

1935

1935

38233

CO 533/461
KENYA

38233

James School

Previous

1808/32

299

16/1

R-297

Subsequent

1936

297 4/2

Mr Greenwith 7/16

Mr Brewster 9

297 12/12

309 13/12

R-297 26/10

309 4/26

Mr Fischer 2/1/36

Mr Wood

R-297 14/1

R-309 16/1

Mr Greenwith 16/30

Mr Patten 17/1

303 18/1

FILE A.

C.J. Evans

1. Extract from minutes of the 64th meeting of the A.C.E.C. held on 21st Nov. 1955

(Report of the Jeanes School at Kabeke.)

The Joint Secretaries to the Committee are preparing a statement for submission to the Committee at the meeting on the 19th December. There will be time to get the Committee's views to Sir A. King before he reports.

Put by A.C. Committee
9/12/55
J. [Signature]
9. at

[Handwritten initials]

2 A.C.E.C. 28/35 - date 12.12.55.

Statement by the Joint Secys. dealing with the work of the School. Proposed for discussion at a meeting to be held on 19.12.55.

Chair for the Committee's report
A.C. Committee
13/12/55

[Handwritten initials]

C. J. Egan

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(Report of the Jeanes School at Kakeke.)

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There will be time to get the Committee's views to Sir A Kim before he reports.

Walter A. Greenfield
9/12/55

Director
9/12

MB

2 A.C.E.C. 28/35 - date 13.12.55.

Statement by the Joint Secys. dealing with the work of the school. Proposed for discussion at a meeting to be held on 19.12.55.

Hand for the Committee's report

Walter A. Greenfield
13/12/55

MB

Mr. Grossmith.

R 247
Pl. R

You will remember that at the 64th Meeting of the Advisory Committee on Education in the Colonies, held on the 21st November, the Committee, after hearing a statement by Mr. Benson, the Headmaster of the Jeanes School at Kabete, expressed considerable anxiety regarding the future of the School. After discussion the Committee accepted a suggestion by Lord Plymouth that the Joint Secretaries to the Committee should draft a statement in collaboration with Mr. Benson, setting out the opinions of the Committee in regard to this matter, which, if approved by the whole Committee, could be submitted to the Colonial Office with the recommendation that it be sent to Kenya for the information of the Kenya Government and of Sir Alan Pim before Sir Alan drew up his report.

(2)

The statement (paper No. A.C.E.C. 28/35) was duly prepared, and I recently sent a copy of it for registration on the Kenya file concerned (38233/35).

At the following meeting of the Committee held on the 19th December, this statement was unanimously approved, and the hope was expressed that it would be sent to the Kenya Government as soon as possible.

In these circumstances the East African Department ^{will} ~~would~~ no doubt consider sending the statement by Air Mail. I annex two further copies

for

inw (3)

for this purpose. I assume that Mr. Vischer will have the opportunity of seeing the draft of the covering despatch.

I also annex the relevant portion of the draft minutes of the last meeting of the Committee, but it will be at least a fortnight before I am in a position to say whether or not this version can be regarded as final. The discussion was not of any great import, but I would suggest, (assuming that the record of the discussion at the November meeting was duly sent to Kenya), that copies of the final version of the minutes be sent to Kenya lf. after the despatch transmitting the statement has issued.

J. H. Brown
24.12.35.

Submit 2 drafts.

via

C. H. Goswami
1/1/36.

Air Mail 7/1/36 To A. de V. Wade 3. 1. 36

Air Mail 5 1/1/36 To Kenya Conf. (N/C 1-2) 4 JAN 1936

Rs. 300
Receipt for cash: glass pane of
(P. H. H. min. of 24.12.35)
J. H. Brown
14.1.36

Mr. Goswami

Nr 6

I attach a copy of the minutes, to which all the members of the Ctee have now given their assent separately. Formal adoption will take place at the next meeting of the Ctee on Jan 23rd, & further alterations are highly improbable

J. H. Brown
16/1/36

? Copy of Nr 6 may be sent to Mr Kenya C. of Comm. by Air Mail, reference to 5.

C. H. Goswami
16/1/36.

J. H. Brown
17/1

By air mail
18/1/36

7 To Kenya Conf (N/C 6) A/I Comm 18/1/36

356

Extract from Minutes of the Sixty-fifth Meeting of the
Advisory Committee on Education in the Colonies,
held in the Colonial Office on Thursday, 19th
December, 1935.

3. Jeanes School in Kenya. The Committee had before them a statement on the subject of the functions and future of this School; which had been prepared by the Joint Secretaries in consultation with the Principal of the School, as desired by the Committee at the last meeting* (A.C.E.C. 28/35).

