same time the Administration suffers from lack of properly trained natives to take their place in the native Administration.

THE COLONY OF SOUTHERN RHODESIA.

12. The total area is 149,000 square miles. The native population is estimated at 862,000. There are 33,000 Europeans in the Colony, and 3,000 natives and colour people.

(a) *General.*—The native tribes are all Bantu and are divided into two groups, Mashona and the Matabele. Under these two generic names we find a great number of tribes speaking many different dialects which, however, are not very different from each other. Originally the native inhabitants of the present Colony were pastoral people but after the settled administration they have developed into agricultural activities. Their religion is again and big all the Bantu gods. Tribal authority and traditions have in late years gradually diminished in the same way much of the original religion beliefs have disappeared, leaving only the fear of evil spirits and the practice of witchcraft. Part of the Colony, that is, about 19 million acres, has been set aside as native reserves. The Department through which natives are governed is that of Native Affairs, of which the head is the Minister for Native Affairs. The permanent head of the Department is the Chief Native Commissioner. The Colony for purposes of the Administration is divided into five sections under Superintendents of Native Affairs, each of which is administered by a Native Commissioner. The policy of the Native Affairs Department has been to preserve the native system from too sudden a transition.

The majority of the Europeans settled in the Colony are farmers. There are a number of important mining enterprises and business concerns.

There are 15 Missionary Societies, mostly Protestant, established in the Colony. Great numbers of natives find employment with the mines and on European farms. A census given for the survey and distribution of native labour in 1923 showed that there were 2,399 indigenous natives and 89,500 alien natives employed in the Colony in the course of the year.

(b) *Native Education.*—The Director of Education is Mr. L. W. Forgan. He is in sole charge of the Department for the education of European children and of children, as far as native education is concerned, only for the allocation of Grants-in-Aid to the Missionary Societies for native schools. The Missionary Schools are inspected by his staff.

There are also Government schools for natives in the Colony, and they are under control of the Director of Native Development, an officer of the Native Affairs Department—Mr. H. S. Keigwin. The two schools are situated in different parts of the country in the Native Reserves at Donbushawa and at Tjolofo. Both these schools, which have been under the personal direction of Mr. Keigwin from the beginning, are most remarkable for the instruction they provide and the way in which they have been organized and adapted to the native mentality and to the needs of the natives in their own homes. At the time of our visit about 200 native boys were receiving instruction in these schools under a very competent staff of Europeans and native teachers and instructors. The pupils are boarders and pay for their education.

The course of instruction includes farming, the care of cattle, irrigation, carpentry, blacksmithing and wagon-making, building and soap-making. The class work is given in standard 1-4 and is especially adapted to the other school duties. It includes the teaching of hygiene and sanitation. The farms on which the schools stand are worked by the boys, who also built the different dormitories, class rooms, and farmhouses, and irrigation works, including a 1,000-gallon tank. The moral training is on the basis of Christian instruction. The boys who are completing their course seemed excellently prepared to do valuable work in the Native Reserves as instructors or teachers. Unfortunately up till now most of the boys that left the schools had gone into private European employment as no attempt was made to make use of them under the native administration.

The Missionary Societies in the various parts of the Colony have 1,090 schools for 70,000 native pupils, boys and girls, with a European staff of 224 and 1,321 native teachers. These Missionary schools, including outside schools under native teachers and central schools at the Mission headquarters, include day schools, training centres for teachers and seminaries under European direction. At nearly all these schools, the standard of instruction is elementary and primary. Several of the Missionary bodies pay special attention to native surroundings by encouraging and improving the village arts and crafts and by giving instruction in farming and care of cattle.

In the Government schools and in nearly all other schools most of the instruction is given in the vernacular and English is taught. The Government code for assisted schools prescribed the teaching of English in the lower standards. This is regretted by a great number of those responsible for native education, as the knowledge of English is of little use to boys and girls in the native reserves, and often has the effect of causing them to leave their homes for the various European townships.

