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25th April, 1924

CIRCULATION:—

Mr. Brotherton

Native Education

Asst. U.S. of S.

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Part U.S. of S.

Secretary of State.

in the name of the Government  
to be a de facto one

Previous Paper

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MINUTES

I have studied this only from the stand-  
point of Kenya. The chief point of interest  
is the insistence on the need for genuine  
cooperation between Govt and missions.  
It fully justifies the action we took  
in 1910 to prevent the Governor  
launching out on a new policy of  
education in Govt. schools. No action is  
required in this so far as Kenya is  
concerned, ~~except~~ but I have  
taken it into consideration in  
minuting on the Kenya Education

25th April 1924  
27 AUG 1924  
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(Bromfield)

Subsequent Paper

HVC  
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Bill (22295/24).

Recise. One please 23.5.24

W.H.  
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REVISE.

No.

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.

SIR, 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 East African Dependencies with the Phelps-Stokes Education Commission and my visits to Bechuanaland and Basutoland.

2. 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 Chairman and the members of the Commission left Livingstone for various parts of the Union of South Africa and for England on 13th June. Between that date and 27th June, when I sailed from Cape Town, I visited Bechuanaland and Basutoland.

3. The Phelps-Stokes Commission, under the Chairmanship of Dr. Thomas Jesse Jones, included the following members: Dr. James Dillard, President of the Jeanes Fund and member of the General Education Board, Dr. H. L. Shantz, Senior Biologist in the State Department of Agriculture at Washington, Dr. Garfield Williams, Educational Secretary of the Church Missionary Society in London, and Dr. J. E. K. Aggrey of the Gold Coast, since appointed Assistant Principal of Achimota College, Accra. Mr. G. Dillard (Virginia University) and Mr. J. W. C. Dougall (Glasgow University) were Secretaries of the Commission. Dr. C. T. Loram, from the Union of South Africa, joined the Commission at Beira on the way to Nyasaland. Dr. Dillard and Mr. Dillard left the Commission on arrival at Dar-es-Salaam, and Dr. Garfield Williams at Zanzibar.

4. According to plans made beforehand with the heads of the Administrations and the various Missionary Societies, the Commission usually sub-divided into small groups to visit the different parts of each country. In this way it was possible to cover a good deal of ground and to visit most of the Missionary schools and headquarters 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, Pemba 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, as this enabled him to make a very comprehensive study of native education in the different territories.

5. 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 advances for the organization and supervision of native education in Africa. He sums 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, Missionary, settlers and traders and natives in the education of the Africans.

### Tanganyika Territory.

9. The area of the Territory is about 373,000 square miles. The native population has been estimated at 4,000,000 and there are 15,000 Asiatics and 2,500 Europeans.

(a) *General.*—There are about 33 native tribes living in the Territory. Of these, 25 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 mostly 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 affected by the War, and a considerable number of natives lost their lives in the rebellions 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 posts are open to natives under the administration and in connexion with European commerce and the various Missionary Societies.

(b) *Native Education.*—The Education Department was established in 1920 under the Director of Education—Mr. S. Rivers-Smith who has had a long experience of African education as Director of Education in Zanzibar and previously as an officer in the Egyptian Education Department. Although there had been in existence under the German regime a complete organization for native education, the work had to be started practically afresh since it appeared impossible to get back and make use of a great number of native teachers who had been formerly employed by the Germans. There are no codes or ordinances dealing with education in the Territory. The guiding principle laid down in the reports of the Director of Education has been to supply the immediate needs of the native population and to 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 two European headmasters and two European assistant masters and 135 native teachers and instructors. There were 65 Government schools including three primary schools. The latter are boarding schools in charge of Europeans at Dar-es-Salaam, Tanga and Bukoba. The course of instruction at these schools includes English, courses in hygiene are 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. Except 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 Dar-es-Salaam, and a limited number of pupil teachers are being trained at the other three schools. Under the supervision of the headmasters of these three primary or central schools there are well over 60 elementary out schools with native teachers situated in various parts of the respective districts. The primary schools have each a number of boarders, while the elementary or out schools are day schools. At many of the elementary schools the Government only pay for the teacher and for the cost of 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

iefs or mixed them up with the teachings 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 picked up 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 Kenya.

The Sultan of Zanzibar is President of the Council which exercises functions of an advisory and consultative nature. The Court of Zanzibar and Pemba exercises jurisdiction over the subjects of His Highness the Sultan. For administration 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 has on his staff three European masters, and is responsible for native education and Indian education in the Protectorate.

There are six Government schools. One secondary school and five schools providing 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. The pupils in this class were mostly Indians. The teachers training class and the commercial class for the secondary school. Attached to the elementary and primary school, there is a technical branch with classes in carpentry and tailoring. There were 38 African pupils receiving instruction, who had all been recruited from the primary classes. During their course of technical training they attend classes in ordinary 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 beginning of the year was 4572 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 industrial 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 Kiungani near the town of Zanzibar. The pupils at this school are not included in the above statement as they all come from the mainland and return there 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 native schools. The Director of Education is President of the Advisory Council on 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 was 1,307.

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 is also used in the elementary classes.



The total staff employed by the Mission in their various schools and training centres was given at 300 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 Reform 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 artizans 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 a 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 Asiatics and colour people.

(a) *General.*—The native tribes are all Bantu and are divided into two groups—the 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 under the settled administration they have developed greater agricultural activities. Their religion is pagan and has all the Bantu beliefs. Tribal authority and traditions have in late years gradually diminished, and in the same way much of the original religious beliefs have disappeared, leaving almost nothing but 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 native administration is divided into four divisions under Superintendents of Natives and sub-divided into 31 districts, 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 disintegration.