In opening the discussion on this paper Mr. VISCHER said that the Committee had gathered from Mr. Benson that the activities of the School had been so curtailed that it would only be possible for it to exist as a teachers' training college. He thought it was essential that steps should be taken to ensure that the School could continue its proper functions and not become merely a training school. In the past the Committee had heard very satisfactory accounts of the work of the School from Mr. Benson and others, and it had been regarded in all parts of Africa as a model of its type

copy to Kenya D

* Minutes of 64th Meeting, Item 4.

type. The Jeanes School fitted into the whole education system and policy which the Committee had recommended and upheld. It was therefore important that any recommendations by the Committee in regard to the future of the School should be sent to reach the Kenya Government before Sir Alan Pim rendered his report.

SIR GEORGE MAXWELL said that it had appeared to him that, when addressing the Committee at their last meeting, Mr. Benson had not quite gone to the root of the matter. In a pamphlet describing the work of the Kenya Jeanes School which had just been circulated to members of the Committee, it was stated that the whole aim of the School was the improvement of rural community life, and that this involved particular attention to health, agriculture, home-life, recreation and school improvement. The pamphlet said that the purpose of the course of training given at the School was to provide visiting teachers or village guides, who could in turn train rural teachers and act as social workers and leaders of public opinion in the native reserves. This meant that the object of the Kenya Jeanes School was to give these village teachers a biological outlook in regard to education and enable them to establish contact between village schools and local village life. He suggested that a Committee should be appointed to consider how the School and the teachers it trained really functioned at the present time and in what way, if any, the system could be improved in the future.

MR. MAYHEW pointed out that these general objects had been stressed in the statement before the Committee. He thought that the Committee would be ill-advised to suggest the manner in which any investigation of the work of the school should be made or to emphasise too strongly the biological side of the work. In their memorandum on Professor Julian Havley's report on "Biology and its Place in Native Education in East Africa",* the Committee had pointed out that the community as a whole and not only its biological aspect should be considered.

Dr. McLENNAN said that the training of the native village teacher or village guide was not so important as the manner in which he functioned after he had been trained. In the statement before the Committee it was mentioned that the relations between these supervising teachers on the one hand and the native authorities, administrative officers and missions on the other, were not always easy. How did the village teacher actually stand in regard to his relations with junior departmental officers of, for example, the sanitation and agricultural services? How could he best help them and what would be his status?

MR. VIOCHER replied that this question had been investigated in Nyasaland and in Northern and Southern Rhodesia where the Jeanes system had been introduced. So far as sanitation and agriculture were concerned, the respective departments were glad to take advantage of the services of the Jeanes teachers, whom they

they looked upon as their unofficial assistants, and there was no question of the Jeanes teacher giving advice of which the departments had not approved. If regulations were laid down as to how the Jeanes teacher, who was a native from a village, was to behave to the agricultural and other officers in the district in which his village was situated, the whole system would be hampered.

In reply to a further question, MR. VISCHER said that the Jeanes village teacher reported to the missionary society concerned or to the Department of Education. In the majority of cases he was appointed by the missionary society. He was not under the Education Department unless he was posted to a Government school, when he would report to the local Superintendent of Education.

New Paragraph.

SIR GEORGE MAXWELL said that the Jeanes teacher was intended to be a local influence rather than a training, inspecting or reporting officer.

SIR JAMES CURRIE enquired whether it was the intention to divorce the Jeanes system from the general education policy.

MR. MAYHEW replied that it must be remembered that the relations of Jeanes teachers to the various authorities was a difficult question which had been discussed in detail at the Jeanes Conference recently held in Salisbury, Southern Rhodesia, and that when the Government of Kenya discussed these relations they would have the report of the Salisbury Conference before them. With regard to the position of the Jeanes teacher, he had found in the course of his visit to the United States of America that in the Southern States the Jeanes teacher had lost much of his usefulness owing to the fact that he was being used solely as a subordinate officer.

officer of the Education Department.

MR. VISCHER said that he was glad that the question of status had been raised. So long as Jeanes teachers were looked upon as assistants to the administration as a whole and to the various departments, the general effect of the Jeanes system on general progress should be most beneficial. If, however, the Jeanes teachers were regarded and utilised merely as a branch of the Education Department the system would break down. Interesting developments had taken place in Nyasaland, where the administration was making use of the Jeanes School located in that territory. The native chiefs had been interested in the School, where they attended regular courses of instruction. A Report on the Second Course for Native Authorities at the Nyasaland Jeanes Training Centre held in 1955 had just been received. He would endeavour to secure further copies of this report for circulation to members. In addition to the ordinary course of training, a series of lectures on their particular subjects had been given by the District Commissioner, the Chief Veterinary Officer and the Postmaster-General. Each chief had been asked to bring his wife and family with him to share in the training.