Finance.—The total Estimates for the purposes of education in 1923-4 were £234,418, under the following heads:

Education Department Establishment, £118,695	£
Administration	11,916
Schools Staff	88,460
Miscellaneous Staff, etc.	14,993
Allowance	3,426
	118,695

Travelling and Trans-in-Aid	4
Other Charges	21
	25
	134,418

The total amount received in Grants-in-Aid for native industries is estimated at £2,500. Of this amount the Government pays for under the following heads:

European Staff	1,236
Native Teachers	372
Drivers, Cooks, Herds, etc.	110
Food and Clothing	250
Equipment and Building	400
Miscellaneous	150
	2,518

THE PROTECTORATE OF NORTHERN RHODESIA.

The total area of the Protectorate is given at 291,000 square miles, and the native population at 1,500,000. There are 4,000 Europeans in the Protectorate.

General.—The present boundaries of the Protectorate belong to about 20 different tribes of Bantu stock who settled in the country at various times during the long period of migration and inter-tribal fighting. The various tribes speak different dialects, the most important of which are Chinyanja and Sekololo. The religious beliefs are very similar to those of their neighbours in Southern Rhodesia. The natives are pastoral and agricultural people. The general health of the native population is perhaps better than that in other countries; the infant mortality is said to be very high. The Territory is divided into districts and sub-districts under District Commissioners, who administer the natives as far as possible through the native chiefs and their councils.

There are over 1,000 Europeans holding about 540 farms, mostly in the vicinity of the railway line, and a number of important mining enterprises. Natives are employed on the European farms and in service connected with European towns. The natives from nearly all parts of the Protectorate go to work at the mines on six months' contract. It is estimated that their number will be over 20,000 in a short time.

There are 10 Missionary Societies established in the Protectorate, Protestant and Catholic.

(b) **Native Education.**—The establishment of an Educational Department and a Director of Education is at the present moment under consideration. The Government for some years have had an important school for natives amongst the Barotse, the Barotse National School, and lately a day school for natives has been opened at the Administrative Headquarters called the Livingstone Native Location.

At the Barotse National School, there are 150 boys receiving instruction in senior division of the school, and 445 in the junior division and in the seven schools. At the Livingstone Location School there were 40 pupils of both

At the Barotse National School, the staff included a European Principal, an Industrial Superintendent, and an Assistant Master, as well as a number of native boys and instructors. The instruction given at this school, which includes a normal institute for teachers, is to a great extent industrial and agricultural. The work takes the pupils to the 7th standard. The school is financed out of the Trust Fund, but a fair proportion of its expenditure is covered by revenue from the school workshops.

The 10 Missionary Societies have 1,467 schools with nearly 50,000 pupils. Only 25 per cent. of the pupils, however, are of school age. The majority of schools include three primary institutes and 20 normal classes. The instruction of the Missionary schools is the same as that provided in other territories, but the one school under native staff and the one school at the Missionary Headquarters. The Missionary staff numbered 200 Europeans and nearly 1,500 native teachers.

The Northern Rhodesia Native Schools Act, 1921, provides for a system of schools in the Protectorate and special regulations were issued under the Act in 1922. Under these regulations the Native Commissioner will have the wishes of the chief or headmaster and the people of the village, and in some cases whether such objection should be upheld or overruled. All schools and all teachers must be registered and certified. Schools must be inspected by the Native Commissioner in charge of the district at least twice a year, and annual reports must be submitted on the form specified by the Government.

The sum provided for native education from public funds amount to £3,685; Government schools, £3,000, for Grants-in-Aid, £185, and for other purposes, £500.

The £3,600 for the Government Barotse School comes out of the Barotse Trust, so does £185 for Grants-in-Aid to the Paris Mission.

A Conference of Missionaries, which the Phelps Stokes Commission attended and which it was interesting to note that no objection existed to the very complete autonomy of the Government have over Mission schools, and that the various missionary societies were unanimous in asking the Government for the appointment of a Director of Education. This Conference, at which native education was the subject for discussion, was attended on the part of the Government by two administrative officers and the Judge of the High Court. Since then the Government have formulated a definite educational policy and J. C. Latham, an administrative officer of long local standing, who has been appointed Inspector of Schools, has been selected to take up the appointment of Acting Director of Education.

BECHUANALAND PROTECTORATE.

The area of the Protectorate is 275,000 square miles, and the native population is estimated at 150,000. There are 1,700 Europeans living in the territory, 50 Asiatics, and 950 coloured people.