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 in the mines and on European farms. The figures given for the supply and distribution of native labour in 1923 showed that there were 49,399 indigenous natives and 89,800 alien natives employed in the Colony in the course of the year.

(b) *Native Education.*—The Director of Education is Mr. L. W. Foggin. He is responsible with his Department for the education of European children and coloured children, and as far as native education is concerned only for the allocation and control of Grants-in-Aid to the Missionary Societies for native schools. Assisted Mission schools are inspected by his staff.

There are two Government schools for natives in the Colony, and they are under the 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 Dombashawa and at Tjolutjo. 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 fees. The course of instruction includes farming, the care of cattle, irrigation, etc., also carpentry, blacksmithing and waggon making, building and soap making.

### The Protectorate of Northern Rhodesia.

13. The total area of the Protectorate is given at 291,000 square miles, and the native population at 980,000. There are 4,000 Europeans in the Protectorate and 250 Asiatics and coloured people.

(a) *General.*—The present inhabitants of the Protectorate belong to about 24 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 Chinyanza 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 stated 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 there are a number of important mining enterprises.

Natives find employment on the European farms and in service connected with Europeans. 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 18 Missionary Societies established in the Protectorate, Protestant and Catholic.

(b) *Native Education.*—The establishment of an Educational Department under 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 School. At the Barotse National School, there are 150 boys receiving instruction in the senior division of the school, and 445 in the junior division and in the seven out-schools. At the Livingstone Location School there were 40 pupils of both sexes.

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 teachers and instructors. The instruction given at this school, which includes a training institute for teachers, is to a great extent industrial and agricultural. The class work takes the pupils to the 7th standard. The school is financed out of the Barotse Trust Fund, but a fair proportion of its expenditure is covered by revenue obtained from the school workshops.

The different Missionary Societies have 1,467 schools with nearly 50,000 pupils, boys and girls. Only 25 per cent. of the pupils, however, are of school age. Missionary schools include three training institutes and 20 normal classes. The organization of the Missionary schools is the same as that found in other territories, namely, the out-school under native staff, and the central school at the Mission station under Europeans. The Missions employ 205 Europeans on their general and teaching staff and nearly 1,500 native teachers.

The Northern Rhodesia Native Schools Proclamation, 1921, provides for a very full control by the administration over the establishment and the maintenance of native schools in the Protectorate, and special regulations were issued under Government notice in 1922. Under these regulations the Native Commissioner will ascertain the wishes of the chief or headmaster and the people of the village, and in the event of their making any objections to the opening of the school he has power to decide whether such objection shall be upheld or overruled. All schools and all teachers must be registered and certified. Schools must be inspected by the Missionary in charge of the district at least twice a year, and annual reports must be submitted on the form specified by the Government.

As far as could be ascertained, in nearly all the schools instruction is given in the vernacular.

The sums provided for native education from public funds amount to £3,655; that is for Government schools, £3,000, for Grants-in-Aid, £185, and for other purposes, £500.

(Note.—£3,000 for the Government Barotse School comes out of the Barotse Trust Fund, so does £185 for Grants-in-Aid to the Paris Mission.)

At a Conference of Missionaries, which the Phelps-Stokes Commission attended at Kafue, it was interesting to note that no objection existed to the very complete control that the Government have over Mission schools, and that the various

all the members of the tribe, Christians or pagans, take great pride and interest. There is another school like this at Serowe belonging to the Bamangaato tribe.

The different tribes all contribute to the Native Fund, which is held in trust by 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 £240 was given as a Grant-in-Aid to the London 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 European thought as expressed by the activities of the administrative officers and the Missionaries who live amongst them.

The school we saw had certain features which looked out of touch with native thought, but yet 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.

15. The area of Basutoland is 11,716 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, and established in the territory they hold to-day by the Native Chief 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, Kaffir 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 outside 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, partly 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 500,000.

The Territory is administered by the Resident Commissioner under the High Commissioner for South Africa. There are 17 districts in charge of Assistant Commissioners. The native administration is under the Paramount Chief of Basutoland and the Basutoland Council. This Council consists of 100 native members—95 of whom are nominated by the Chiefs and five by the Government. The land is held by the Basutos and cannot be alienated.

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

Besides the Government officials, Missionaries, and 188 licensed traders, there are no resident Europeans 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 Basuto Chief to the Government.

(b) *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 responsible with his department for the inspection of all the schools for natives in the country 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 35,263, including 24,245 girls. Of these 34,733 (including 24,245 girls) were in elementary Mission schools, 403 in primary Mission schools, 73 in industrial Mission schools, and 60 in the Government industrial school.

There are 495 elementary day schools under the immediate control of Europeans at the various Mission stations, and also a number of small mountain or out schools in the out-districts. Besides these elementary schools where nearly all native pupils attend, there are seven primary boarding schools under European manage-

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, Veterinary and Forestry Departments, etc.