DR. McLEAN remarked that in several of the recent Colonial Annual Education Reports he had noticed most encouraging signs of co-operation between the various Government Departments. He instanced the

Tanganyika

Tanganyika Territory and the Gold Coast. In the absence of such co-ordination the difficulties attending the relations between Jeanes teachers and the local representatives of the different departments, to which reference had been made earlier in the discussion, would be certain to arise.

In reply to a question by LORD LUGARD as to whether the Missions were consulted in regard to matters affecting the control of Jeanes Schools, MR. VISCHER stated that in Nyasaland the Missions were consulted on every point and that he believed that this was done in Kenya so far as possible.

MR. BURNBY suggested that the Committee should recommend for the consideration of the Government of Kenya that if there were to be retrenchment in education expenditure it would do less harm to the community as a whole to retrench on ordinary elementary education than on education directed to social welfare, and that the latter should not be subordinated to a less effective type of education.

After further discussion, the Committee decided to approve the statement prepared by the Joint Secretaries and to recommend to the Secretary of State that it should be transmitted as early as possible to the Government of Kenya for consideration.

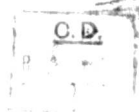
38233/35

Air Mail

#8
C.O.

Mr. Cronin 11/36
Mr. Necker 2-1-36
Mr. Ford 2-1-36

Sir C. Parsonson
Sir G. Tomlinson
Sir C. Bottomley
Sir J. Shuckburgh
Permt. U.S. of S.
Parly. U.S. of S.
Secretary of State



January, 1936

Li

I have etc to inform you that

DRAFT

Telega
Conf.
for.

Mr. P.G. Benson, the Principal
of the Jeanes School, Kabete,
was invited to attend a
meeting of the Advisory
Committee on Education in
the Colony on the 21st of
November last. Mr. Benson
attended the meeting and
gave an ~~address~~ interesting
account of the work of
the school.

~~Extract from 20/11/36 (Nov)~~
~~A.C.F.C. 28/1/36 (Nov)~~

FURTHER ACTION.

2. As will be seen from
the enclosed extract from
the minutes of the
meeting, the Committee
has

was concerned with regard
to the future policy of the
School, and that it was
agreed that a written
Statement should be
prepared for consideration
by the Committee at a
subsequent meeting. The
Statement, a copy of which
is enclosed, ~~was prepared~~
was ^{submitted to} ~~considered~~ by the
Committee on the 19th of
December. An extract
from the minutes of that
meeting will be sent
to you shortly, but
meanwhile you will see
that ^{with} ~~to~~ consider the suggestions
contained in the Statement.

Yours etc.

H. THOMAS

C.O.

Mr. G. Smith 1/136
Mr. Fisher 2.1.36
Mr. Flood 2.1/3

Sir C. Parkinson.

Sir G. Tomlinson

Sir C. Hottelley.

Sir J. Shuckburgh

Parlt. U.S. of S.

Party. U.S. of S.

Secretary of State.

DRAFT.

A. de V. Wade, Esq.
C.B., O.B.E.

(Kearney)

FURTHER ACTION.

38233/50-

Air Mail

4

Ho for The Flood's
Signature

Dear Sir 3 January, 1936

I enclose which is
being sent by today's ^{Air} Mail
is an extract from the
minutes of a meeting of
the Advisory Committee on
Education in the Colonies
and a memorandum regarding
the future of the Pease
School. You will see
that the Committee were
anxious that Sir Alan
Pim should recommend a
reduction of expenditure
on the school if he
were given to understand
that its future policy
had

had not been decided.

I have thought it a
wise to let you know
that Lord Plymouth is
interested in the matter,
and that we should be
glad if you could be
told all about the future
of the Jones School
before he draws up his
report, if indeed, he comes down
to such detailed matters.

Yours sincerely

(Signed) J. E. W. FLOOD

had not been decided.

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before he draws up his
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Yours sincerely

(Signed) J. E. W. FLOOD

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Yours sincerely

(Signed) J. E. W. FLOOD

EXTRACT FROM THE DRAFT MINUTES OF THE

65TH MEETING OF THE ADVISORY COMMITTEE ON

EDUCATION IN THE COLONIES.

19TH December, 1935

3. Jeanes School in Kenya. The Committee had before them a statement on the subject of the functions and future of this School, which had been prepared by the Joint Secretaries in consultation with the Principal of the School, as desired by the Committee at the last meeting. * (A.C.L.C. 28/35).