General.—The different native tribes known under the collective name of Bechuana are all Bantu. Their dialects are not as far apart as those of their neighbours, and in consequence they suffered much less from the effects of the war-like neighbours. Agriculture is restricted by the dry climate and makes cultivation on a large scale impossible. The Bechuana have produced remarkable native chiefs; the best known of them was Khama, who was a Christian.

The first Missionary arrived in the country in the middle of last century. There are a number of Missionary Societies working amongst the natives to-day, and the various Christian churches have quite a large number of native followers.

There are important gold mines in the Tati district in the north. The number of settlers of European descent is very small. The Protectorate is administered by a Resident Commissioner under the direct supervision of the High Commissioner for South Africa. The Administration Headquarters are at Mafeking, just over the border in the Cape Province. The Territory is divided into Northern and a Southern district, and sub-districts under Assistant Magistrates. As far as possible the native tribes are administered through their own Chiefs and Councils in the territory occupied by them in the Reserve. A number of native chiefs and prominent natives form the Native Advisory Council which assists the Resident Commissioner in the administration of the natives.

A comparatively small number of natives in the Protectorate find employment in the mines and with the Europeans. Most of the native labour comes from outside the Protectorate.

Native Education. There is no Department of Education in the Protectorate. The Government controls the education through the Protector of Schools, who is Mr. F. H. Dutton, Director of Education of Basutoland. There are 107 native schools in the Protectorate with a total of 5,000 pupils of both sexes under the various Missionary Societies. The Native Chiefs, some of whom are highly educated men, take an active interest in the schools. The Inspector of Schools in his report states that he visited 29 schools with a total of 2376 pupils, 2376 were girls, and he states that it would be difficult to get a better result in his reports of the total. The boys of 12, 13, 14, 15, and 16 years of age are in the little school, and this explains the fact that the majority of the boys are engaged in agriculture, a great problem to those engaged in agriculture.

The boys are not allowed to go to school and have little to do with each other. The girls are not allowed to go to school and have little to do with each other. The boys are not allowed to go to school and have little to do with each other. The girls are not allowed to go to school and have little to do with each other.

The only school which was possible to start was the Chief's School at Moshesh. A very large and well equipped school house had been built by the Chief of the Bhekela of the most important tribe in the centre of the native town. The Acting Inspector of the school was a European Missionary from the local Mission station, the Dutch Reformed Church. The native members of the school were all members of the tribe who had been trained at one of the native training institutions in the Union of South Africa. The instruction was elementary and included courses in hygiene, drill and instruction in agriculture. The school is a tribal institution in which the members of the tribe, Christian and pagans, take great pride and interest. There is another school like this at Serowe belonging to the Panamangwe tribe.

The different tribes all contribute to the Native Fund, which is held in trust for the Government. From this fund the sum of £3,115 was spent on native education for the upkeep of school buildings, etc. £150 was set apart as a donation to the Tiger Kloof Native Training Institution in the Union of South Africa, and £210 was given as a Grant-in-Aid to the Tloane Missionary Society. The same Society received £300 towards the cost of native education from the general revenue of the Protectorate.

Most of the native chiefs speak fluent English and are well in touch with the Government. Even this is expressed by the activities of the administrative officers and the Missionaries who have among them.

The school we saw had certain features which looked out of touch with native thought but it appeared to be a tribal institution, and the outcome of a desire for improvement not necessarily derived from a mere imitation of European methods. The intention on the part of the Chief was very clear—that his school should be the means of making his tribe a healthier and happier people able to take their place amongst other native races.

BASUTOLAND

The area of Basutoland is 11,715 square miles. The native population is about 500,000 and there are living in the country 1,600 Europeans, 170 Indians, and about 1,000 people described as mixed and coloured.