TABLE SHOWING TOTAL REVENUE AND AMOUNTS PROVIDED FOR EDUCATION.

|                     |         | Revenue.  | Education Vote. | European. | Indian. | Native.  | Admini-<br>stration. | Salary of<br>D. of E. | Grants-in<br>Aid. |
|---------------------|---------|-----------|-----------------|-----------|---------|--|----------------------|-----------------------|-------------------|
| Kenya ... ..        | 1924    | 1,935,672 | 68,899          | 19,958    | 11,136  | 24,110   | 4,195                | 1,000                 | 13,805            |
| Tanganyika ... ..   | 1924-25 | 1,324,870 | 18,851          | 450       | nil     | 17,028   | 1,878                | 1,000                 | nil               |
| Uganda ... ..       | 1924    | 964,870   | 20,949          | nil       | 500     | 20,449   | nil                  | nil                   | 10,346            |
| Zanzibar ... ..     | 1924    | 432,400   | 9,528           | nil       | —       | 9,528  | nil                  | 800                   | 1,334             |
| Nyasaland ... ..    | 1924-25 | 277,014   | 8,000           | nil       | nil     | 8,000  | nil                  | nil                   | 2,000             |
| Southern Rhodesia   | 1924-25 | 1,510,103 | 288,582         | 217,612   | nil     | 20,970   | 11,915               | 1,250                 | 20,970            |
|                     |         |           |                 |           |         | Provided from Native Administration Vote                       | 4,256                | —                     | —                 |
| Northern Rhodesia   | 1924-25 | 263,465   | 9,287           | 9,287     | nil     | 500  | nil                  | nil                   | —                 |
|                     |         |           |                 |           |         | (Special)  | 3,000                | —                     | 185               |
|                     |         |           |                 |           |         | Provided from Barotse National Fund                            | —                    | —                     | —                 |
| Bechuanaland ... .. | 1924-25 | 95,975    | 3,161           | 2,491     | nil     | 600  | —                    | 70                    | —                 |
|                     |         |           |                 |           |         | (Inspector)  | —                    | —                     | —                 |
|                     |         |           |                 |           |         | Provided from Native Fund for Grants-in-Aid for Native Schools | —                    | —                     | 3,116             |
| Basutoland ... ..   | 1924-25 | 250,906   | 35,065          | nil       | nil     | 32,958   | 2,107                | 750                   | 30,473            |

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

| Area.               | Sq. Miles | Population. |           |         | Native Pupils. |          |             |
|---------------------|-----------|-------------|-----------|---------|----------------|----------|-------------|
|                     |           | Native.     | European. | Other * | Total          | Mission. | Government. |
| Kenya ... ..        | 250,000   | 2,500,000   | 12,000    | 86,000  | 21,240         | 20,000   | 1,240       |
| Tanganyika ... ..   | 373,000   | 4,000,000   | 2,500     | 15,000  | 119,400        | 114,500  | 4,900       |
| Uganda ... ..       | 109,120   | 8,125,000   | 1,200     | 5,500   | 300,050        | 300,000  | 50          |
| Zanzibar ... ..     | 1,020     | 202,000     | 250       | 14,000  | 1,830          | 780      | 550         |
| Nyasaland ... ..    | 40,000    | 1,185,000   | 1,500     | 700     | 146,800        | 146,800  | nil         |
| Southern Rhodesia   | 149,000   | 562,000     | 33,000    | 3,000   | 70,200         | 70,000   | 200         |
| Northern Rhodesia   | 291,000   | 984,000     | 4,000     | 250     | 50,635         | 50,000   | 635         |
| Bechuanaland ... .. | 275,000   | 150,000     | 1,700     | 1,000   | 5,000          | 5,000    | nil         |
| Basutoland ... ..   | 11,716    | 500,000     | 1,600     | 1,170   | 35,260         | 35,200   | 60          |
| Totals              |           | 13,504,000  |           |         | 749,925        |          |             |

\* Includes Asiatics and "Coloured People."

17. *Demand for Native Education.*—In all the Territories visited the most persistent demand for schools came from the native community. In many places the 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 the school has become a native institution forming part of native life. Apart from this 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 welfare 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 the different Governments are making of the natives and of native institutions for administrative purposes are calling for better educational facilities.

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 that the chaos existing in the nomenclature of the schools under the various systems baffled 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 training the instruction given to natives at present does not go beyond elementary and 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 countries under review. If Government officials and others responsible for and engaged in native education could meet, it should not be difficult to lay down definite lines for the formulation of an uniform framework for native education.

22. *Co-operation.*—The necessity of co-operation in native education between the Government and the Missionary Societies, traders and settlers, is now everywhere admitted. To make such co-operation effective it should be remembered that the Missionary bodies have been engaged for many years in native education before the various Governments made any provision for the education of the natives, for whose welfare they rightly claim the ultimate responsibility. It must 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 must be an integral part of the administrative machine.

I have to mention 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, settlers and traders, and in advocating on every possible occasion the responsibility of the Administration and the necessity for Government control over native education. To effect such co-operation he recommended the establishment of representative Advisory Boards. Such Boards existed already in Zanzibar and Basutoland.

In Kenya a Central Advisory Committee on Native Education has since been created. 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 on which the Government, the Missionary Societies, and the Arab and Indian 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 on 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 also be found that Missionary bodies do not find it easy to spare men from their staff to regularly attend such meetings.

23. *The Education Department.*—In Zanzibar, Kenya, Tanganyika Territory, Southern 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

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.

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 the 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 native education in the accomplishment of their work. It seemed equally important that a centre be created at home to which the local official could turn for guidance and advice which cannot be obtained in the Territory, and from which information of general interest could regularly be distributed.

29. I am anxious to bring to your notice the great value of the work done by Dr. Jones and the Phelps-Stokes Commission in visiting all the educational centres in the various territories, in conferring with the officials and Missionary bodies in charge of native education, in pointing out certain essentials for the success of the work, and in representing to all those they met the necessity of co-operation in native education on the lines of a clearly stated policy arrived at by common consent and carried out under the ultimate control of the responsible Government. I also wish to bring to your notice the great services rendered to me by the various Government officials I had the pleasure to meet, in helping me to gain an insight into local conditions and also the great hospitality extended to me everywhere.

