

AFRICA

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Advisory Note on Native Schools

Minutes of the 1st meeting
held on 14th July, 1926

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DRAFT MINUTES OF THE TWENTY-SEVENTH MEETING OF THE
ADVISORY COMMITTEE ON NATIVE EDUCATION IN TROPICAL
HELD IN THE COLONIAL OFFICE ON FRIDAY,



JULY 9th, 1926.

PRESENT:

Mr. Cansby-Gore (in the Chair).
Bishop Bidwell.
Miss Burtall.
Bishop of Liverpool.
Sir Frederick Lugard.
Mr. J. H. Oldham.
Sir Charles Strachey.

Mr. Vischer (Secretary).

Mr. Bennam (Kenya Colony).
Mr. Fraser (Achimota College).
Mr. Hollis (Zanzibar).
Mr. Orr (Kenya Colony).
Sir Ransford Slater (Sierra Leone).
Sir Herbert Stanley (Northern Rhodesia).
Mr. Bottomley } Colonial Office.
Mr. Seel }

1. The Minutes of the 24th, 25th and 26th

Meetings were discussed and signed, with the proviso that they should be gone through to determine the final wording before being passed for printing.

2. In regard to para 4 of the Minutes of the 24th Meeting, Sir Frederick Lugard enquired what had happened in the matter of the proposed discussion with the Appointments Board. The Chairman replied that a meeting had been held in his room, at which Sir Herbert Stanley, Mr. Bennam and a senior officer from the African territories had been present. The possibility of having

The question of arranging for post-graduate courses to be held at Oxford and Cambridge had been discussed,

As some of the subjects included in this course were of interest not only to candidates for administrative posts, but also to future officers of the Education, Agriculture and Forestry Departments, it was proposed to arrange for such lectures to be attended by all the candidates for the various branches of the Service.

Africa, had been discussed, and it had been decided to ask a sub-committee to visit Oxford and Cambridge before the end of this month to discuss the details with the Vice-Chancellors or their representatives. The Committee was to consist of the following:—

Sir Rensford Slater,
Miss Burstell,
Mr. Gent,
Mr. Denham.

Insert slip

In regard to pedagogical lectures, the details of these had not yet been arranged.

Mr. Vischer said that replies had been received to the Memorandum on Education Staff from all the Tropical Dependencies, excepting Kenya and N. Rhodesia, and all were unanimous in their agreement to the proposed post-graduate courses at Oxford and Cambridge. Sir Herbert said that though he had not yet seen the Memorandum, he was sure that the Government of Northern Rhodesia had given agreement on this point.

Mr. Vischer emphasized the need for the educational service receiving some months of practical training in London, and a discussion followed in which various proposals were put forward as to how this might be arranged, but no conclusion was come to.

(Sir Charles Strachey joined the Committee).

Miss Burstell enquired about the teaching of the vernaculars in this country, and the Chairman replied that he did not think that languages - except perhaps for a little Swahili - could be taught here; they should be learned in Africa. Mr. Oldham said that a preliminary training in phonetics was most helpful, and Mr. Vischer said these were obtainable

in 1907

London 10/5/34

obtainable in Oxford, Cambridge and London.

3. NOTICE BY THE SECRETARY

(a) GOLD COAST:— The Northern Territory Ordinance, No. 4 of 1926, was read by the Chairman, but called for no special comment from Members of the Committee.

The Text of the Ordinance reads as follows:

3. (1) ~~As~~ from the commencement of this Ordinance no new school shall be opened except with the written permission of the Governor.

(2) Any person concerned in the opening of a school without such permission as aforesaid, or in the conduct of a new school so opened, shall be guilty of an offence, and on summary conviction shall be liable to a fine of fifty pounds, and the Governor or Commissioner may cause the school to be closed.

This section shall be in force until the first day of December, 1928, inclusive.

and no longer

SCHEDULE

1. The Education Ordinance, 1925, and all rules made or to be made thereunder.

(1) The Board of Education for the Gold Coast Colony shall be the Board of Education for the Protectorate.
(2) Rules made with particular respect to the Protectorate shall be subject to the approval of the Governor.

PROPOSITIONAL JOURNAL:-

During a discussion, the Chairman remarked that the organising of such a journal on sound lines would require time and consideration. Sir F.D. Lugard said that the Empire Cotton Growing Corporation had started a similar journal, and Mr. Wischer stated, he

had

had already obtained information concerning this from Sir James Currie. Mr. Oldham suggested that 'occasional notes' should be circulated until the actual issue of such a journal. Sir F. Lugard emphasised the advantages of a journal as opposed to the circulation of "notes". Sir Herbert Stanley proposed the wider circulation of the Minutes of the Advisory Committee, but Sir Charles Strachey and Mr. Oldham objected.

(c) FRENCH WEST AFRICA

Mr. Vischer's Report on his West African tour had been officially registered and was ready for distribution.

(d) TANGANYIKA TERRITORY

The Commissioner was informed that Mr. Rivers-Smith, Director of Education, Tanganyika Territory, had received the order of 25.5.41.

INSTITUTE OF AFRICAN AND ORIENTAL CULTURES

Sir F. Lugard, C.B.E., M.C., was invited to the first General Meeting of the above, invited by the Chairman to speak on the subject, said that a successful meeting had been held on June 28th and 30th, at the School of Oriental Languages, at which many Resolutions had been come to, and the draft Statutes of the Institute drawn up. British members were to meet that afternoon, to revise the Minutes of the Meeting and the wording of the Statutes. An Executive Council had been appointed, consisting of members of countries not too far distant, and it had been agreed that this Council should assemble twice a year. He had been invited to be the Chairman. The immediate purpose of the Meeting had been to elect a governing body from the different Associations of the various countries, to determine the objects

objects of the institution and to elect a Director responsible for the investigations carried out. The names of Professors Westermann and Delafosse had been suggested, and it had been decided to appoint both of them, if finances would permit; their remuneration would, of course, be in accordance with what time, etc. they could devote to the work. Mr. Vischer had been invited to become Vice-Director.

In reply to a question by the Chairman, Mr. Oldham stated that a definite programme of work was being prepared.

3. The name of Miss Whitelaw was put before the Committee as a possible member of the Advisory Committee. The Chairman said that if Miss Whitelaw were available she would be a very valuable addition to the Committee. Mr. Oldham said that Miss Whitelaw, who was from New Zealand, had been Headmistress of Wickham Abbey School, and was an outstanding authority in this country on woman's education. Miss Whitelaw had spent five months in visiting South and East Africa.

Sir H. Stanley asked if Miss Whitelaw knew anything about the African native woman, as he considered this qualification as necessary as that she should be an educational expert. After some discussion on this point, during which Miss Burstall spoke in favour of the addition of Miss Whitelaw to the Committee, it was agreed to ask the Secretary of State to invite Miss Whitelaw to become a member of the Committee.

4. Sir Frederick Lugard, with reference to paragraph 9 of the Minutes of the 24th Meeting, asked if anything had been decided in regard to the question of making

making provision for the welfare of native students who came from the Tropical African colonies to this country. The Chairman replied that nothing had been decided and after a general discussion on the Committee came to the conclusion that this matter was outside the purview of the Advisory Committee.

5. Northern Rhodesia: - A report had been received from Mr. Latham, the Acting Director of Education, on a tour of inspection, including a report from Mr. Ross dealing with native Education. This report drew attention to the great transport difficulties, the absence of an adequate staff to inspect the schools and the financial difficulties in appointing the necessary education staff.

6. Sir Herbert Stanley, in reply to the Chairman, said that in Northern Rhodesia the Government worked chiefly with and through the Missionary Societies as far as elementary education was concerned, but that the Government intended to take a lead in higher education. They were working on the lines of the Phelps-Stokes Commission. Sir Frederick Hoard asked if they had any European education problem. Sir Herbert Stanley replied that they had kept the European and native education apart. They had, however, a difficult problem in connection with the "poor whites" amongst the Dutch settlers. The Chairman remarked that the report from N. Rhodesia was, in view of limited financial resources, very encouraging, and the Committee agreed.

7. The Chairman then introduced to the Committee Mr. J. R. Orr, the Director of Education of Kenya, who had been invited, and asked him to speak on the system of native education in Kenya.