In opening the discussion on this paper Mr. VICCHER said that the Committee had gathered from Mr. Benson that the activities of the school had been so curtailed that it would only be possible for it to exist as a teachers training college. He thought it was essential that steps should be taken to ensure that the School could continue its proper functions and not become merely a training school. In the past the Committee had heard very satisfactory accounts of the work of the School from Mr. Benson and others, and it had been regarded in all parts of Africa as a model of its type. The Jeanes School fitted into the whole education system and policy which the Committee had recommended and upheld. It was therefore important that any recommendations by

* Minutes of 64th Meeting, Item 4.

4

by the Committee in regard to the future of the School should be sent to reach the Kenya Government before Sir Alan Pim rendered his report.

SIR GEORGE MAXWELL said that it had appeared to him that, when addressing the Committee at their last meeting, Mr. Benson had not quite gone to the root of the matter. In a pamphlet describing the work of the Kenya Jeanes School which had just been circulated to members of the Committee, it was stated that the whole aim of the School was the improvement of rural community life, and that this involved particular attention to health, agriculture, home-life, recreation and school improvement. The pamphlet said that the purpose of the course of training given at the School was to provide visiting teachers or village guides, who could in turn train rural teachers and act as social workers and leaders of public opinion in the native reserves. This meant that the object of the Kenya Jeanes School was to give these village teachers a biological aspect in regard to education and enable them to establish contact between village schools and village life. He suggested that a Committee should be appointed to consider how the School and the teachers it trained really functioned, at the present time and in what way, if any, the system could be improved in the future.

MR. MAYHEW ASSISTED out that these objects had been stressed in the statement before the Committee. He thought that the Committee would be ill-advised to suggest the manner in which any investigation of the work of the School should be made or to emphasise too strongly the biological side of the

work

In reply to a further question, MR. VISCHER said the the Jeanes village teacher reported to the missionary society concerned or to the Department of Education. In the majority of cases he was appointed by the missionary society. He was not under the Education Department unless he was posted to a Government district, when he then reported to the local Superintendent of Education.

SIR JAMES CURRIE enquired whether it was the intention to divorce the Jeanes system from the general education policy.

MR. MAYHEW replied that it must be remembered that it is was a difficult question which had been discussed in detail at the Jeanes Conference recently held in Salisbury, Southern Rhodesia, and that if the Government of Kenya desired to consider this policy they would have the report of the Salisbury Conference before them. With regard to the position of the Jeanes teacher, he had found in the course of his visit to the United States of America that in the Southern States the Jeanes teacher had become a failure owing to the fact that he had been used as a subordinate officer of the Education Department.

(At this point Lord Plymouth ⁱⁿ ~~game~~ and took the Chair).

MR. VISCHER said that he was glad that the question of status had been raised. If Jeanes teachers were to be made use of by the administration as a whole and by all the departments, the results should be very successful. On the other hand the moment it became a case of the Jeanes School merely being

being regarded and utilised as a branch of the Education Department the system would break down. Interesting developments had taken place in Nyassaland, where the administration was making use of the Jeanes School located in that territory. The native chiefs had become interested in the School and had asked to be admitted to a course. Mr. Vischer then gave the meeting some information contained in the Report on the Second Course for Native Authorities at the Nyassaland Jeanes Training Centre which had been held in 1935, and said that he would endeavour to secure further copies of this report for circulation to members. He added that in addition to the ordinary training given to the chiefs at this course, a series of lectures on their particular subjects had been given by the District Commissioner, the Chief Veterinary Officer and the Postmaster-General. Each chief had been asked to bring his wife and family with him to share in the training.

DR. McLEAN remarked that in several of the recent Colonial Annual Education Reports he had noticed most encouraging signs of cooperation between the various Government Departments. He instanced the Tanganyika Territory and the Gold Coast. In the absence of such coordination the difficulties attending the relations between Jeanes teachers and the local representatives of the different departments, to which reference had been made earlier in the discussion, would be certain to arise.

In reply to a question by LORD LUGARD as to whether the Missions were consulted in regard to ^{the} Jeanes Schools, MR. VISCHER stated that in Nyassaland the Missions were

consulted

consulted on every point and that he believed that this was done in Kenya so far as possible.

MR. BURNEY suggested that the Committee should recommend for the consideration of the Government of Kenya that if there were to be retrenchment in education expenditure it would do less harm to the community as a whole to retrench on ordinary elementary education than on education orientated to social welfare, and that the latter should be sacrificed second and not first.

After further discussion, the Committee decided to approve the statement prepared by the Joint Secretaries and to recommend that it should be transmitted as early as possible to the Government of Kenya for consideration.

ADVISORY COMMITTEE ON EDUCATION IN THE COLONIES.

FUTURE OF THE JEANES SCHOOL IN KENYA.