I have, &c.

HANNIS VISCHER.

The Chairman,

Advisory Committee on Native  
Education in Tropical Africa

\* This report, in which Dr. Shantz draws special attention to the necessity of including agriculture in the general programme of education, will be reproduced in the report of the Phelps-Stokes Commission, shortly to be printed.

42  
Advance Confidential Report on the Native Education in the  
Sudan, Gambia, Sierra Leone, Liberia, Guinea, and the  
No. 161

23342  
16 MAY 24

PRINTED IN THE  
AFRICAN  
No. 1105  
COLONIAL OFFICE

4070 - 24

Sir,

I beg to submit an Advance Confidential Report prepared in conjunction with Dr. T. Jesse Jones, Chairman of the Phelps Stokes Education Commission to East Africa for the Advisory Committee on Native Education in Tropical Africa.

2. Dr. Jones has prepared this Report on KENYA, UGANDA and the TANGANYIKA TERRITORY in the form of "Tentative Observations and Recommendations". He has handed these already to their Excellencies the Governors of the three Dependencies. He has asked me to complete his Report by giving as a preface to his remarks such information regarding the actual state of Native Education in each Dependency as will assist my Committee in appreciating his observations and recommendations. I am submitting Dr. T. Jesse Jones' reports together with my notes in the attached enclosures.

3. The Phelps Stokes Commission which sailed from Marseilles on January 17th was composed of the following members: Dr. T. Jesse Jones, Chairman. Dr. Dillard, Dr. Shantz, Rev. Garfield Williams, Dr. Aggrey, members, and Mr. Dougall and Mr. Dillard, Secretaries. Dr. Shantz, an officer of the Department of Agriculture at Washington has been loaned to the Commission by his Department at the special request of Dr. Jones in view of the importance of Native Education in Agriculture. This officer has already visited our East African Dependencies on a former scientific journey from the Cape to Cairo and has published a book on his observations and a Soil Map of Africa.

Dr. G. Williams

Dr. Garfield Williams is the Educational Secretary of the Church Missionary Society in London and has had long educational experience in India.

3. The Commission sailed from Marseilles on January 17. It visited Abyssinia, Kenya Colony, Uganda, Tanganyika Territory and Zanzibar. Dr. Dillard and Mr. Dillard left the Commission after visiting Kenya and Uganda and Dr. Garfield Williams left at Zanzibar. Dr. Jones, Dr. Shantz, Dr. Aggrey and Mr. Dougall sailed from Zanzibar for Beira to be present at a Missionary Conference in Nyasaland while I was asked to remain here in order to obtain more information in Zanzibar and Dar-es-Salaam. I shall join the Commission again at Zomba on May 3rd. and visit with them the various educational centres in Nyasaland and Rhodesia.

On June 10th Dr. Jones considers that the work of the Commission will be at an end. I intend then to return home via the Cape, while Dr. Jones will visit various friends in South Africa. I hope to arrive in London early in July.

4. Visit to KENYA COLONY.

The Commission stayed in this Colony for 25 days. On landing at Mombasa Dr. Jones was met by the Director of Education, Mr. Orr, who had prepared a detailed plan for visiting all the schools in the Colony, Missionary and Government. Free transport by railway and motor car had been provided by the Government and every possible facility was given to the Commission for making as complete a study of Native Education in the Colony. The hospitality extended to Dr. Jones and the Commission by His Excellency the Governor, the Chief Secretary, the heads of the various Departments, the Administrative Officers and the Missions was very much appreciated and facilitated the work of the Commission



considerably. The Commission attended a meeting of Missionaries and Government Officers at the Chief Secretary's office and took part in a Conversazione to which the Director of Education had invited leading people from the European and Native Communities at Nairobi. Lord Delamere entertained the Commission and the more prominent settlers at his house and Dr. Jones met the heads of various Missionary Societies at two conferences at Maseno and Kijabe. At all these meetings the present state and the problems of Native Education were discussed.

#### 5. Visit to UGANDA.

The Commission stayed 12 days in the Protectorate. Dr. Jones was entertained by His Excellency the Governor on landing at Entebbe. His Excellency also gave a garden party at Kampala where the Commission met His Highness the Kabaka, various officers of the Administration and the leading men of the Native Government. While in Uganda the Commission confined its activity to the immediate neighbourhood of Kampala, where the more important schools are. The Government School, all the important Mission schools were visited, as well as the native hospital and the jail. Some members inspected some schools in the Eastern Province when returning to Kenya overland, and I was asked by Dr. Jones to visit the most interesting schools of the White Fathers at Villa Maria.

DR. Jones had various opportunities of discussing the Government Proposals for an Educational Policy with the heads of the local missions and with officers of the Government. I attach a copy of these Proposals. X

#### 5. Visit to TANGANYIKA TERRITORY.

The Commission stayed 13 days in the Territory. Since weather conditions had made it impossible for Dr. Jones to proceed to Tanganyika Territory overland from Uganda

\* Handwritten note: 23 641

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2344

he and the greater part of the Commission arrived at Dar-es-Salaam by sea from Ngabasa, while Dr. Shantz and myself travelled by rail from Nairobi via Moi and Moshi to Tanganyika. We were met at Moshi by Mr. Foster of the Education Department with whom we visited the Government and Mission Schools in that part of the Territory. A very complete plan had been prepared by Mr. Rivers-Smith who met Dr. Jones on his arrival and travelled with the Commission along the Central Line to Tabora. Free transport by land and sea was provided by the Administration. Dr. Jones and the Commission had an interview with His Excellency the Governor on arrival and after his departure the Commission were entertained at Government House by His Excellency the Acting Governor. Dr. Jones was very much impressed and assisted by the accurate and comprehensive reports prepared by and put at his disposal by the Director of Education and greatly appreciated the hospitality given to him and all members of the Commission during their stay in the Territory.