Mr. Orr, following a memorandum which he had prepared for the Committee, explained to the Committee the aims he had pursued in native education and the organisation that had been gradually built up in co-operation with the missionary societies and the settler or European community. The policy of the Education Department for African education rested, he said, on four cardinal principles:-

- (a) Christianity.
- (b) The welfare of the Colony as a whole.
- (c) Co-operation in every possible form.
- (d) Gradual education of the masses rather than advanced education for a few.

He explained the working of the Advisory Committee on Native Education and the various local sub-committees, the system of elementary school training of teachers and supervision and the provision made for technical education. Expressing his appreciation of the principles laid down by the Committee in their Report on Native Education, he emphasized the importance of having and adhering to a clearly defined policy in Native Education.

After a short general discussion, the Chairman thanked Mr. Orr for his interesting statement and the Meeting closed.

W. Murphy
14.10.26

DRAFT MINUTES OF THE TWENTY-SEVENTH MEETING OF THE
ADVISORY COMMITTEE ON NATIVE EDUCATION IN TROPICAL
AFRICA, HELD IN THE COLONIAL OFFICE ON THURSDAY,
JULY 9th, 1926.

PRESENT:

- Mr. Dunscombe (in the Chair)
- Bishop Maxwell
- Miss Marshall
- Bishop of Liverpool
- Mr. Frederick Lugard
- Mr. J. H. Oldham
- Mr. Charles Streeby
- Mr. Fisher (Secretary)
- Mr. Dalziel (Kenya Colony)
- Mr. Fraser (Aberystwyth College)
- Mr. Ellis (Siam)
- Mr. Orr (Kenya Colony)
- Mr. Mansford (Kenya Colony)
- Mr. Herbert Stanley (Northern Rhodesia)
- Mr. Stathamley (Colonial Office)
- Mr. Jeal

1. The Minutes of the 24th, 25th and 26th Meetings were discussed and signed, with the proviso that they should be gone through to determine the final wording before being passed for printing.
2. In regard to para. 4 of the Minutes of the 24th Meeting, Mr. Frederick Lugard enquired what had happened in the matter of the proposed discussion with the Appointments Board. The Chairman replied that a meeting had been held in his room, at which Mr. Herbert Stanley, Mr. Jeal and a senior officer from the African territories had been present. The possibility of having, at Oxford and Cambridge, joint lectures for administrative, educational, agricultural and forestry candidates for Africa.

Africa, had been discussed, and it had been decided to set up a sub-committee to visit Oxford and Cambridge before the end of this month to discuss the details with the Vice-Chancellors or their representatives. The Committee was to consist of the following:

- Sir Mansford Slater
- Major Purse
- Mr. East
- Mr. Denton

In regard to pedagogical lectures, the details of these had not yet been arranged.

Mr. Vischer said that replies had been received to the Memorandum on Education Staff from all the Tropical Dependencies, excepting Kenya and N. Rhodesia, and all were unanimous in their agreement to the proposed post-graduate course, at Oxford and Cambridge. Mr. Herbert Stanley said that though he had not yet seen the lines, he was sure that the Government of Northern Rhodesia would be in agreement on this point.

Mr. Vischer emphasized the usefulness of candidates for the educational service receiving some months of practical training in schools, and a discussion followed in which various proposals were put forward as to how this might be arranged, but no conclusion was come to.

(Mr. Charles Strachey joined the Committee).

Miss Hurstall enquired about the teaching of the vernaculars in this country, and the Chairman replied that he did not think that languages - except perhaps for a little Swahili - could be taught here - they should be learned in Africa. Mr. Oldham said that a preliminary training in phonetics was most helpful, and Mr. Vischer said these were obtainable

said these were obtainable in Oxford, Cambridge and London.

3. Notes by the Secretary.

(a) Gold Coast. The Northern Territory Ordinance, No. 4 of 1926, was read by the Chairman but called for no special comment from Members of the Committee.

The text of the Ordinance read as follows:

3. (1) As from the commencement of this Ordinance no new school shall be opened except with the written permission of the Governor.

(2) Any person concerned in the opening of a new school without such permission as aforesaid, or concerned in the conduct of a new school so opened, shall be guilty of an offence, and on summary conviction thereof shall be liable to a fine of fifty pounds; and the Chief Commissioner may cause the school to be closed.

(3) This section shall remain in force until the thirty-first day of December, 1926, inclusive, and no longer.

MINUTES

21 of 1926.

The Education Ordinance, 1926, and all rules made or to be made thereunder

(1) The Board of Education for the Gold Coast Colony shall be the Board of Education for the Protectorate.

(2) Rules made with particular respect to the Protectorate shall be subject to the approval of the Governor.

(b) EDUCATIONAL JOURNAL

During a discussion, the Chairman remarked that the organizing of such a journal on sound lines would require time and consideration. Sir F. B. Lugard said that the Empire Cotton Growing Corporation had started a similar journal, and Mr. Vischer stated, he

had already obtained information concerning this from Sir James Harris. Mr. Oldham suggested that "occasional notes" should be circulated until the actual issue of such a journal. Sir F. Lugard emphasized the advantages of a journal as opposed to the circulation of "notes". Sir Herbert Stanley proposed the wider circulation of the Minutes of the Advisory Committee, but Sir Charles Strachey and Mr. Oldham objected.

(c) WESTERN AFRICA

Mr. Fischer's report on his West African tour had been officially registered and was ready for distribution.

(d) TANGANYIKA TERRITORY

The Committee was informed that Mr. Rivers, the Director of Education, Tanganyika Territory, had received the order of C.B.E.

(e) INSTITUTE OF AFRICAN LANGUAGES AND LITERATURE

Sir F. Lugard, delegate from the S.S., at the first General Meeting of the above, invited by the Chairman to speak on the subject, said that a successful meeting had been held on June 27th, and 30th, at the School of Oriental Languages, at which many resolutions had been come to, and the draft Statutes of the Institute drawn up. British members were to meet that afternoon to revise the Minutes of the Meeting and the wording of the Statutes. An Executive Council had been appointed, consisting of members of countries not too far distant, and it had been agreed that this Council should assemble twice a year. He had been invited to be the Chairman. The immediate purpose of the Meeting had been to elect a governing body from the different associations of the various countries, to determine the

objects of the institution and to elect a director responsible for the investigations carried out. The names of Professors Westermarck and Hildebrand had been suggested, and it had been decided to appoint both of them, if finances would permit; their remuneration would, of course, be in accordance with what time, etc they could devote to the work. Prof. Fischer had been invited to resign Vice-Director.

In reply to a question by Mr. Holman, Mr. Oldham stated that a sufficient amount of work was being prepared.

3. The case of Miss Whitlow was put before the Committee as a possible member of the Advisory Committee. The third case was that if Miss Whitlow were available she would be a very valuable addition to the Committee. It was said that Miss Whitlow, who was from New Zealand, had long been headmistress of a school in London, and was an outstanding authority in this country on all matters relating to the education of the native races in the South and East Africa.

Mr. Holman asked if Miss Whitlow knew anything about the African native races, as he considered this a qualification as necessary, so that she should be an educational expert. After some discussion on this point, during which Miss Surrall spoke in favour of the addition of Miss Whitlow to the Committee, it was agreed to ask the Secretary of State to invite Miss Whitlow to become a member of the Committee.

4. Mr. Frederick Lugard, with reference to para. 4 of the Minutes of the 24th Meeting asked if anything had been decided in regard to the question of

making provision for the welfare of native students who come from the tropical African colonies to this country. The Chairman replied that nothing had been decided and after a general discussion the meeting came to the conclusion that this matter was outside the purview of the Advisory Committee.

6. Northern Rhodesia: A report had been received from Mr. Latham, the Acting Director of Education, on a tour of inspection, including a report from Mr. Bass dealing with native education. This report drew attention to the great transport difficulties, the absence of an adequate staff to inspect the schools and the financial difficulties in appointing the necessary educational staff.

6. Mr. Herbert Stanley in reply to the Chairman, said that in Northern Rhodesia the Government worked chiefly with and through the Missionary societies as far as elementary education was concerned, but that the Government intended to take a lead in higher education. They were working on the lines of the Phelps-Stokes Commission. Mr. Frederick Lugard asked if they had any European education problems. Mr. Herbert Stanley replied that they had kept the European and native education apart. They had, however, a difficult problem in connection with the "poor whites" amongst the Dutch settlers. The Chairman remarked that the report from N. Rhodesia was, in view of limited financial resources, very encouraging and the Committee agreed.