(a) **General.**—The various tribes known to-day under the collective name of Basutos are all Bantu. They arrived in the country at different times and for different reasons, and were finally welded together into one nation. They established in the territory they hold to-day by the Native Act of Moshesh in the course of the last century. The Basuto pagan religion is the same as that of other Bantu tribes. Christian Missionaries have been established amongst them since 1833, and the number of native Christians is 136,000. The Basutos are farmers. Besides growing mealies, Kafir corn and wheat, they engage in stock farming and horse breeding. Cultivation is only possible in a relatively small part of their very mountainous country and is not sufficient to supply the needs of the people. Nearly all able-bodied men, sometime or another, go to work in the country in the gold mines. During the year 1922, 58,000 passes were issued to Basuto labourers leaving the country. The health of the natives, no doubt, is due to the measures taken by the Medical and Sanitary Department, is best shown by the census figures—the population in 1875 was 127,000 and in 1921 was 500,000.

The Territory is administered by the Resident Commissioner under the High Commissioner for South Africa. There are 17 districts in the Territory, each with its own Assistant Commissioner. The native administration is under the supervision of the Chief of Basutoland and the Basutoland Council. This Council consists of 17 native members, 95 of whom are nominated by the Chiefs and five by the Government. The Council is held in the Basutos and cannot be alienated.

There are six Missionary Societies in Basutoland, the oldest and most important being the French Paris Evangelical Mission started in 1833.

Besides the Government officials, Missionaries, and 168 licensed traders, there are a number of European residents in the country. The centre of the administration is at Maseru where most of the Europeans live on the narrow strip of land ceded by the Cape Government to the Government.

Native Education.—The Director of Education is Mr. F. H. Dutton, who has a thorough knowledge of the natives from long personal experience. He is in charge of his department for the inspection of all the schools for natives in the Territory and for one Government Industrial School for natives at Maseru. With the exception of this school, all native schools are under the various Missionary Societies.

The total number of native children attending school was 35,269, including 24,733 girls. Of these 24,733 (including 24,245 girls) were in elementary Mission schools, 403 in primary Mission schools, 73 in industrial Mission schools, and 60 in Government industrial school.

There are 495 elementary day schools under the immediate control of Europeans in various Mission stations, and also a number of small mountain or out-schools in out-districts. Besides these elementary schools where nearly all natives attend, there are seven primary boarding schools under European management, including industrial schools and training centres. The total amount of money expended in native education was given at 43 and there were 800 teachers, 150 of which were fully qualified.

The Government policy is to control and assist by Grants-in-Aid the education of natives through the different Missionary Societies and to provide for more advanced specialized training at the Government technical school. The Director of Education and his staff inspect the schools. There is a Central Board of Advice for education; this Board consists of the Government Secretary, ex-officio Chairman, the Director of Education, Vice-Chairman, three representatives of the Paris Mission, one of the Church of England Mission, and one of the Roman Catholic Mission and the Paramount Native Chief.

The representatives of the Missionaries appointed by the Resident Commissioner. The Board meets once a year to discuss the estimates, allocation of grants, and any matter requiring attention. On special occasions, extraordinary meetings can be called. Under the regulations and instructions for native schools in 1921, all schools are entered on the official list and must be regularly inspected and reported upon by selected European inspectors under the various Missions. The official school syllabus provides for three periods of instruction: (1) To give a high knowledge of reading and writing in the vernacular (Sesuto); (2) the more advanced knowledge of the three R's in Sesuto and a speaking knowledge of English; (3) instruction under standard four to six in Sesuto and English. All schools provide for manual work. Tree-planting is specially encouraged, and grants are given by the Department of Agriculture for the successful planting of trees. Instruction in hygiene is compulsory in all schools.

Most of the instruction is given in the vernacular. The Paris Mission is responsible for the production of a most comprehensive list of books for schools and general instruction in the vernacular. So general has the knowledge of reading and writing in the vernacular become that the natives themselves have started a literature of their own. A number of books, including novels, folklore and native history, have been written by Basuto authors in their own language.

The work of native education in Basutoland has not resulted in separating the pupils of their own tribal community, caused any discontent or unrest, as have appeared in other places. The schools have become part of the tribal life and children, boys and girls, when they leave school remain at home happy and content on their own tribal surroundings.

The estimates for 1924-25 provide for the amount of £35,065 to be spent on native education out of a total revenue of £250,000.