6. In view of the particularly valuable data collected by Dr. Shantz and the fact that this officer will probably pass through London on his way to the United States before the arrival in England of Dr. Jones I would urge that Dr. Shantz be invited to meet my Committee.

7. I shall submit to you on my return to London the completed Questionnaires prepared by Sir Frederick Lugard. A number of school text books from the various Dependencies have already been forwarded to my address at the Colonial Office.

I have, the honour to be,

Sir,

your obedient servant

*Hamm Kusolu*

Enclosures  
 UNDERSECRETARY,  
 COLONIAL OFFICE.

*inclosure in No.*

**KENYA COLONY**



**General Observations.**

**Total Area :** 245.060 square miles.

**Total Population :** 2,500.000 including 36,000 Asiatics and 10,000 Europeans.

**EDUCATION :** under Director of Education who besides Native Education directs also European and Indian schools. There are a number of Missions engaged in the education of the natives in the Colony. The leading ones are : the Church Missionary Soc. the Church of Scotland Mission, the African Inland Mission (American), the American Society of Friends.

The estimated number of children of school age is about 49,000.

There are 18 Government Schools, 283 Protestant Mission Schools and 18 Catholic Mission Schools in the Colony with a total of 14,226 pupils.

**FINANCIAL :** From Draft Estimates Jan to Dec. 1924.

|                                       |  |                  |                  |
|---------------------------------------|--|------------------|------------------|
| <b>I. EDUCATION.</b>                  |  |                  |                  |
|                                       | European                                 | £ 19,958         |                  |
|                                       | Indian                                   | £ 11,136         |                  |
|                                       | Native                                   |                  |                  |
|                                       | (including £ 10,860 for Grants)          | £ 28,110         |                  |
|                                       | Administ.                                | £ 4,195          | £ 63,399         |
| <b>AGRICULTURE.</b>                   |  |                  | £ 114,487        |
| <b>HEALTH</b>                         |  |                  | <u>£ 127,592</u> |
|                                       |  |                  | £ 305,479        |
| <b>II. TERRITORIAL ADMINISTRATION</b> |  |                  |                  |
|                                       | Governor, Secret., Commissioners, Courts |                  | £ 302,392        |
| <b>III. MILITARY</b>                  |  |                  |                  |
|                                       | POLICE                                   | £ 170,351        |                  |
|                                       | PRISONS                                  | £ 114,408        |                  |
|                                       |  | <u>£ 44,825</u>  | £ 329,584        |
| <b>IV. PUBLIC WORKS</b>               |  |                  |                  |
|                                       | RAILWAYS                                 | £ 185,088        |                  |
|                                       | PORT AND MARINE                          | not shown        |                  |
|                                       | POST AND TELEGRAPHS                      | £ 17,339         |                  |
|                                       |  | <u>£ 138,379</u> | £ 340,806        |
| <b>Total Estimated Expenditure</b>    |  | £ 1,910,162      |                  |
| <b>Total Estimated Revenue</b>        |  | £ 1,935,672      |                  |
| (Native Hut and Poll Tax              |  | £ 508,850)       |                  |

TO,

THE DIRECTOR of EDUCATION,  
KENYA COLONY.

400

Tentative Observations and Recommendations.

1. EDUCATIONAL OBJECTIVES.

The objectives herewith outlined are those that have except in some of the larger schools, been more or less neglected and therefore to be immediately emphasized in the improvements urged. It is obvious that they are vital elements of all community life. There are, of course, other important objectives such as the training of character through religious instruction and general knowledge beginning with the 3 Rs. All these are presented in chapter 2 of "Education in Africa".

1. Hygiene and Health.

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

2. Agriculture and Gardening.

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

### 3. Industrial Skill.

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

### 4. The Education of Women.

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

### 5. Development of small out-schools for educative purposes including.

- (a) Preventive medicine and especially the eradication of epidemics.
- (b) Encouragement of agricultural and other economic interest among the masses.
- (c) Elimination of political, economic and social unrest.
- (d) Development of colonial patriotism and loyalty to the Crown.

## II. TRAINING OF THE MASSES AND THE EDUCATION OF NATIVE TEACHERS AND LEADERS.

The need for the training of the masses in Kenya Colony is emphasized by the very high death-rate of the Native people and especially of native infants. Even the demand for labour is a sufficient basis for the conservation of native life. The constant presence of the Plague and the threat of large disaster not limited to the native people makes the need for mass education acute and immediate. The objectives of education outlined in section I indicate the practical character of the training recommended. Without such education of the

masses, Kenya Colony cannot realize its possibilities in any direction for any part of its diverse population.

Experience of other British Colonies in Africa and emphatically in British India shows the importance of Native teachers and Native Leaders who are trained to improve the health of the masses, to direct them in agricultural and industrial activities essential both to the villages as well as to the larger economic operations of the Colony, and to encourage all forms of co-operation both with Government and also with the non-African elements of the population who are vitally concerned in the welfare of the Colony. Recent experience in Kenya and elements of present unrest prove the necessity for a sensible native leadership entirely loyal to the real interests of the Colony.