7. The Chairman then introduced to the Committee Mr. J. B. Orr, the Director of Education of Kenya, who had been invited and asked him to speak on the system of native education in Kenya.

Mr. Orr following a memorandum which he had prepared for the Committee, explained to the Committee the aims he had pursued in native education and the organization that had been gradually built up in co-operation with the missionary societies and the settler or European community. The policy of the Education Department for African education rested, he said, on four cardinal principles:

- (a) Christianity
- (b) The welfare of the Colony as a whole.
- (c) Co-operation in every possible form.
- (d) Graded education of the masses rather than advanced standards for a few.

He explained the working of the Kenya Advisory Committee on Native Education and the various local sub-committees, the system of elementary schools, training of teachers and supervision and the provisions made for technical education. Expressing his appreciation of the principles laid down by the Committee in their Report on Native Education, he emphasized the importance of having and adhering to a clearly defined policy in Native Education.

After a short general discussion, the Chairman thanked Mr. Orr for his interesting statement and the meeting closed.

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1. Minutes of 1/2 meeting Approved

2. Announcements

1. Legend ...

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... Oldham ...

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Stanley ...

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GOLD COAST. (X. 4815 - 7 Jun 1926)

From O.A.G. Maxwell.

N.T. Ordinance No. 4 of 1926.

(Northern Territories Administration further
Amendment)

X. 558. 16 Jan 1926.

From Gov. Guggisberg.

Order No. 21 of 1925.
(Education.)

C.O. 56937

N.T. Ordinance No. 7 of 1925.

C.O. 56936

Ashanti Ordinance No. 12 of 1925.

DOWLING STREET.

July 7th, 1924.

My dear Oldham,

With reference to your letter of the 13th June, enclosing copy of letter from Rice, will you deal with this, or do you want me to write?

I shall bring up the matter of the Institute at the next Committee Meeting. I think the proper course for this would be to have his enquiries forwarded to the Secretary, for the Committee's delegate to the Institute to deal with.

I was delighted to see Fraser this morning, but I am very sorry that he has to go to hospital so soon instead of taking a change, but perhaps this enforced rest will do him good.

Yours very sincerely,

HANS FISCHER.

Dictated but not signed personally
owing to absence from office.

J. B. Oldham, Esq.

REC'D. 7/16/26
ANSD.

489

TELEGRAMS: "MISSIONS" COUNCIL LONDON
CABLEGRAMS: "MISSIONS" LONDON

Agents
"MISSIONS"
China, India, Malaya

MEMORANDUM SYSTEM 1922

INTERNATIONAL MISSIONARY COUNCIL

Composed of Representatives appointed by

UNITED MISSIONARY COUNCIL OF AUSTRALIA
SOCIÉTÉ BELGE DE MISSIONS PROTESTANTES AU CONGO
NATIONAL CHRISTIAN COUNCIL OF CHINA
DANSK MISSIONSRÅD
DEUTSCHER EVANGELISCHER MISSIONSBUND
SOCIÉTÉ DES MISSIONS ÉVANGÉLIQUES DE FRANCE
CONFERENCE OF MISSIONARY SOCIETIES IN GREAT BRITAIN AND IRELAND
NATIONAL CHRISTIAN COUNCIL OF INDIA, BURMA AND CEYLON
NATIONAL CHRISTIAN COUNCIL OF JAPAN

COMMISSIE VAN ADVIES (THE NETHERLANDS)
MISSIONARY SOCIETIES OF NEW ZEALAND
NORSK MISSIONSRÅD
FOREIGN MISSIONS CONFERENCE IN NORTH AMERICA (UNITED STATES AND CANADA)
MISSIONARY SOCIETIES OF SOUTH AFRICA
SUOMEN LAHJELIITTO
SVEDESKA MISSIONSBLADST
ASSOCIATION OF MISSIONARY SOCIETIES IN SWITZERLAND

Secretary
J. H. OLDHAM
A. L. WARRENHUIS

Chairman
JOHN R. MOTT

EDINBURGH HOUSE
2 BATON GATE, LONDON, S.W.1

16th June, 1926.

Major Hanns Vischer,
The Colonial Office,
S.W.1.

My dear Vischer,

I enclose a copy of a communication from Biss.
He has a little mixed up the International Bureau and
the Advisory Committee. I imagine the body which can
give advice in the matter is the International Bureau.
If the matter is referred to the Bureau when it comes into
existence, a report could be made to the Advisory Committee
and, if they approve, sent out to Kenya.

I am,

Yours very sincerely,

J. H. OLDHAM.

Dictated but not signed personally owing to absence from office.

Copy.

Telephone 255.
P. O. Box 340.

No. 84/26

EDUCATION DEPARTMENT.

HEAD OFFICE.

NAIROBI, 25th April, 1926.

J. H. Oldham, Esq., M.A.,
Government House,
Nairobi.

Dear Mr Oldham,

You mentioned in conversation with me the formation of an African Languages Bureau or some such institution at or in connexion with the Colonial Office in London.

2. I am very anxious to secure for our Kenya vernaculars some definite convention of spelling, for varieties are growing up within even small tribal areas. These are being stereotyped by means of printing and are causing much confusion.

3. The difficulty of printing local vernaculars is great enough from the nature of the case without this added hindrance, and I am eager to make use of any authoritative or unbiased agency that will determine those matters for us.

4. The Nandi and Kikuyu languages are already causing trouble between people who are regarded by themselves or their friends as authorities, and these are the first two with which I desire to deal.

5. Will you very kindly inform me to whom I should write in order to make a first move?

Yours sincerely,

Sgd. Evan E. Bias.

Chief Inspector of Schools, Kenya.

J. H. Oldham, Esq., M.A.,
Edinburgh House,
2 Eaton Gate,
London S.W.

Above forwarded with the Compliments of the Acting Director of Education.

20th May, 1926.

COPY.

No. 84/26

P. O. Box No. 240.
Telephone No. 235.

EDUCATION DEPARTMENT,
HEAD OFFICE,
NAIROBI.

28th April 1926.

G. W. B. Huntingford, Esqr., Nandi Industrial School,
Kapsabet.

W. Blaikie, Esqr., Africa Inland Mission, Kijabe.

It is understood that an impartial authority is being established in connexion with the Colonial Office in London which will deal with questions connected with African Languages. The authority will include most of those who are best qualified to judge such matters.

2. I propose to refer to this authority the differences that have arisen between the Headmaster of the Government School at Kapsabet and the Africa Inland Mission regarding Nandi spelling. I shall be glad if you will kindly exhibit the spelling which you desire to see adopted for the Nandi language, illustrating it from existing works or original examples, and supporting it by argument and by reference to authorities.

3. I propose to send forward both documents for examination, and to ask for a definite convention to be laid down for the guidance of the Government of Kenya.

sd/ N. BISS

for Director of Education.

J. H. Oldham, Esqr., M.A.,
Edinburgh House,
2 Eaton Gate,
London S.W.

Above forwarded with the Compliments of the
Acting Director of Education.

18th May, 1926

TELEGRAMS
HAMBURG EDINBURGH LONDON
TELEPHONE
VICTORIA 1425

EDINBURGH HOUSE
2, EATON GATE
LONDON S.W.1

23rd June, 1926.

act 22/6/26

Hon. W. C. G. Ormsby-Core,
Colonial Office,
S.W.

Dear Ormsby-Core,

I had a talk with Vischer to-day and suggested to him the possibility of adding Miss Whitelaw to the Advisory Committee. Sadler approves of the suggestion. He knows Miss Whitelaw and thinks that her personal qualifications will make her a valuable member of the Committee, and he also believes that two women on a committee are not merely twice but several times as good as one. This has been my experience also.

Evidently the number of women in educational service in Africa will increase considerably in the next few years. It is most important that we should get the right women at the beginning and not make a wrong start as we have done on the men's side of things. I think it will prove even more difficult to find the right type of women.

Mr Ormsby-Gore.

women for Africa than it is proving to get the right men for educational service. Having seen things on the spot, Miss Whitelaw sees very clearly, I think, the kind of women that are wanted and I believe she could be of great service to the Committee.

I should not think of pressing the suggestion against your judgment, but it seems to me to merit careful consideration.

I am,

Yours very sincerely,

M. H. D. O.

P.S. Grace has asked Miss Whitelaw to go out to Kenya for a couple of years to help to organise European girls' education. If she is thinking of this - I have not seen her since her return - and the plan comes off, she would, of course, not be available for our Committee.