Education Department

Personal Emoluments	1,597	
Travelling Expenses	330	
	2,407	
Grants to Mission Schools	30,173	
Grants to South African Native College	300	
	30,473	
Government Industrial Schools		
Personal Emoluments	2,363	
Travelling Expenses	120	
	2,483	
	£35,065	

16. The following is a table showing the expenditure for education and the number of native pupils receiving instruction in the various Dependencies, together with the total revenue and the area and population. These figures have been compiled from official documents and from reports and information collected.

Owing to the difficulties experienced by obtaining correct figures, it has been impossible to classify native schools or to give the numbers of European and native pupils. It has, however, been said in the previous paragraphs. The information received from the various authorities in reply to questionnaires prepared for this purpose varied so much in each case that it could not be presented in any other form.

With the exception of the relatively small number of native children who attend the various institutions and classes for specialized instruction the teaching does not go beyond primary standards.

Over 300,000 of the total 749,925 pupils are girls. The proportion of pupils of school age works out at about 35 per cent.

Not included in the above numbers are the many native boys being trained in the various Government Departments, as railway workers, mechanics, medical assistants, post and telegraph workers, inspectors and assistants in the Agricultural Department and Veterinary Departments, etc.

TABLE SHOWING TOTAL REVENUE AND AMOUNTS PROVIDED FOR EDUCATION.

	Revenue	Education Vote	European	Indian	Native	Adminis- tration	Salary of D. of M.	Grants-in- Aid
Orange	1924-25 1,036,672	65,993	19,958	1,186	2,110	4,195	1,000	13,805
Swaziland	1924-25 1,324,070	18,851	450	—	17,023	1,378	1,000	—
Basutoland	1924-25 964,800	20,449	—	500	20,449	—	—	10,316
Bechuanaland	1924-25 482,400	9,328	—	—	3,523	—	—	4,351
Transvaal	1924-25 277,024	8,000	—	—	8,000	—	—	2,000
Southern Rhodesia	1924-25 1,510,103	288,582	217,612	—	20,970	1,913	1,260	20,570
		Provided from Native Administration Vote			4,256			
Southern Rhodesia	1924-25 268,405	9,287	9,287	—	500	—	—	—
		Provided from Basutoe National Fund			3,000			188
Bechuanaland	1924-25 95,975	3,161	2,491	—	666	—	70	—
		Provided from Native Fund for Grants & Aids for Native Schools			—		—	4,125
Swaziland	1924-25 250,900	35,000	—	—	32,354	2,107	750	90,473

TABLE SHOWING AREAS, POPULATION AND NUMBER OF NATIVE PUPILS ATTENDING GOVERNMENT AND MISSION SCHOOLS.

Area	Sq. Miles	Population		Native Pupils		
		European	Other	Total	Government	
Orange	250,000	2,500,000	12,000	27,000	21,346	40,000
Swaziland	373,000	4,000,000	2,600	15,000	118,400	114,500
Basutoland	109,124	8,325,000	1,200	6,500	300,000	300,000
Bechuanaland	1,026	202,000	250	12,500	1,830	280
Transvaal	40,000	1,185,000	1,600	700	146,800	146,800
Southern Rhodesia	149,000	862,000	33,000	3,000	70,200	70,000
Bechuanaland	391,000	980,000	4,000	250	30,635	50,000
Swaziland	275,000	180,000	1,700	1,000	3,000	6,000
Botswana	11,716	500,000	1,600	1,170	35,250	35,300
Totals	13,594,000				749,925	

* Includes Asiatics and Coloured People.

17. *Demand for Native Education.*—In all the Territories visited the most insistent demand for schools came from the native community. In many places school is still regarded as the place where the white man for reasons of his own will impart some of his knowledge to the native enabling him to earn more money and live more comfortably. But through the activities of the Missionary Societies school has become a native institution forming part of native life. Apart from the more general aspect many native chiefs and others holding responsible positions were met with who look to the school as the only means for improving the life of the tribal community and fitting it into the new community of the Colony.

On the other hand, the requirements of the Administration for native assistance in the various departments and the ever-increasing use of the different Governments are making of the natives and of native institutions for administrative purposes are calling for better educational facilities.

The Missionary Societies in most of the countries under review expect that the Government will provide schools and training centres for higher and more specialized education for native pupils who have passed through their own schools.