At the last meeting of the Advisory Committee it was agreed that a short statement dealing with the work of this school should be drawn up by the Joint Secretaries in cooperation with Mr. T.G. Benson.

I now circulate a copy of the statement which has been prepared, which the Committee will be invited to consider at their next meeting.

J.G. HIBBERT.

Official Secretary.

Colonial Office, S.W.1.

13th December, 1935.

Copy to Kenya (5)

... 28/35.

Advisory Committee on Education in the Colonies.

A Note on the Jeanes School, Kabete.

(Based on Mr. Benson's account of the school given to the Committee at its 64th meeting, November, 1935, and prepared in accordance with instructions given to the Joint Secretaries at that meeting and in consultation with Mr. Benson).

(1) The functions of the school since it was established ten years ago have been as follows:-

(a) The Original Function. The training of supervising teachers (village guides) capable of helping groups of village schools to play a larger part in the advancement of African communities. Length of course:- two years. An important feature of this course has been the training of teachers' wives, who have come with their husbands to the school, in the domestic arts, hygiene and the elements of community of welfare work. Approximately 100 supervising teachers thus trained are now at work. Two-thirds of their salaries are paid by the Government and one-third by the Missions. Apparently at present there is no assurance of Government or Mission funds for increasing the number of supervising teachers' posts. Consequently it is proposed to give up for the present the training of persons for such posts. There are difficulties other than finance, for instance the relations between these supervising teachers on the one hand and native authorities, administrative officers and Missions on the other are not always easy. There is uncertainty regarding an appropriate scale of pay and source of payment; the attitude of Missions towards a Government training institution sometimes presents difficulties. But we understand that none of these difficulties are insuperable and if funds were available a large additional number of supervising teachers could

could usefully be employed. Out of about 3000 schools only about 800 are at present under the influence of supervising teachers. Mr. Benson estimates that a total cadre of 300 at an annual cost of about £5000 might usefully be employed.

(b) The Training of Men for Public Health Work, both instruction and inspection, in co-operation with the Medical Department. Length of course two years. Twenty-eight health workers trained at the school are now in service. For financial reasons it has been decided to suspend this type of training for the present.

(c) The Training of Agricultural Instructors for developing Agricultural Propaganda in villages. Length of course one year. 11 instructors thus trained are now at work. This type of training is to be given up owing to lack of Agricultural Department staff and uncertainty as to future agricultural policy.

(d) Periodic Refresher Courses for Supervising Teachers, and also for their wives.

(2) We understand that it has also been the practice of the staff by tours and other means to keep in touch with village life outside the school.

We understand that for the next year at any rate the institution will confine itself to the training of teachers for lower primary schools. Married men will be preferred and will bring their wives with them. The length of the course will be one or two years in accordance with the previous experience of the students. Apparently it is intended to apply the principles that have been found effective in the training of supervising teachers so far

as the qualifications and capabilities of the students permit. It is not known to what extent Missions will make use of this training course. The first admissions have been from those who would otherwise have attended one of the ordinary Government training schools.

(3) We have been told that in Nyasaland the training of chiefs at the Jeanes School has been effective. Mr. Benson informed us that the recent Jeanes Conference was most favourably impressed by this work and urged its extension, particularly with a view to the establishment of co-operation between native authorities and supervising teachers. He thought, however, that few chiefs in Kenya at present were in a position to profit from such a course.

(4) We understand that Mr. Benson regrets the necessity for giving up the various types of training for which the school has hitherto been responsible. From the Annual Education Reports of the Colony we learn that the general usefulness of the School is fully appreciated. It seems clear to us that the various kinds of work which it has begun are definitely in accordance with the principles which we enunciated in our memorandum on the education of African communities. We are reluctant, however, to express any opinion as to the comparative merits of these various kinds of work or as to the possibility of all or some of them being developed until we know the considered opinion of the Kenya Government on the future of the School. If its future has not so far been systematically discussed we assume that such discussion will take place at a very early date. There is an obvious risk that its possibilities may be overlooked and its future development handicapped in the survey of public expenditure which is now proceeding if a definite policy is not elaborated. This policy must, of course, conform to what is financially practicable in the immediate future. We understand that

that there is no likelihood of continuance of the grants from the Carnegie Corporation which enabled the School to be brought into being and maintained in its early stages. We think, however, that all possible lines of work should be explored and that possible types of work which seem to be an integral part of a sound system of African education should be placed on record even if they may financially be impractical in the near future.