At present the facilities for the training of the masses and for the education of the Native Teachers are quite inadequate. There is also a lack of system as to method and organization. The Director of Education has, on more than one occasion, outlined plans of organization and defined educational aims, but the limited funds for education and the utter lack of an inspection staff have largely nullified his efforts.

Despite the inadequacy of funds and the lack of supervision and direction, a good beginning has been made by missions and government. It seems quite clear that genuine co-operation between government and missions would result in rapid progress both as to quality and quantity of education. There is every reason to believe such co-operation will be realized. Mission Societies both at Home and in Kenya are eagerly seeking advice and assistance so that they may make their educational work more effective and practical. Government is genuinely concerned in the sound and adequate development of Native Education. There remains, then, only the adoption of

a scheme of co-operation such as that already realized in Natal, where conditions are in ~~many~~ many respects similar to those in Kenya.

### III. INSPECTION, SUPERVISION, AND FRIENDLY VISITATIONS.

The primary need of Native Education is inspection, sympathetic supervision and friendly visitation of the numerous out-schools. It is urged that the most profitable educational expenditure to be made in Kenya are those for school improvements through inspection and friendly supervision. School activities maintained by missions <sup>are</sup> made possible by government appropriations could in almost every ~~instance~~ instance be improved by a system of supervision organised co-operatively by government and missions. To this end the following suggestions are offered:-

- (1) That the Director of Education should be assisted by a competent staff of supervisors whose duties would include not only inspection but rather friendly supervision and encouragement of school officers and teachers.
- (2) That an Advisory Committee should be appointed by Government to assist the Director of Education in the formulation of educational policies and in the direction of the native school system.

Representatives of Administration and of Government Department concerned in native affairs and Settlers would be helpful on this Committee. It is important however, to understand that the primary purpose is to develop co-operation between missions and government. So far as possible the missionary membership should represent the various types of mission societies in the Coast, Highland and Lake areas. It should of course include the best educational thought and experience of the missions. It is



(1). Sub-standard and Primary Schools.

There is a great variety of sub-standard schools. Some are only catechetical centres with practically no educational work. Some provide a little training in the 3 Rs. Some are of very little use. It is clear that the distribution of money to these schools without supervision may possibly be wasteful and even harmful. The requisites of successful supervision are, first, a plan of visitation and, second, visiting teachers trained to introduce hygiene, gardening and simple or village handicrafts.

(2). Intermediate Schools.

The intermediate schools are at present practically all mission stations with an European or an American in-charge. The educational work is but little above that of the sub-standard out-school. The presence of Europeans does, however, create an influence that is significant in the character of the school. There is also the very important fact that these stations are supervisory to the out-schools of their area. With full recognition of their supervisory value, it must be remembered that they cannot train teachers of sufficient knowledge and ability to carry on the out-schools satisfactorily. Several Mission Societies with a considerable population are now limited to out-schools and these intermediate stations. It is clear that Government cannot be indifferent to this condition.

schools. There is a real need for improvement and excellent results can be thus obtained at the least possible cost to Government. In view of the rather limited funds now available, does it not seem wise to build on Institutions strategically located in different provinces rather than to centre all efforts on one Institution with all the expenses and uncertainties involved in such an undertaking. It must be recognised that the time will soon come when a strong central institution must be developed and the need for such a school is briefly presented in the next section. For the present it seems best to avoid the debates attending a proposal to organise a school of colonial dimensions either by government or missions.

(4) Central Institution for the Colony.

The improvement and development of the Central Schools will inevitably result in a demand for an educational institution for pupils prepared for further training. The education of Native Leadership is far sounder and safer within the Colony than elsewhere. If the masses of the natives are to be convinced of the importance of an education related to health, the cultivation of the soil, industrial skill, sound character and loyalty to British ideals, it is evident that Native Teachers and Native Leaders must have an education that is sufficiently advanced to enable them not only to understand these essentials of education but also to present them to the people.

*Enclosure 3 in No.*

**TANGANYIKA TERRITORY.**

**General Observations.**

(100)

Total Area : 373,000 square miles.

Total Population : 4,100,000 including 11,000 Asiatics.

**EDUCATION :** Under the Director of Education who directs also the three schools for Dutch Settlers.

There are 14 Missionary Societies working in the Territory:

- Universities Mission to Central Africa,
- Church Missionary Society,
- Church of Scotland Mission,
- United Free Church of Scotland,
- London Missionary Society,
- Seventh Day Adventists,
- Evangelical Lutheran Mission (American)
- African Inland Mission,
- Moravian Mission,
- White Fathers, (Catholic)
- Fathers of the Holy Ghost (Catholic)
- Swiss Cappucins ..
- Italian Fathers of the Consolata ..
- Swiss Benedictine Fathers of Uznach ..

The estimated number of children of school age is about 800,000

There are 67 Government Schools and 2192 Mission Schools with a total of 119,469 pupils.

**FINANCIAL:** from Estimates 1923/24

|                                       |           |           |
|---------------------------------------|-----------|-----------|
| <b>I. EDUCATION :</b>                 |           |           |
| including £ 450 Grant to Dutch School | £ 13,156  |           |
| AGRICULTURE etc...                    | £ 45,695  |           |
| HEALTH . . . . .                      | £ 104,538 | £ 163,389 |
| <b>II. TERRITORIAL ADMINISTRATION</b> |           |           |
|                                       |           | £ 227,003 |
| <b>III. MILITARY . . . . .</b>        |           |           |
| POLICE AND PRISONS                    | £ 170,429 |           |
|                                       | 120,837   | £ 291,266 |
| <b>IV. PUBLIC WORKS</b>               |           |           |
| RAILWAYS                              | £ 11,994  |           |
| POST AND TELEGR.                      | £ 395,922 |           |
|                                       | £ 64,461  | £ 572,377 |

Total Est. Expenditure £ 1,936,109  
 Total est. Revenue £ 1,257,540  
 ( Native Hut and Poll Tax £ 389,000

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Tentative Observations and Recommendations.  
-----EDUCATIONAL OBJECTIVES.