Finally, it is being recognized on all hands that no economic progress can be made unless a rapid improvement in native education takes place.

18. *Determination of Objectives.*—There still existed considerable divergency of opinion amongst those engaged in native education as to the objectives adapted to the needs of the individual and of the community. It is evident that these

objectives must vary in accordance with local conditions, but there are some general principles which apply everywhere, and it is felt that on the basis of these a clear educational policy should be laid down by the Governments concerned for the guidance of those engaged in native education.

The importance of instruction in hygiene and sanitation is generally admitted and emphasis on it in these subjects was included in the curriculum of nearly all the schools. In many places the syllabi included some form of physical training. It was noted, however, that hygiene was made of the subject of such instruction and that it was often confined to the teaching of a few maxims which in the absence of practical advice sometimes led to disaster.

As to the training of teachers and inspectors so far the training of teachers has been in the hands of the various religious organizations. In most places the untrained teachers were not of all proportions to the demand caused by the extensive native school system. It is found, for example, a report received from the Church Missionary Society says that out of 2,700 native teachers employed there are 2,000 untrained, with the remainder being of a very primary knowledge, quite inadequate in all except Bible knowledge.

In Uganda most of the native chiefs had been trained in Mission schools. In Tanganyika Territory the Government had a special school for training of chiefdoms. It is noted, however, in many of the great and urgent need of more primary schools. Special schools for the sons of chiefs have yet to be opened. In some places, such as Bulungwa and Tanga, no difference is made between chief's sons and other children in training.

20. *Inspection and Supervision.* The provisions made for inspection and supervision differ in the various countries, except in that the provisions generally are insufficient and that they are still insufficient.

In Kenya the Director of Education, with the assistance of a staff as far as possible spare from other duties, inspected the Government schools and the voluntary schools. Government Grants in aid of the Missionary bodies made those who were already engaged in the inspection of unassisted schools. The number of schools and the great distances between them made even a yearly inspection by the Director of Education a practical impossibility.

In Uganda regular inspection and supervision of the numerous schools was regarded as one of the greatest difficulties.

In Tanganyika Territory the Government schools were regularly visited by the Director of Education and his staff. The supervision and inspection of Government schools was greatly assisted by a system introduced by the Director under which a representative passing through any particular district are encouraged to visit the schools, to make their remarks and suggestions in a book kept at the school for that purpose. The inspection of non-Government schools was left to the different Mission bodies.

In Nyasaland a number of the leading Missions had arrangements for the regular inspection of all their schools.

In Southern Rhodesia assisted Missionary schools were regularly visited by the Director of Education (Department). It was stated, however, that most of the inspectors had no knowledge of the vernaculars used in the schools.

In Northern Rhodesia the Mission bodies are responsible for regular inspection of their schools, under the supervision of the Director of Education.

In Bechuanaland the Government inspectors make regular visits and reports on all native schools as well as on mission schools.

In Basutoland the Government regulations provide for a regular inspection of all schools by the Mission body responsible and by a Government inspector.

It is evident that in order to ensure proper supervision and regular inspection the Inspectorate Staff must be increased, and that the men or women selected for this work must possess special qualifications. Dr. Jones and the Phelps-Stokes Commission have recommended the training and employment of visiting teachers on the lines followed in the Southern States of America by the Jeanes Teachers. It should be remembered, however, that these teachers must first of all be selected and then trained, and that their work ultimately will consist in visiting the different schools to improve the teaching and general standard and not so much in inspecting and supervising. In the meantime European inspectors are urgently needed to institute a definite control and supervision and in many cases to prevent great harm being done by bad teaching.

21. *Organization.* Under the circumstances an organized school system applying to the various countries could scarcely be expected, and it is not surprising

at the chaos existing in the nomenclature of the schools under the various systems called even the Chairman of the Phelps-Stokes Commission, with all his technical knowledge and experience of native schools in Africa.

Not counting the relatively few seminaries and training centres for specialized work the instruction given to natives at present does not go beyond elementary primary standards.

There can be no doubt that an uniform organization of the native school system would be of great assistance. Such an organization could well embrace all the lines under review. If Government officials and others responsible for and engaged in native education could meet, it should not be difficult to lay down guidelines for the formulation of a uniform framework for native education.