Notes on Fort Moresby

and central church
to be a school

Technical school

University of Papua

University of Papua

Keble College for Education?

page 25

human education

to be for grants just by
Church of Scotland grant
to Africa Institute
Cms in Honoring



Geography:

English - but not

History:

History

Government:

Democracy, social justice

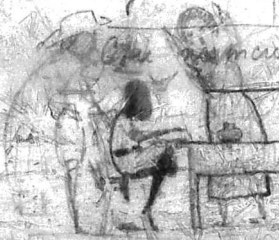
European and modern



Mr. Denham and Adams to implement

Dunlop's policy has been a definite policy of
immersion in Education.

Other interesting parts



Kenya Committee members



Marki, Conch and ...

Notes on J. G. ...
ad. ...
Team ...
... ..

Whether ... for ... ?

page 25

Common Education

... to ...
Church of Scotland ...
... Africa ...
... in ...



Language:
... ..

Religion:

History
Democracy and ...
European ...

History



... for ... and ... to implement
... policy has been a definite policy of ...
... to Education.

Other miscellaneous points



King's Commission ...



18, Bayswater Terrace,

W.

20th June, 1926.

The Under Secretary of State
for the Colonies,
Colonial Office,
Downing Street,
Whitehall.

Sir,

Education in Kenya Colony.

I have the honour to submit for the information of the Advisory Committee on African education a Memorandum on the aims and organization of African Education, together with a few notes on European education in Kenya Colony.

Before commencing, I desire to make one statement concerning my recent long tour of service. I have noticed a wish frequently expressed by the Advisory Committee in the Minutes that I should return to England to confer with them. For the offer of that privilege I have been grateful and I trust that they will accept my apologies if their deliberations have been hampered by my absence. In December 1924, on hearing that the Education Ordinance might not become law until the Advisory Committee had had an opportunity of discussing it with me, I immediately applied for special leave of absence. The Kenya Government were unable to approve my application unless I took my full leave of five months. I was then, as I had been (with the exception of a few months) for fifteen years the sole Administrative Officer for European, Indian, Arab and African education, carrying out a difficult policy of co-operation which has since been adopted as the official policy

of His Majesty's Government. I had no one whom I could leave in charge, and in view of the rapid development resulting from the visit of the Phelps Stokes Commission, in view also of the determined attempt made in the previous year to subvert the policy of co-operation, I did not feel justified in abandoning my department until the policy had been made secure. Whether my aim has been achieved or not will be seen from the following pages, but I trust that you yourself and the Committee will accept my apologies for any inconvenience caused by the delay in my return.

I have the honour to be, Sir,

Your obedient Servant,

(Sd.) J.R. ORR.

DIRECTOR OF EDUCATION

COLONY AND PROTECTORATE OF KENYA.

THE PRINCIPLES OF AFRICAN EDUCATIONINKENYA COLONY.

Written solely for the information of the
Under Secretary of State for the Colonies
and the Advisory Committee on African
Education

by

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DIRECTOR OF EDUCATION.

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PRINCIPLES OF AFRICAN EDUCATION IN KENYA.1. THE PROBLEM.

There are four classes of people who require consideration in connection with the problem of African Education in Kenya.

Firstly, there is the Administrative Officer, i.e., the Provincial or District Commissioners. The Administrative Officers of Kenya are a remarkably fine body of men, carefully selected as being men of high standing and the best University Education. In the native areas they are entirely single-minded in their devotion to native interests. The African Tribe among whom they are serving for the time being is their people. Every moment that is not occupied with collecting hut tax or hearing civil cases is devoted to improving communications, encouraging agriculture and re-forestation, establishing markets and developing trade. They are very jealous of the native interests and want to see their people happy and prosperous. As a rule, they have little sympathy with the settler's demand for labour, but loyally endeavour to supply his requirements; for the missionary in many cases they have no regard whatever. They have simply nothing in common with him. He is sometimes even an ex-gardener or an ex-artizan who has received a call to preach the gospel and conceals beneath a clerical hat a very limited education. They do, however, strongly resent his frequent criticism of their administration and his claim to champion native interests against constituted authority. They also resent the presence in their district of a large number of mission schools which they regard as inefficient and lacking in discipline. They earnestly desire well disciplined Government schools which will form a corporate

part of their administration and contribute to the industry and well being of their people.

Secondly, there are the settlers who are again a fine body of men. In view of the fact that they have sunk all their capital in their farms, it is difficult to blame them if they fear that education will lead to a contempt for manual labour, or that the administrative officers will promote native interests to the detriment of white settlement. On the contrary, their continual demands for schools on their farms, for the provision of industrial training, for the admission of Africans to Government departments, for attention to hygiene, child welfare and medical services are to be placed to their credit. The non-official members of legislative Council have now accepted the principle of co-operation with missions, but for some years they made strenuous endeavours to terminate the grants to missions and to effect the establishment of Government schools. They are frightened of the influence which the missionary is increasingly obtaining over the African and of his causing the latter to adopt an anti-settler attitude. Among other incidents the recent statement of Archdeacon Owen made publicly before the Convention of Associations that the African would shortly be forming Trade Unions and that he intended to study Trade Unionism while in England has caused profound uneasiness and distrust of missionary aims. Unless there is a better understanding between the missionaries and the settlers, and unless the former rapidly increase the efficiency of their schools, mutual recrimination is bound to recur followed by trenchant criticism of the policy of the Education Department.

Thirdly, there are the missionaries. In this class the Roman Catholics may for the present be omitted, as they have

contributed little to education as practised in recognised schools. They have, however, recently formulated and submitted to Government over the signature of Bishop Nevile, their own educational policy and are apparently contemplating a forward movement. The Protestants on the contrary, are remarkably progressive - especially the Church of Scotland. Men of marked personality and high education are, however, in the minority. They are strongly opposed to the establishment of Government Schools. They stand solely for the advancement of the African as a nation.

Kenya is the home of decided opinions strongly expressed. and, fourthly, and most important of all, there is the African, who amid all the turmoil is seeking to send his sons to Tuskegee, to England, to South Africa or to Ceylon.

2. THE POLICY.

The writer was appointed Director of Education in March 1911, but not for a whole year could any attempt be made at the pronouncement of a definite policy in education. One point, however, was immediately clear, that the problem of African education was the race problem in its acutest form. An educational survey showed a country with large native areas in which the inhabitants had easy access to the means of subsistence and were apparently cheerful, happy and contented under the peace and security enforced by British rule. Into these areas had entered the missionaries with their strange doctrines calculated to subvert parental and tribal authority and creating a cleavage between the ideals of the rising generation and the cherished customs of the tribe; starting strange centres called schools where the

young men, yes, even the old man - set learning to read and write instead of tilling the soil for their parents, the village and the home, and then disappeared from villages to the towns; tearing young girls from their parents lawful custody, upsetting marriage arrangements, and teaching them to break the Fifth Commandment. In Nairobi the extremes of wealth and poverty - characteristic of Western civilisation - had already commenced to appear. The native quarters were the slums of the town, their inhabitants no longer dependent on the soil, but on the wage system. Prostitution and vagrancy had already reared their heads. Settlers were calling for labour and in 1912 the Labour Commission suggested the creation of a landless class of natives who should be available to work for wages.

The literature of the day gave much food for thought. The Natal Native Commission Report of 1910 was especially illuminating. The chiefs complained of the effect of European civilisation in destroying tribal life and discipline. Previously no one but an elder had been allowed to partake of strong drink; now their young men drank to excess and defied their parents. Their girls broke away from parental control. "Is it the mission of the white man" they asked "to create Cape Boys?" Kidd's "Kaffir Socialism" and "Putnam Weal's "Genflict of Colour" showed the bewilderment of the natives at the British ideas of justice and the impact of alien customs.

In education, the Quinquennial Report of the Indian Education Departments of 1910 laid down the principle that the correct method of commencing education among backward races was to commence at the top; to educate a few highly, and to trust that they would educate their people. One wondered how far this policy had helped the Indian ryot sunk in despair at the continual mortgage on his land.

Fresh as a sea breeze amid all this welter of unpleasing results and stale ideas came Bopker Washington's "Up from Slavery" and "Working with the Hands" with its healthy gospel of industry, thrift, and the independence of the individual. A policy began to emerge.