(5) We are told that the expert staff may be reduced from six to four. We appreciate Mr. Benson's fear that a reduced staff, even if the work of the school is confined to the training of lower primary teachers, may be unable to train these teachers on the broad lines hitherto adopted in the training of supervising teachers, to hold refresher courses and to keep in touch with ex-students at work in the villages and with village life generally. We think it important that in deciding the number of the staff the School should be considered not in isolation but with reference to its position in the educational programme of the Colony. For the development of the African communities better teachers, better homes, better health and better recreation are essential. The avowed aim of the School has been to produce these conditions. In the gradual fulfilment of these aims up to date a well qualified staff has been assembled, traditions have been established, a valuable plant, comprising two model villages, a kindergarten and maternity ward, farm and dairy, workshop, co-operative store and demonstration school, has been provided. It will be regrettable if continuity is broken, if traditions fall, and if the institution degenerates into a training school of the conventional type, for which much of the plant, provided at considerable cost, might come to be regarded as superfluous.

(6) Discussion of the part that the institution is to play in the African educational programme will involve the settlement

settlement of outstanding questions such as the control and salaries of supervising teachers, the source from which their salaries are to be met, and their relations to native Councils, administrative officers and Missions. The general attitude of Missions towards the institution will need consideration. We understand that during the last five years ten teachers have been sent from Uganda and five from Tanganyika Territory to the School and that Uganda will continue to send men for training as Jeanes Teachers. If the institution is to be regarded as inter-territorial expert opinion on its future policy will no doubt be obtained from Uganda and Tanganyika Territory.

ARTHUR MAYHEW

HANNS VISCHER.

10th December, 1935.

4. Work of the Jeanes School, Nairobi, Kenya.

The CHAIRMAN invited Mr Benson to make a statement regarding the work of this school.

MR. BENSON said that it was over eleven years since the Phelps-Stokes Commission had drawn attention to the inadequacies of literary education in Africa and the poor equipment of African village teachers, and just over ten years since the first Jeanes School was founded at Kabets near Nairobi. The aims of Jeanes Schools and Jeanes teachers were to help to produce better teachers, better homes, better health and better recreation. It was hoped to achieve these ends by providing travelling helpers and village guides, but the poor equipment of the majority of the candidates had led to disappointing results. There was an urgent demand for more and better trained teachers. He did not consider that the training so far provided by the Jeanes Schools had been wasted as the normal training was gradually being "Jeanesized". The Jeanes system aimed at educating native peoples to collaborate in their own welfare and in this way to minimise the necessity for having things forced upon them by decree. The Advisory Committee's memorandum on the Education of African Communities had been very helpful in spreading this idea of the co-operative rural community, and the Jeanes Conference at Salisbury had also assisted in this direction. School instruction throughout the country had been improved. A selected number of schools were grant-aided and at these schools the teachers were adequately paid. He thought that the three thousand bush schools in Kenya deserved help from any surplus Government funds that might be available. Capable school

copy to Kenya (S)

school supervisors were needed, provided that they were not too much of the inspector type, and also community leaders who would co-ordinate village development activities. One of the main problems, however, was to decide who were to be responsible for the control of the efforts of these extra workers, assuming that the country could afford to install them. The work necessarily involved the co-operation of the local chiefs, and of the administrative and other Government officials. In southern Rhodesia the problem had become so acute that, at the time of the Salisbury Conference, the opinion was expressed in certain quarters that there was no hope of saving the Jeanes schemes unless the training of teachers was taken over by the Administration.

Mr. Benson said that in Kenya there were now over 100 men at work who had been trained at the Jeanes School. Most of these were married and there was a wastage of about one in five. There were also twenty-eight health workers and eleven agricultural administrators. Short courses had been given to other teachers at various times. There were over thirty further Jeanes teachers still undergoing training. Last year the Jeanes men had supervised 630 village schools and 760 teachers. With the help of the Carnegie Corporation of New York a staff of six Europeans had been provided at the school which could now be regarded as constituting a most satisfactory training centre. In 1934 the Kenya Government assumed responsibility for the whole cost of this institution, and it was unlikely that the Carnegie Corporation would be asked for further assistance. At the school there were fifty small cottages each with its garden, in two separate villages. Each of these villages had its own community buildings, a dispensary for

for health training, land for farming and cattle, a model dairy farm, a workshop and craft room, a co-operative shop, a village hall, an open-air theatre, a women's block for domestic training and a small maternity ward and health centre.

This institution had naturally engaged the attention of the Medical Department which had sent a group of men to be trained for preventive work, mainly sanitary, in villages. It was intended that these men should act as subordinates to the European sanitary inspectors who were tending to become health teachers rather than inspectors. When the first ten of these men left the school, considerable difficulty was experienced in settling the scope and control of their activities. This was unfortunate, since where men lacked enthusiastic and sympathetic guidance they were at a loss to know precisely how to be in their work and became discouraged. During the current year the need for economy decided the medical authorities to curtail this form of training and no more men were to be entered for it at present.