22. *Co-operation.* The necessity of co-operation in native education between Government and the Missionary Societies, traders and settlers, is now everywhere admitted. To make such co-operation effective it should be remembered that Missionary bodies have been engaged for many years in native education before various Governments made any provision for the education of the natives, for we believe they rightly claim the ultimate responsibility. It would further be remembered that while the Missionary agencies have acquired a good deal of valuable experience, the Mission school as such forms an important part of the religious organization, and in this way must differ from Government institutions, which should be an integral part of the administrative machine.

It is to be mentioned here the valuable services rendered by the Chairman of the Phelps-Stokes Commission in bringing about a feeling of understanding and co-operation between the Government and the Missionary bodies, and in bringing about an advance on every side. The occasion of the responsibility of the Government and the necessity for Government control over native education, and the need for co-operation, he recognized, and the establishment of representative bodies, such as the Native Education Committees in Zanzibar and Basutoland.

In Kenya a Central Advisory Committee for Native Education has since been set up. It includes representatives of the Missionary Societies, settlers, and Government officials. The Chairman of the Committee is the Colonial Secretary and the Director of Education is Vice-Chairman.

In Zanzibar the Director of Education is President of an Advisory Council on Education which the Government, the Missionary Societies, and the Arab and Hindu communities are represented.

In Basutoland the Government Secretary is the Chairman, and the Director of Education the Vice-Chairman, of a Central Board of Advice in Education. The Missionary Societies are represented on it according to the extent of their educational work.

In Uganda, Tanganyika Territory and Northern Rhodesia the establishment of similar Advisory Boards is under the consideration of the Government.

The great distances and the difficulties in transportation make frequent regular meetings of these Boards impossible. In Basutoland, where a Board has been in existence for a long period, meetings take place once a year, and special meetings are only called at the demand of members for a specific purpose. It will be found that Missionary bodies do not find it easy to spare men from their other work to regularly attend such meetings.

23. *The Education Department.* In Zanzibar, Kenya, Tanganyika Territory, Northern Rhodesia and Basutoland, Education Departments under a Director of Education have been in existence for some years. A Director of Education has been appointed for Uganda, and in Northern Rhodesia and Nyasaland proposals have been made for the establishment of Education Departments.

The staff at the disposal of the Head of the Department and the status of his office nowhere seemed to correspond with the importance of his work. In Kenya, for instance, the Director of Education controlled and directed a number of very important schools for European and Indian children. He had only eight men on his staff for native education, mostly technical instructors. With these men he had to supply the staff for four Government schools, inspect over 2,000 assisted schools scattered over a vast area, and to attend to the work of preparing school teachers in native languages. As a member of the Legislative Council and Vice-Chairman of his Advisory Committee, he had to attend the meetings of these bodies, and it was equally necessary for him to keep in close touch with the Department of Agriculture, the Medical Department, the Director of Agriculture, and the heads of the various Mission bodies. All this he had to do in addition to his administrative duties as head of a Department with a budget of over £68,000.

24. *School Text Books.*—A great deal of information was obtained regarding school text books in the different vernaculars and in English, which it would be impossible to include in this report. Nearly all the school literature in native languages has been prepared by members of Missionary bodies resident in the country. Government officials to some extent shared in this work, which suffered everywhere from lack of funds, lack of time and lack of guidance from those who were in a position to give expert advice.

The books collected in the various countries consist of: (1) Vernacular elementary readers. These were mostly written by Europeans who had a knowledge of the language, with the assistance of natives. Elementary books on hygiene, arithmetic, agriculture, geography. These often showed signs of hurried preparation and an absence of technical knowledge. In some cases such books were only literal translations from the English. (2) Elementary readers and more advanced books in English. When these were found to be books used in schools at home without any reference at all to the pupils' mind or surroundings. There were also Indian and African readers, especially adapted from the books in use at home. In some cases the adaptation was confined to a change in the colour of the skin of the figures. A lesson on agriculture in Europe in pictures showed a plough and a windmill, from the books in Senegal and the Hausaland, the best school literature available was that which was in Swahili, but even here many cases of ignorance of details and technical errors were noted. The text books of Swahili are generally of a strong literary tendency and often express an opinion which breaks their use to the community.