Kenya is a land of short views. In 1911 the Settler and the merchant were there to make their fortunes as quickly as they could and all the means of progress must be available at once. The writer had to take the long view of Kenya's destiny. He had to ask himself "what is the least harm that I can do to the African by introducing him to the mixed benefits of Western Civilisation with its extremes of wealth and poverty? What will be the effect a hundred years hence?" There must be some underlying and eternal principle which would act as an anchor to a young and ignorant nation and hold it safe through all the storms of political controversy. The Christian Church whether we like it or not has been a force of unparalleled power in human affairs and Christianity was therefore selected as the foundation of the educational edifice in Kenya. In practice government cannot be an agent for the promotion of Christianity to any greater degree than for Hinduism or Mohammedanism. Education therefore must advance by means of aided schools.

The second step was to find an objective in education upon which all would be agreed and then the means of reaching it. No progress can be made as long as a house is divided against itself, but if the members of the house combine, nothing can prevail against them. It was therefore decided to harness in the cause of education all the spiritual intellectual, and material forces of the Colony and direct them towards one objective. That objective must be beyond race, class,

or self interest. It was the welfare of the Colony as a whole - Kenya first. That is the criterion by which the views of administrative officers, settlers and missionaries are tested and either accepted or found wanting.

The third step was to find the path which led to this end. That is the path of Co-operation. This is the third unalterable principle of racial relationships in a Colony of mixed races and mixed classes. All sections must be brought into conference; conflicting views must be toned down and the holders must learn to consider each other's interests. Co-operation is based on good-will and good will is merely another name for charity as described by St. Paul. With good-will or co-operation between individuals, classes and races, everything may be achieved; without it nothing. The following section shows how far co-operation is being developed in Kenya.

The fourth step was to determine where to begin in education. The Indian idea of educating a few to a high degree did not commend itself. It seemed more desirable to hasten slowly and to train Africans both as village teachers and as artisans in order to increase the number of literates in the Reserve and to improve housing and sanitation. This decision was largely based on the information that in 1910 in England, Germany and France about 98 per cent in Russia 10 per cent only of the population were literate. This may account for the subsequent differences in social progress (and revolution) in these countries. The ability to read and write causes a complete change in an African's attitude to life. He is no longer a savage and is anxious to earn money for clothing, soap, blankets, books etc. He endeavours to improve his house and live on a

higher plane, but requires money to do so. The settlers of Kenya do not realise how much they are indebted to pioneering missionaries for their supply of labour. Mass education is particularly important in reaching the women and thereby increasing the number of improved and Christian homes.

To sum up, the four cardinal principles upon which African Education rests at the present time in Kenya are:-

- (a) Christianity
- (b) An objective above considerations of race or class
- (c) Co-operation
- (d) Village education.

3. CO-OPERATION IN PRACTICE

(a) Co-operation in Administration.

The Department considers it essential that before recommendations are submitted to the Kenya Government or the Secretary of State they should have been thoroughly examined by representatives of the various communities. The Education Ordinance 1924 provides for a Central Advisory Council for the education of each race. On these Councils conflicting views are considered, toned down, and fitted together. Where possible, every endeavour is made to ensure a unanimous vote. Controversial questions such as the higher education of the African, the language question, and the conscience clause have been settled by, in most cases, unanimous agreement. The work of the Council has been described in the departmental report for 1924.

Similarly, each administrative district has its Education Committee under the chairmanship of the Senior

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Administrative Officer, usually the District Commissioner, Settlers, missionaries, and representative Africans are members of these committees. The object is to promote mutual sympathy and understanding in the matter of African education.

(b) Co-operation in School Organization.

1. With Missionaries. The educational field is occupied by some 1200 schools of varying standards. The Department regards the energy and enthusiasm which founded and maintain these schools as sources of potential power which can be harnessed by the District Education Committee in the course of education, and made capable of improvement and extension. Inefficient or superfluous schools will be discontinued. This policy has been steadily pursued since 1911. The Education Commission of 1919 endorsed the policy of the Department and recommended the increase of grants approximately on the following lines:-

- (a) Buildings and equipment
One third of approved expenditure
- (b) Salaries of European and African instructors
Two thirds of salary up to certain limits
varying with the grade of school
- (c) Boarding grant in Central Schools
sh.90/- per pupil per annum
- (d) Capitation grant
Varying up to Sh.60/- according to grade of school.

Additional funds were voted in 1920 to meet the cost of these recommendations and additional staff were engaged in 1921 and 1922.

In 1923 after the return of the delegation to the

Colonial Office on the Indian question, a most formidable attack was made on the policy of the Department on political grounds. Every form of pressure was brought to induce the Department to agree to the abolition of grants in aid to missions in favour of the establishment of Government schools. Charges of gross inefficiency were made against the Department and the missions, and under pressure from the non-official members, Government appointed Mr. E.R.J. Hussey, now Director of Education, Uganda, to submit a report on the department. The Department replied by asking Government to forward its views to the Secretary of State, and by the time Mr. Hussey's report appeared, the policy of the department had been confirmed and the report attracted no attention.

In 1928 again the Acting Governor (Mr. E.B. Denham) questioned the efficiency of the Department in the payment of grants to missions and appointed a Committee independent of the Advisory Council to investigate the whole question of the relation of Government to aided schools. He expressed a wish for a return to the system of payment by results which was discarded in England in 1895 and in Kenya Colony by the Education Commission of 1919.

The result was startling. The Committee struck with all its force at the weakest point in the Government position. From the financial point of view we feel that a grant-in-aid system without an adequate staff of inspecting officers is a sheer waste of public money, for there can be no other means of obtaining a guarantee that the managers of assisted schools are doing their share fairly or that the institutions for which public funds are being expended are efficient.

We therefore resolved -

23. That it is of the first importance that an adequate staff of inspecting officers should be appointed as recommended by the Education Commission of 1919 and their duties should include:-

1. The supervision of the conduct, efficiency and improvement of all schools.
2. The survey of all areas with a view to the establishment of adequate educational facilities.
3. The rendering of advice and guidance to school managers and school area Committees and of advice in educational matters to administrative officers, and
4. The detailed examination of and report upon the expenditure of public funds in all schools.

The Committee rejected the suggestion of a return to payment by results except in the case of a small super-efficiency grant. They emphasised the fact that the Missions with scanty funds obtained by voluntary subscriptions are doing the work which in modern sociology is generally undertaken by Government and urged Government, subject to adequate inspection, to relieve the missions of the burden of education. The scale of grants mentioned above was taken by the Department from Dr. Loram's book "Education of the South African Native" and it has been surprising to find on inquiry at Durban that Dr. Loram's suggested scale of 1916 has not yet been adopted by the Government of South Africa. The Committee however, did not consider after careful examination

of Mission finances, a rate scale was sufficiently generous and they recommended increases which practically convert Mission schools into Government schools. The scale is fully set out in the Appendix to this memorandum. Briefly it may be described as follows:-

(a) Capital Expenditure

- 1. Land- Assistance may be given towards obtaining land for schools where necessary.
- 2. Buildings and Permanent Equipment. A free grant up to half of approved expenditure; the remainder may be lent at interest if necessary.

(b) Recurrent

1. Salaries

European Four fifths of the Government scale of salary according to years of service. If the salary does not exceed four fifths, the whole to be paid. Four fifths of salary on furlough and four fifths of passage, and half of this amount for wife's passage.

2. Native. Two thirds of the local district scale of salaries provided that the Mission pays one third.

3. Depreciation.

2% on the cost of existing buildings, and 5% on the cost of permanent equipment.

4. Tools

2s. per pupil per annum for 5 years.

5. Books etc.

Rs. 1. for Rs. 1. up to sh.20/- per pupil.

6. Boarding

Varying scales up to sh.150/- per pupil.

7. Special Merit

Up to sh.10/- per pupil.

Moved by the Treasurer and strongly supported on the non-official side of the House, the recommendations passed Legislative Council without debate and merely await the sanction of the Secretary of State.

The scheme of co-operation as advocated by the Department is now complete. Government officials, settlers and missionaries are united in the educational administration of the Colony. Mission schools have a definite place in the State organization of African education. The following points are worthy of attention:-

(a) Representation of missionaries on the Advisory Council

Missionaries can state their views freely on the State Councils of education. Government in return obtains the benefit of their local advice.

(b) Development of initiative.

Full freedom of initiative is left to Societies and Heads of Schools subject to the guidance and approval of the Education Department. The latter thus obtains a richer and fuller scheme of education than by the establishment of Government schools guided by one policy.