During the last five or six years the school had attracted the interest of the neighbouring territories. The first student from Uganda had arrived in 1930—he was a mission teacher who had been sent at Government expense, in spite of considerable opposition on the part of the Uganda Advisory Committee on Education. Up to the present time ten men in all had been sent from Uganda. Three men had come from Tanganyika Territory in 1933 and later two more— all of these were from Government schools.

It had been decided that no more men should be sent for Jeanes training, at any rate until 1937, and that the school should concentrate upon elementary teacher training, a course of one or two years being given according

to the experience of the students, and preference being given to married men. The expenses of this training would be met by Government. Already twelve men had been transferred from Machakos Government school for this training.

In commenting on this change, Mr. Benson said that he thought that the missions had found difficulty in providing funds for the Jeanes teachers. The bulk of the money raised by the missions had to go to pay the bush teachers and evangelists. The missions also felt some dissatisfaction with the Jeanes system, considering that the official atmosphere surrounding the training might result in a lack of spiritual growth and also in the men becoming somewhat swollen-headed. There were also the controversial questions of what the teachers ought to be paid and from what source they should be paid. It was difficult to settle what the salary of a Jeanes teacher should be in comparison with a village school teacher. In Southern Rhodesia the rates of pay appeared to be unnecessarily high. The fact remained that the men in the field needed helping and encouraging to the greatest possible extent. Any reduction in the European staff at the Jeanes School would make this impossible.

With regard to women Jeanes teachers, Mr. Benson said that the policy of the school was to train women who were married to leading men such as were the Jeanes teachers, and who would be able to take the initiative among their fellow women in their own villages. These women dealt at the school with their ordinary practical problems. The holding of the first wives' refresher course in 1935 was an important step. Much better home demonstrators should be obtained as the standard of the wives improved.

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Other

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Other interesting developments at Kabete were the institution of a demonstration school on Jeanes land and the introduction of training in scoutcraft for the men.

Mr. Benson thought that training in practical problems and methods of social work had improved in the last few years. Over 150 men and about 120 women emanating from no less than twenty-six tribes had been trained.

Mr. Benson said that he felt the time was opportune to ask for a considered statement from the Colonial territories in which Jeanes teachers were working as to their future policy in regard to these teachers. It has been suggested in certain quarters that there were sufficient Jeanes teachers in the field already. In regard to this Mr. Benson said that it was impracticable for a Jeanes teacher to supervise more than ten schools and their surrounding communities. The average number of schools supervised by Jeanes men at the present time was eight per teacher. There were approximately 3,000 village schools, only 300 of which were in touch with Jeanes teachers. Omitting schools which it was clear it would not be economical to serve, at least 300 Jeanes teachers would be needed to cover the field, and saturation point would not be reached for at least ten years even if training were to be continued at full pressure. Many of the present men needed replacing by others with more recent training. To provide for the maintenance of this number would necessitate the provision of funds of the order of £5,000 a year. If this was impossible, it might be necessary to consider whether the village teachers should undertake the necessary social and welfare work in the communities surrounding their schools, leaving the Jeanes teacher to supervise a larger parish with special functions such as co-operative development, the carrying out of general development schemes initiated

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initiated by the authorities, etc.

With regard to the European staff at the Kabete school, Mr. Benson emphasized that in addition to training African village guides and their wives, the staff had done its best to encourage the men sent out by making periodic visits and by giving them refresher courses. It was essential to maintain this staff, giving the officers if possible greater opportunities for travel and for providing simple vernacular literature and aids to teachers. He referred to a statement made at the Salisbury Conference to the effect that as Jeanes schools have been largely missionary in origin and their teachers for the most part were mission servants, Governments should be recommended to appoint men and women of missionary sympathies to the school staffs. Mr. Benson considered that it would be very inadvisable to appoint men and women who had not had previous experience of teaching at home. During the last few years there had been constant changes in the staff at Kabete. He deprecated this, feeling that far better results would be achieved if some relative permanency obtained and the staff felt that they had a stake in the welfare of the school.

With reference to the question of control, Mr. Benson said that at the present time the missionary, the District Officer and other Government officials were concerned in the development of the African, the District Commissioner being the coordinating authority in each area. If the District Commissioner were not particularly interested he could hold up concerted action. His agents were the chiefs and headmen whom he naturally felt bound to support, and he had frequently little time to give to representations by other agents, especially if they were not bound to take orders direct from

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him. Some District Commissioners felt that missionaries were disruptive factors, and consequently found difficulty in taking an interest in the endeavours of the Jeanes men. Mr. Benson considered that in Kenya the District Education Boards were the appropriate bodies to entrust with the coordination of planned development.