The objectives herewith outlined are those that are of immediate importance in all school programs in Tanganyika. The plans of the Director of Education recommend ample time and equipment for the teaching of hygiene, agriculture and industries.

The very inadequate funds appropriated by the Government and the brief time since the disruptions of the war have however limited the realizations of even these objectives to small beginnings. AS yet Government has made no provision for the training of women even in the simple essentials of cleanliness and the care of their children.

Mission schools have worked heroically with their small means and under the distractions of war and change of Government. While their school activities have been rather too/<sup>much</sup> limited to the three R's, the influence of the devoted men and women from Europe and America has been strongly for cleanliness, health, industry and above all for character in the Native people. They have shown to the Commission a real eagerness to accept all suggestions to make their schools practical and to relate their work to the needs of the Native people.

There are, of course, other objectives of Education such as professional and technical training. The more comprehensive discussion of objectives is presented in Chapter 2 of "Education in Africa".

1. Hygiene and Health.

The curricula of all schools should provide a definite and substantial period of time for hygiene. The Colonial Department of Health can make large use of the schools for transmitting to the people .....

.....the development of character through religious and moral

instruction. This applies especially in the case of pagan tribes, for it is certain that absence of religious instructions may very soon be subversive of the public order and settled progress which it is government's first duty to secure. In the case of Mohammedans and those of other recognized religions, there must be special arrangements for the varying beliefs. Such arrangements have been successfully made in other colonies. In the larger schools hostels have served the purpose. In the smaller schools, religious instruction may be given in different classrooms. There seems no special difficulty in making such special provisions in Tanganyika. In some of the schools visited provisions for Mohammedans have already been made but the absence of such provision for the children of pagan peoples seems clearly to be a serious and even a dangerous omission.

6. Development of small out-schools for educative

propaganda, including :-

- (a.) Preventive medicine and especially the eradication of epidemics.
- (b.) Encouragement of agricultural and other economic interest among the masses.
- (c.) Elimination of political, economic and social unrest.
- (d.) Development of colonial patriotism and loyalty to the Crown.

11. TRAINING OF THE MASSES AND THE EDUCATION OF NATIVE TEACHERS AND LEADERS.

It is important to recognize the necessity not only of training the masses of the Native people but also of educating Native teachers and Native leaders. Even the demand for labor is a sufficient basis for the conservation of native people through the

.....education of the masses in the simple principles of hygiene. The constant presence of the plague and the threat of large disaster not limited to the native people makes the necessity for mass education acute and immediate. There is also the need of increasing efficiency of labor. Most of all are the advantages of a moral, law-abiding peasantry and citizenship that are the ultimate determinants of colonial success.

Experience of other British Colonies in Africa and emphatically in British India shows the importance of Native teachers and Native Leaders who are trained to improve the health of the masses, to direct them in agricultural and industrial activities essential both to the Villages as well as to the larger economic operations of the Colony, and to encourage all forms of co-operation both with Government and also with the non-African elements of the population who are vitally concerned in the welfare of the Colony. Recent experience in Kenya and in other parts of Africa prove the necessity for a sensible Native leadership entirely loyal to the real interests of the Territory.

At present the facilities for the training of the masses and for the education of the Native teachers, are quite inadequate. There is also a lack of unity as to the objectives of education and a lack of system as to method and organisation. The Director of Education has outlined plans of organisation and defined educational aims, but the limited funds for education and the utter lack of an inspection staff have largely nullified his efforts.

Despite the inadequacy of funds and the lack of supervision and direction, a good beginning has been made by missions and government.

It seems quite clear that genuine cooperation between government and missions would result in rapid progress both as to quality and quantity of education. There is every reason to believe such cooperation will be realized. Mission Societies both at Home and in Tanganyika are eagerly seeking advice and assistance so that they may make their educational work more effective and practical. Government

.....is genuinely concerned in the sound and adequate development of Native Education. There remains, then, only the adoption of a scheme of co-operation such as that already realized in Natal, where conditions are in some respects similar to those in Tanganyika.

III.

INSPECTION, SUPERVISION, AND FRIENDLY VISITATION.

The primary need of Native education is inspection, sympathetic supervision, and friendly visitation of the numerous out-schools. It is urged that the most profitable educational expenditures to be made in Tanganyika are those for the improvement of existing school activities through inspection and friendly visitation. These activities maintained by missions could in almost every instance be improved by a system of grants-in-aid and effective supervision organized cooperatively by government and missions. To this end the following suggestions are offered :-

1. That the Director of Education should be assisted by a complete staff of supervisors whose duties would include not only inspection but rather friendly supervision and encouragement to school officers and teachers.
2. That an Advisory Committee should be appointed by Government to assist the Director of Education in the formulation of educational policies and in the direction of the native school system. The membership of this Committee should include representatives of Government, Settlers and Missionaries. It is important to understand that the primary purposes of this Committee is to develop co-operation between Missions and Government. So far as possible the Mission membership should represent the various types Mission Societies in the north, central and southern areas of the territory.