(c) Cost mainly borne by Government.

The major part of the cost of public education is borne by public funds, sufficient being left to be borne by the Society to stimulate it to continued effort. The scheme is also far more economical than a system of Government Schools.

(d) Control by Education Department.

The Secretary of State or the Director of Education must approve the qualifications of every teacher or instructor prior to engagement. Schools are subject to close inspection and if inefficient and not improved after due warning may be removed from the grant list.

(e) Stimulus to Missions

Every missionary society throughout the Colony is busy improving its schools with a view to obtaining a place on the grant list.

2. Co-operation with Administrative Officers. It has been

frequently laid down by the Director of Education that African schools in the Reserves are to be regarded as instruments in the hands of the Administrative Officer for the improvement of their districts and that Heads of both Government and aided schools are expected to co-operate with the District Commissioner to the fullest extent of their ability; and further that the pupils are to be taught that education is given them in order that they may help their own people, their neighbours and their district. In the absence of inspectors, administrative officers have helped the department in the erection, inspection and enforcement of attendance at school. The departmental reports on the industrial training in Mission schools show how the Missions are endeavouring to help the Administrative Officer and the District. One extract will suffice:

"Work outside the school.

The School built the adjoining Agricultural Officer's house. Blasting on the road to Voi and all culverts for five miles round the school are the work of the pupils. A large number of coffee trays and some furniture have been made for

neighbouring settlers. The B. M. Corporation buildings at Vol with the stone dressing and masonry were built by boys of the school. When bricks were needed by Government every location sent three men to the school to be trained. Fifteen pupils were also engaged in making bricks for Government. Over 200 orange and other fruit trees have been planted in the Reserve. Good fowls also have been distributed. Vegetables are being planted more and more in the Reserve. The Mission Buildings have been erected by the scholars, and ultimately all buildings on the land will revert to Government for the benefit of the natives. Cattle and human medicine is distributed from the school, and injections for Yaws are given. The boys are taught to vaccinate and 1200-1500 persons have been vaccinated this year, apart from the 1500 done by the doctor on visiting the school.

3. With the Agricultural Department. This Department has greatly assisted schools by the issue of maize and other seed for the improvement of crops; by sending trained native agricultural instructors and by examining pupils in agriculture. At the native agricultural shows held in each district, the schools carry off many prizes both in agriculture and handicrafts.
4. With the Medical Department. This department has latterly preferred its own Government organization but has assisted the Department by examining medical dressers for whose training grants are given. A further scheme of co-operation- especially in respect of infant welfare and maternity- is under consideration.
5. With the Police. The Department organises schools for native constables and their children at almost all police stations throughout the Colony.

5

6. In Sports.

Central Schools have been instructed to encourage inter-school football, athletic and drill competitions between village schools. Those between the Government village schools of Machakos District have been most stimulating. A drill competition for Central Schools (or Junior High Schools) is held once a year in Nairobi and is judged by the Commissioner of Police or officers of the King's African Rifles. The Department with the help of District Commissioners and gentlemen in Nairobi started in 1925 Olympic Games for representative teams from every district of the Colony.

7. The teaching of co-operation in schools.

The writer believes with Dr. Sanderson, of Oundle, that individual competition in the classroom, with a few boys at the top struggling for the prize, the large section of less brilliant boys in the middle of the class and the boys at the bottom who obtain very few marks is a faithful picture of human society with its small section of wealthy people its large volume of middle class ability, and its poor and destitute at the bottom; that as the class room is so will society be; that while competition must continue, co-operation should be encouraged and the pupils must be taught that opportunities for serving one's neighbour, one's country or mankind should be seized as blessings that need no reward. The African schools of Kenya are therefore to be regarded rather as Social Service Centres and the Department is considering how the same principles may be transferred to European schools.

18.

4. DEPARTMENTAL ORGANIZATION

(a) Administrative Section

Director of Education:-

J. K. Orr, O.B.E. (B.A. Oxon) Junior & Senior Scholar, Dulwich College, Senior Postmaster, Merton College Oxford: Second Class, Classical Honour Moderations: Second Class, Literae Humaniores: Assistant Master, Dulwich College (under Mr. A. H. Gilkes): Assistant Master Westminster School (under Dr. James Gow): Director of Education, D.A.P. 1911; Member Kenya Legislative Council 1920: Member Executive Council 1926.

Chief Inspector of Schools:-

E. L. Biss, M.A. (Glasgow): Reorganization of Dutch Schools, S.A. 1902: Headmaster, Standerton School, Transvaal: Inspector Bengal Education Department 1909: Seconded for reorganization of Elementary Education Bengal 1920-1922. Member of Bengal Legislative Assembly, Chief Inspector of Schools Kenya Colony December 1924.

2. Officers under appointment or appointed 1926:

One Superintendent of Technical and Industrial Education

One Inspector African Education:-

 Nairobi Province

 Kikuyu Province

 Coast Area

3. Board of Examiners:

Director of Education (Chairman)
 All Inspectors of African Education
 Heads of Mission Schools actually engaged in
 teaching.

4. Examinations:-

General:

- (a) Vernacular Examination based on work of St. IV of curriculum.
- (b) School Certificate, an English examination based on St. VII of Elementary schools.
- (c) Higher School Certificate: papers on the curriculum laid down in literature, science and art for the Alliance High School Kikuyu

Professional:

- (a) Vernacular Teachers Certificate for village schools- an oral examination based on criticism lessons and teachers' notebooks
- (b) English Teachers' Third Class Certificate (for lower forms) includes blackboard writing, blackboard drawing, drill, agriculture, elementary theory and practice
- (c) English Teachers' Second Class Certificate for pupils of the Alliance High School (not yet held).

5. CLASSIFICATION OF SCHOOLS

An uniform nomenclature and classification has been adopted for all schools in the European, Indian, Arab and African sections as follows:-

1. ELEMENTARY.

<u>Grade</u>	Primary	<u>A</u>		<u>B</u>		<u>C</u>	
<u>Age</u>	Below 6 years	6	7	8	9	10	11 12
<u>Standard or Class</u>	Sub-standard	1	2	3	4	5	6 7

2. SECONDARY.

<u>Grade</u>	Junior Secondary		Secondary or High School			
<u>Age</u>	13	14	15	16	17	18
<u>Standard or Class</u>	1	2	3	4	5	6
<u>Approximate Standards of Examination</u>	Preliminary Cambridge Local		Junior Cambridge		Senior Cambridge or London Matric.	Inter. Arts or Scholarship

N.B.-

The ages of African pupils at present exceed the above classification, but this will be corrected in time, as education improves.

6. AFRICAN SCHOOLS OF THE DEPARTMENT

A. Elementary.

1. Village Schools - These may be Elementary A, B, or C. A complete elementary school is entitled an Elementary A.B.C. School. Catechetical centres if they teach reading and writing, must be classed as schools and registered and the teachers must be licensed. The Education Department is co-operating with the Principal Sanitation Officer to establish model villages in the Reserves. These will contain the native market, the village school, dispensary, agricultural and veterinary service stations. The visits of various departmental officers will ensure more frequent inspection.

2. Junior Secondary Schools - These are Central Boarding Schools with European Staffs. They provide a general education and have a teachers' training department, industrial department and train medical dressers, maternity nurses etc. Agriculture forms a strong feature in the curriculum. Literary education in these schools is inferior to the industrial and vocational training. It has so far only reached the standard of an Elementary A.B.C. school. This is deliberate, as the schools are meant to render practical service to the native reserves. Pupils erect their own buildings and the model of Tuskegee is followed as far as possible.

3. The Jeanes School, Kabete - This school under Mr. J. A. C. Dougall of the Phelps Stokes Commission is training supervisors for village schools. They will not be Inspectors but men who will sympathetically advise and assist village teachers in their work. They are first instructed

in the art of teaching the three R's. They practice agriculture and are taught experimental work with plants under varying conditions. They learn rough carpentry e.g. chairs, tables, boxes etc. They study practical hygiene, e.g. they clear swamps and river beds with a view to the prevention of malaria. Their wives are trained by a qualified European nurse in general principles of maternity and child welfare, in cooking and supervising the home. A strong feature of the school is the attempt to graft education on to native life. Pupils in their holidays collect folk-lore which is being built up into a vernacular literature; folk songs as the basis of a study of African music; native handicrafts and native games. These will all be introduced into village schools in due course. Students get holidays twice a year when they return home and put into practice at village schools under the supervision of the white staff the lessons they have learnt at Kabete. The Carnegie Corporation have awarded £7500. for experimental work at this school. The Kenya Government propose to expend approximately £12,000 on buildings.