The Salisbury Conference had summarized the activities which it was felt could be legitimately attempted by Jeanes teachers as follows:- cooperation between village schools and people and between one community and another, cooperation between the body of teachers in a particular area, cooperation with other agencies such as agricultural instructors and health workers, the encouragement of community and home recreation of all forms such as exhibitions, festivals, sports and competitions, the encouragement of village libraries, the fostering of interest in cooperative marketing, trade and saving, the organisation of guilds and classes for women and the guidance of youth organizations. The Conference had expressed the opinion that community development must necessarily be part of any educational programme for the African village, and that the carrying out of Jeanes ideals, particularly in social service activities, was one of the most effective ways of educating the community.

In conclusion, Mr. Benson said that in order to enable the Kenya Jeanes School efficiently to continue its work, it was essential for a body of some 120 men of first-rate intellectual and moral calibre to be maintained. The main body of rural teachers in elementary village schools should if possible be trained for rural community work by courses at the Jeanes Centre together with their wives.

In his opinion the Government and local authorities

should pay the whole of the salaries of the Jeanes teachers. This would inevitably lead to a demand for control by the District Education Boards, but he felt that the actual supervision should remain in the hands of the missionaries, because whilst the teachers would loyally carry out the advice given by a missionary supervisor, they could not feel the same loyalty to a District Board.

The CHAIRMAN thanked Mr. Benson for his interesting statement and invited observations on it from the members present.

DR. BURSTALL said that there would appear to be a serious risk of the Jeanes school being destroyed and considered that the matter should be taken up with the Government of Kenya.

In reply to a question by MR. MAYHEW as to whether there was any possibility of a conference with the authorities in Uganda to settle differences, MR. BENSON said that so far as Buganda was concerned the Jeanes teacher could have little or no contribution of value to make, because the chiefs were already enlightened and every item in the Jeanes programme was already adopted. On the other hand there was great enthusiasm for Jeanes teachers in the outlying areas of the Protectorate, such as the Eastern Province and the Toro and Ankole districts.

MR. MAYHEW suggested that there was a conflict of opinion between those who believed in the influence and example of model compound schools wisely distributed and those who relied on the influence of supervising teachers.

MR. BENSON said that there seemed little prospect of the number of Jeanes teachers ever being increased to as much as 300, whereby each teacher could be given a parish

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of six schools. The only hope was to have the level of the ordinary village teacher raised.

In reply to further questions MR. BENSON repeated that the Jeanes school was for the present to concentrate mainly on the training of elementary school teachers. He was not certain whether the missions would send any of their teachers to the school, since in some respects it was a rival to the mission normal schools. There would, however, be a certain number of people from Uganda who would be in training there as Jeanes teachers. The training for elementary teachers would last two years unless the students had spent some time in a normal school or had some years experience of teaching. The school was particularly interested in enrolling wives.

MR. VISCHER enquired whether any of the important points raised had been submitted to the Kenya Government by the Director of Education.

MR. BENSON replied that so far as he was aware this had not been done, presumably owing to the financial situation.

MR. MAYHEW asked whether the future policy of the school with reference to financial limitations had ever been considered by the Kenya Government.

MR. BENSON said that the future policy of the school had got to fit into the estimates of the Kenya Department of Education. It was necessary for the authorities at the school to show on paper that they had people under training. Expenses had to be reduced to £70 per head, and the more people there were in training the easier this would be to achieve. He repeated that in his opinion it was time for the Government of Kenya to examine the question of the future of the school.

MR. FREESTON

MR. FREESTON suggested that a long-range policy was only practicable if there were sufficient funds available to carry it out. The Secretary of State had sent out Sir Alan Pim to Kenya to review the costs of administration, and no doubt amongst other things, the Director of Education would submit the case of the Jeanes School. It would seem inopportune to make representations before Sir Alan Pim's report had been presented.

MR. MAYHEW observed that there might be a danger of Sir Alan Pim recommending a reduction of expenditure on the Jeanes School if he were given to understand that it was without a policy.

In reply to a question MR. VISCHER stated that there was no reference to the Jeanes policy in the 1954 Report of the Kenya Education Department, although the extremely important work of the school in the system of Kenya was acknowledged in the report.

MR. BURNLEY suggested that if further measures of economy were to be taken by the Kenya Government, and the Advisory Committee considered that the Jeanes School was of peculiar value to the Colony, now would be an opportune moment for the Committee to say so.

LORD PLYMOUTH thought that Sir Alan Pim should be notified of the views of the Advisory Committee before he drew up his report, and he suggested that the Joint Secretaries to the Committee should draft a short statement in cooperation with Mr. Benson and submit it to the Advisory Committee at the next meeting. This was agreed to.