In view of the wide distribution of Missionary Societies it will probably be necessary to appoint an executive

....committee to deal with problems arising from time to time; it is further suggested that local committees may be helpful in each of the three great sections of the territory, namely : the central the north and the south.

It has been suggested that the appointment of this committee should be preceded by a general meeting of the chief Mission administrators at Darressalaam. At this conference the membership and organization of the Advisory Committee could be discussed and advice given to the Government as to the most competent educational representatives of the Missionary Societies.

(3.) That the Missionary Societies shall each appoint an Educational Secretary whose duty shall be the supervision of their school work, and consultation with Government as to educational methods.

(4.) Visiting Teachers for Sub-standard Schools.

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



The organisation of the school system in Tanganyika is complicated, first, by the diversity of Missionary Societies maintaining schools; second, by the variety of tribes and languages; third, by the marked differentiation of geographical areas. It is hoped that the appointment of an Advisory Committee will enable the Director of Education to institute a gradation of schools both for the Mission and for Government that will be reasonably uniform. The system now proposed by the Director is as follows:-

- (a) Central Schools. According to the Tanganyika terminology these institutions are called Primary Schools. They include seven years of education, three years in the Vernacular and four in English, with provision for education in industries, agriculture and educational methods.
- (b) Intermediate Schools. These schools represent five years of education, three years in the Vernacular and two in English, with industrial education beginning about the fourth year.
- (c) Elementary Schools. These represent three years of education, with instruction in simple agriculture and village industries.

The Director of Education is gradually organising a system of Government Schools, of which there are now 67 of all grades. Of these four are Central Schools located in four sections of Tanganyika. Their curricula are elementary in grade representing seven years of school work.

Most of the schools demand considerable manual work in gardens, but practically no class room instruction in agricultural science. The Central Schools provide apprenticeship to the usual trades. Instruction in hygiene will be given in every school. It is hoped that the Director will soon be able to realize his excellent plans for a system of schools related to the life of the

pepole. The relation of the Government Schools to those of Missions will require much careful consideration. It would be unfortunate if a feeling of competition should be developed. This is an important problem for the Director and his Advisory Committee.

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It is recommended that the Director of Education and the Advisory Committee shall consider the organization proposed in "Education in Africa" pages 44 to 47 and 60 to 63. Illustrations of effective schools systems are also presented as follows:-

1. Natal systems - pages 194 to 197. Calabar <sup>487</sup>  
Scottish Mission, pages 163 to 167. Gold Coast  
Scottish pages 135 to 137.
2. The essential elements of all these systems are first, local day schools; second, intermediate schools with special responsibility for a number of local schools; third, special schools for girls; fourth, central schools for the training of teachers. In some instances there are also special schools for the training of Agricultural agents, others are for the preparation of Mechanics and still others for the instruction of medical helpers and religious leaders.
3. The organization herewith presented is based on schools and systems already in Tanganyika and also on proposals for the extension of the system. It is urged that Government and Missions may cooperate to the end that all Native boys and girls may in the course of time have access to the necessary school facilities. It is always understood that the educational objectives described in section 1. will be sought in all grades of schools. Missions systems lacking the upper levels of education or any important type of training are urged to arrange with the Government or other Missions for pupils desiring further or different training.
4. Sub-standard and Primary Schools.  
There is a great variety of sub-standard schools. Some are only catechetical centres with practically no educational work. Some provide a little training in the three R's. Some are of very little use.

It is clear that the distribution of money to these schools without supervision may possibly be wasteful and even harmful. The requisites of successful supervision are, first a plan of visitation and second, visiting teachers trained to introduce hygiene, gardening and simple of village handicrafts.

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### Intermediate Schools.

The intermediate Schools are at present practically all Mission Stations with a European or an American in charge. The educational work is but little above that of the sub-standard out-school. The presence of Europeans does, however, create an influence that is significant in the character of the school. There is also the very important fact that these Stations are supervisory to the out-schools of their area. With full recognition of their supervisory value, it must be remembered that they cannot train teachers of sufficient knowledge and ability to carry on the out-schools satisfactorily. Several Mission Societies with a considerable population are now limited to out-schools and these intermediate stations. It is clear that Government cannot be indifferent to this condition.

### Central Schools.

Central Schools are the centres for the training of teachers and other types of Native workmen required in the villages and in the European areas. The programme of their activities and the school curriculum should provide definitely for all the objectives required in the school system of the area in which they are located. Special emphasis is urged for the six objectives described in Section 1. Village teachers cannot fulfil their responsibilities unless their own training has included an understanding of these objectives.

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-ment and Missions shall concentrate their expenditures and supervision so far as higher education is concerned on these schools. There is a real need for improvement and excellent results can be thus obtained at the least possible cost to Government. In view of the rather limited funds now available, does it not seem wise to build on Institutions strategically located in different provinces rather than to centre all efforts on one Institution with all the expenses and uncertainties involved in such an undertaking. It must be recognised that the time will soon come when a strong central institution must be developed and the need for such a school is briefly presented in the next section. For the present it seems best to avoid the debates attending a proposal to organize a school of colonial dimensions either by government or missions.

Central Institution for the Colony.

The improvement and development of the central schools will inevitably result in a demand for an educational institution for pupils prepared for further training. The education of Native leadership is far sounder and safer within the Colony than elsewhere. If the masses of the natives are to be convinced of the importance of an education related to health, the cultivation of the soil, industrial skill, sound character and loyalty to British ideals, it is evident that Native teachers and Native leaders must have an education that is sufficiently advanced to enable them not only to understand these essentials of education but also to present them to the people.