B. HIGHER EDUCATION.

1. The Native Industrial Training Depot Kabete. - This depot is the outcome of the previously mentioned criticism of the education department in 1923. A remarkable result of this agitation was that the Education Department, having been severely criticised for not turning out sufficient carpenters and masons from Junior Secondary Schools to replace the more highly skilled Indian artisan of the Colony, shortly afterwards found that the Training Depot of the Public Works Department had been closed down and transferred to the Director of Education. Incidentally it is not the

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function of Junior Secondary Schools to turn out artisans.

The suggestion made by the Department was that pupils from the Industrial Departments of Junior Secondary Schools should proceed to the N.I.T.D. for further training.

Unfortunately the pupils declined to go there, on the ground that the white settlers would pay them £3. or £4. per month for the skill they had attained at the Junior Secondary Schools.

The N.I.T.D. was therefore forced to commence with uneducated boys who have made such satisfactory progress in 18 months in erecting their own buildings that the Building Loan Committee endeavoured to borrow them for the erection of the new European School Nairobi. The governing body of the Depot, however, decided that they must finish their course of training.

There are at present 200 boys and the number will be raised to 300 when accommodation allows. They are given food, housing, clothing and pocket money increasing from 6/- per month at present to 10/- per year. The remaining two years will be passed on a carefully graduated scale of piece work from which they can earn from Sh.25/- to Sh.100/- per month. The Depot is allowed to compete for contracts in the open market that the boys may have practical building experience. The trades at present taught include carpentry, masonry of all kinds and blacksmithing, to which painting, plastering and wagon-building will be added. So far the boys are uneducated but it is proposed to make all indentures at Junior Secondary School transferable at the discretion of Government to the N.I.T.D. A Superintendent of Technical Education is shortly proceeding to Kenya to join the department and the prospects of good industrial training for the African are extremely promising.

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There are at present 200 boys in the Depot. The number will be raised to 300 when accommodation allows. They are given food, housing, clothing, etc. They are increasing from 6/- per month to 12/- per month. The remaining two years of their training will be placed on a carefully graduated scale of piece work from which they can earn from Sh.25/- to Sh.100/- per month. The Depot is allowed to compete for contracts in the open market that the boys may have practical building experience. The trades at present taught include carpentry, masonry of all kinds and blacksmithing, to which painting, plastering and iron-building will be added. So far the boys are uneducated but it is proposed to make all indentures at Junior Secondary School transferable at the discretion of Government to the N.I.T.D. A Superintendent of Technical Education is shortly proceeding to Kenya to join the department and the prospects of good industrial training for the African are extremely promising.

21. The Alliance High School Kikuyu- This school opened on 1st March last and has at present some 25 boys. The standard of entrance is the School Certificate above mentioned. The Higher Education of Africans has been a subject of acute criticism by the settlers but the problem has again been solved by co-operation. A Board of Governors has been appointed consisting of the Colonial Secretary, the Director of Education, the Chief Native Commissioner, two unofficial members of Legislative Council, and a preponderance of representatives of Missions- 14 persons in all. The curriculum is markedly vocational. Boys are trained for teaching, agriculture, commercial or medical work i.e. they receive a good general higher education plus vocational training except in medical work, in which they are required to qualify in the preliminary scientific subjects e.g. Botany, Zoology, Chemistry and Physics, the actual medical training being left to the medical department. The standard at present is low for a Secondary School. The present batch indeed are only of Junior secondary attainments, but the standard will improve in proportion to the improvement in village and Junior Secondary Schools. The school is a joint effort, under missionary direction, departmental supervision and mainly financed by Government. The curriculum is closely allied to local needs and when fully drafted and tested will be forwarded to the Secretary. With the opening of this school the demand for Africans to proceed to England and elsewhere for their education has ceased.

C. ADULT EDUCATION.

A magnificent experiment in adult education consequent upon education received at C.M.S. Maseno is being conducted

Mr. [Name] [Title] of [Institution]. The [Institution] is
 all are [Name] [Title] [Institution] [Location] the writer
 in a memorandum forwarded to the Secretary of State and again
 in the Phelps Stokes Report. Formerly a religious associa-
 tion now devoted to social development, the association has
 some 5000 members. Every member on entrance is required to
 undertake several duties e.g. that he will plant 200 trees,
 that he and his family will sleep on beds and not on the
 floor, that he will use and encourage sanitary arrangements
 of all kinds etc. The Association has several thousand
 shillings to their credit in the Bank, they have a self
 governing workshop in carpentry and joinery, and a brick-
 field, conducted on commercial lines under the advice of the
 technical instructors at Maseno. They have 24 shops and have
 entered into retail competition with Indians, and they have
 purchased Indian grindstones and erected co-operative water-
 mills. Archdeacon Owen has published for them a pamphlet in
 the vernacular on cotton growing and hygiene. The department
 has recently forwarded to him a pamphlet on the preparation
 of hides for translation. The Association has a Secretary
 at £4. per month who has the nucleus of a good library on
 social development. This man with his assistant inspectors
 tours the province and sees that the rules of the Association
 are being carried out. The women are not forgotten, each
 woman on coming up as an inquirer being presented with a
 pamphlet on hygiene and child welfare which she is expected
 to know before baptism. The writer is at present engaged in
 studying the remarkable development of the co-operative
 movement in Japan with a view to instructing the Karirondo in
 the management of co-operative credit societies, co-operative
 purchasing and distribution. The Inspector of African school

Kavironde has been instructed to encourage and develop the movement.

D. WOMEN'S EDUCATION.

The education of girls is conducted equally with that of boys in mission schools, but until recently it has been difficult to obtain a separate appropriation for girls' education. Excellent work is being done by the Church of Scotland Mission at Kikuyu and Tumu Jumu. Both schools have creches in which the girls receive training in infant welfare. Both also train women very thoroughly in hygiene and the care of the home, in nursing and maternity work. Excellent work is also being done by the African Inland Mission in the Machakos district, the Friends Mission at Kaimosi and the C.M.S. Station near Maseno. The Committee on the revision of grants in aid advised government that grants should be paid as much for women's work as for boys' education. The revised scales in the Appendix show the proposed courses. A very considerable development is consequently anticipated in women's education - especially in the direction of maternity and infant welfare.

A very pleasing feature is the anxiety of the European ladies of Kenya Colony, to help African women. The East Africa women's League asked Dr. Garfield Williams to tell them how they could help in this matter and he gave a public address on the subject at the New Stanley Hotel on which occasion Lord Delamere presided. They are also anxious to take part in the recent agitation against circumcision of girls. They are, however, very ignorant of native life and need to visit the Mission Station in order to understand the work that is being done and discuss it with the Mission ladies.

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6. LANGUAGES IN AFRICAN EDUCATION.

This subject has been dealt with fully in a separate memorandum which was forwarded to the Colonial Office and will doubtless be presented to the Committee when all views have been obtained.

The subject caused great controversy at the Kenya Advisory Council for three meetings before agreement was finally reached. The great difficulty is the lingua franca-Swahili.

Administrative Officers argue that Swahili is necessary as officers are moved from province to province and they cannot learn the various vernaculars. The settlers and the white are pressing for English. Educational subject has been presented to the writer in connection with Urdu and Gujarati.

Two rules may be followed with safety:-

1. That the mother tongue must be taught to young children and continued just so far as the parents require. To endeavour to suppress a mother-tongue as the Austrians suppressed Czech is politically unwise.
2. That as English is the language of the dominant race in Kenya, English should begin early, say in St. II when teachers are available.

Pupils can pick up enough Swahili for commercial or conversational purposes. Most of the house boys in Nairobi understand English, but are too shy to talk it. In any case the African wants English and intends to learn it and with the desire comes the ability.

The Central Advisory Council in Kenya has decided

1. That the pupil shall be taught in the

vernacular up to St. IV.

2. That from St. II English and for Swahili shall be optional.
3. Above St. IV English shall be used, where possible as a medium as well as a subject of instruction.