The lack of available text books for native schools in Africa not only requires a period of work for the preparation of the people, but a wide acquaintance with the general character of school literature, and especially an acquaintance with scientific knowledge. Those responsible for native education in Africa have at their disposal the knowledge of native languages. They can do much, and they can avail themselves of local advice, but it is a very small help, unless help and advice be given which they cannot hope to resist. This is the case with the native languages. No uniform policy regarding the use of the vernacular, the adoption of a native tongue, French and the teaching of English have been worked out, and the views on these questions vary greatly. Those in charge of native education have to solve the difficulties that these various problems present in the field. In Kenya, Uganda and in Tanganyika Territory Swahili is used, as in Uganda French. In most places elementary instruction was given in the local vernacular in others, for instance in Southern Rhodesia, English was no longer used from the beginning.

It is quite evident that such important matters as the official recognition of a vernacular should not be decided upon without expert advice and that so many mixed and individual efforts in the production of vernacular literature must lead to a general confusion which will seriously interfere with regular progress in native education. In this matter as in the matter of school literature those locally responsible for native education stand in need of outside assistance.

25. *Education of Girls.* Through the courtesy of Dr. Jones I am able to submit attached to this Report a paper on female education written for the Phelps Stokes Commission by Mrs. Vischer, who accompanied the Commission through Kenya, Uganda, Tanganyika Territory and Zanzibar. The writer has been able to obtain from various bodies engaged in African education, a number of Reports which give a fairly complete account of what is actually being done for the education of African girls.

The object in view amongst different Mission bodies engaged in African female education may be said to be three fold. First, religious teaching, secondly, the training of women to assist in the various branches of Church work and, finally, to supply the demands from educated native men for educated wives. The Missionary bodies also have in view the immediate needs of the natives under their charge, especially as regards instruction in hygiene, child welfare and the development of native village industries. From the administrative point of view the work, especially of the Medical Department and also of the Department of Agriculture, demands that native women should not be left out of the general scheme for education.

One cannot help feeling that the question of female education in Africa presents so many problems and difficulties that the whole matter can only be approached with the greatest circumspection. This is also the unanimous view of the Government officials in charge of native education, who all so far have left female education severely alone.

* Not printed here.

27. *Agriculture and Education.*—Dr. H. L. Shantz, head of the Bureau of Plant Industry of the United States Department of Agriculture at Washington, has very kindly given me a report* written by him on Agriculture in East Africa, which I attach together with a number of charts prepared by him. Previous to his tour with the Phelps Stokes Commission, Dr. Shantz had visited and studied most of the African territories mentioned.

Various aspects of agriculture and education are dealt with, especially on pages 29, 32, 33.

28. *Conclusions.*—In visiting the various countries it was very evident that various agencies engaged in native education suffered from isolation and it was felt that great benefit might be derived from some arrangement which would bring the various officials, heads of Missions and others together at regular intervals to discuss the various urgent problems they have to face. An exchange of ideas and experiences and personal contact would no doubt greatly assist those in charge of the education in the advancement of their work. It seemed equally important that a centre be created in a place to which the local officials could transfer evidence and advice which cannot be obtained in the Territory, and from which information of interest could regularly be distributed.

29. I am anxious to bring to your notice the great value of the work done by the Phelps Stokes Commission in visiting all the educational centres in the various territories in connection with the officials and Missionary bodies of native schools in the country. The vital essentials for the success of the work and the realization of the aims of the Phelps Stokes Commission are the necessity of co-operation in the preparation of the lines of a fairly stable policy arrived at by common consent and the realization of the aims of the Phelps Stokes Commission. I also bring to your notice the great services rendered to me by the various officials of the Phelps Stokes Commission in helping me to gain an insight into the conditions at the various educational centres and to me everywhere.

I have, &c.

HANNS VISCHER.

The Chairman,
Phelps Stokes Commission on Native Education in Tropical Africa.

* The report in which Dr. Shantz has expressed attention to the necessity of including agriculture in the general programme of education will be reprinted in the report of the Phelps Stokes Commission, should it be printed.