In 1911 the local Government endeavoured to suppress all languages in schools except English. There was instantly discontent and disaffection among the Dutch. Subsequently the writer at his own discretion gave the fullest liberty to the Mother Tongue in Indian and Dutch Schools. Indian Education improved at once and pupils pass well into Indian Schools both in the vernacular and in English. The Dutch, having had the cause of their grievance removed, attach little importance to Dutch and are eager for their children to learn English.

In Kenya an attempt is being made to build up from tribal folk songs and by translation of suitable material a literature in each of the more widely spread vernaculars. English however, is spreading with great rapidity.

7. STAFFING OF SCHOOLS

This is a most difficult subject. The writer, for so long single handed in the administration of education, was compelled to ask for the most highly trained and reliable men that his salary scale could afford. These were for the most part elementary schoolmasters. He has no reason to complain of the services rendered by elementary schoolmasters and schoolmistresses in Kenya. They know their business thoroughly; they are good teachers and their pupils make progress under their instruction. Letters are continually being received in Kenya from ex-pupils or their parents.

reporting satisfactory progress and attributing such to the thorough grounding received at the European school Nairobi. The elementary school master has a wider selection of subjects than the average public school man. Education in Kenya is still in its elementary stage where nature study, the simplest elementary science, singing and drawing are required. These are the very subjects in which the elementary school teacher is trained.

The average public schoolman is a specialist and specialists are only needed in secondary schools. They will be imported for the secondary (European) Boys school at Kabete, for the Alliance High School and for secondary Indian education.

This raises the question of the junior curriculum. For the African, the Indian and the European boy who will grow up in Kenya, a preparatory school education is unsuitable. English, Latin, French with Greek or German and mathematics is not a suitable curriculum for a Kenya boy, - whatever his colour. In junior education we must train the hand and eye; we must teach a boy to observe and not to learn by heart. A Colonial boy should know how to use his hands. In place of the above subjects, Kenya requires English, Mathematics, Drawing and Woodwork, Nature Study leading to Botany, Zoology, Physics and Chemistry, and thence to Agriculture, Building, construction and Commerce.

Headmasters should be University men with training and experience in education.

Secondary School-masters should be specialists in their subjects.

Elementary Schoolmasters should be elementary school-masters, that is to say, they should have had a thorough

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training in the theory and practice of education and should also possess (as is now obtainable) a University degree.

6. NOTES ON EUROPEAN EDUCATION.

Before commencing these notes, the writer would refer to opinions expressed on the Committee that the direction of European, Indian, Arab and African education is too great a task for one man. After fifteen years' experience he desires to offer the following comments.

The subject was thoroughly discussed with the Chief Inspector of Schools in connection with the Estimates for 1927 upon a suggestion by the writer concerning the provision of an Assistant Director of African Education. The provision was finally renounced on the ground that the department does not warrant such an increase in overhead charges. The arguments against dividing the work are:-

- (a) Additional expenditure should be directed to increased staff in schools and in the inspection of schools.
- (b) Education of all races— of whatever colour— is the same in principle though not in method or content, and should be under one direction.
- (c) Relief should be obtained not by dividing the post but by relieving the Director of routine work, minor interviews and setting him free to effect personal contact with parents, school committees, administrative officers and his own staff. Insufficient importance has been attached to this side of administration.
- (d) The lessons learnt in one section of the department are of assistance in dealing with another.

The Department has continuously insisted on universal European education as a necessary concomitant to African education. The influence exercised by the white upon the black is so great that every effort should be made to make the example of the white a good one.

Secondly, Europeans tend to degenerate so easily when dependent upon an inferior race that every principle of education must be utilised to strengthen their character.

Thirdly, feckless and idle Europeans degenerate into a poor white class which diminishes the prestige of the dominant race and imperils race relations. Of this poor white class Sir Walter Hely Hutchinson, Governor of Natal and Cape Colony wrote:

"Kaffir's work they will not do: skilled work they cannot do. They sink and sink and become an object of compassion and even contempt to the African, upon whom they depend for their very subsistence. This is the result of the influence of the coloured element."

At Kabete is to be seen a school for European boys in the European environment. They must learn to do things for themselves and be self-reliant. They must learn to lace up their own boots, make their own beds, and carry their own books and not expect native servants to wait at their beck and call. The Government schools are firstly for boys who will stay in Kenya. In the secondary school, the curriculum will stress science with its application to practical agriculture, industrial and technical training leading to building construction, commercial and business training and lastly a general education leading to the University. There will also be included a study of native customs, agriculture,

housing etc. and of the attitude which should be adopted towards natives, of good manners, sympathy, and co-operation rather than repression.

The policy in higher education for girls has not yet been finally decided. For the present they will remain at Nairobi. It remains to be considered whether Government will incur the expenditure of an expensive secondary school or transfer from African education the principle of co-operation and leave the education of girls to the Church. This is the policy to which the writer inclines. In any case, the kind of education offered will be as practical as that for boys, including a large measure of domestic science, home management, and child-welfare, with especial reference to the attitude which European women should take to the women and children of backward races. The Chief Inspector of Schools, at the request of the writer, gave an extremely able lecture to a conference of teachers in April last on the adaptation of education to local environment and the lessons that European teachers may learn from the principles governing African education as described in this memorandum. How far the teachers in European schools, who have received their training in the narrow environment of English schools and training colleges, benefitted by the lecture remains to be discovered.

(SIGNED) - J. R. ORR.

DIRECTOR OF EDUCATION.

COLONY AND PROTECTORATE OF KENYA.

HONOURABLE TREASURER'S COMMITTEE, JUNE, 1925.

REVISED SCHEDULE OF GRANTS TO AIDED AFRICAN SCHOOLS.

	<u>ELEMENTARY CLASSES</u>			<u>SECONDARY CLASSES</u>	
	<u>A:</u> Stds. I. & II.	<u>B:</u> Stds. III. & IV.	<u>C:</u> Stds. V., VI. & VII.	<u>Junior High School</u> up to School Certificate Stan- dard.	<u>High Schools up to</u> the standard of the London Matricula- tion and over.
A. - CAPITAL					
1. Land	As a rule there will be no grant for land. It will be open, however, to Government to give grants or leases of Government land or, in special cases, to assist in obtaining land for educational purposes when necessary.				
2. Permanent Buildings	Up to one-half of the certified and approved future expenditure, each case being considered on its merits. It should be possible for Government to grant loans for the whole or a part of the balance on easy terms in respect of interest and sinking fund. Buildings erected with Government assistance shall be used for approved educational purposes for a period to be specified in the agreement but, in no case, for less than ten years.				
3. Permanent equipment	Two per cent. on the cost of buildings, 5 per cent. on the cost of permanent equipment reckoned to the nearest sh. 100/- on an authoritative valuation and reported to be in good order.				
B. - RECURRING:					
1. Upkeep (A. 2. 3.)	sh. 40/- per annum per boy making an 80 per cent. attendance.				
2.(a) Tools	Grants not exceeding sh. 20/- per pupil on a half and half basis.				
(b) Consumable equipment	A grant for each instructor of four-fifths of the Government scales of pay plus four-fifths of a second-class passage each way every five years for the in-				
3. Salaries					
(a) Europeans					

they will care for them and have them when they leave at the end of 3 or 5 years. In the former case they will be worth 30. and in the latter 10.

v. B. 2. (b).- Includes books, stationery, drawing materials etc.

vi. B. 3. (a).- Salaries of Europeans.- Missions are unable to pay for an adequate staff of Europeans. The fraction stated was arrived at by taking the salary for which missionary technical instructors can be obtained, and calculating the limits of the powers of missionary bodies to pay. This has been found to be only one-fifth. The mission scales are £500, £400, and £250 for senior, junior, and female instructors respectively.

vii. B. 3. (b).- The fact that the managers have to pay one-third of the salary sets a limit to the number of teachers they can employ.

viii. B. 4. The boarding grant has been consolidated from the former "Capitation" and "Boarding" grants.

ix. The special merit grant is payable on an aggregate of marks assigned on inspection for: (a) attendance; (b) proficiency of children; (c) effectiveness of teachers; (d) cleanliness and sanitation- and is expendable subject to the approval of the Honourable the Director of Education.

Mr. Latham's tour in 1891

High Falls near Fort Janina 9 scores
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 Livingstonia Mission
 United Missionary Socy
 Livingstonia Mission to C.A.

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a visit to G.H. Kambola Station
 Rom. presb. mch.

INTERNATIONAL MISSIONARY COUNCIL 531

Composed of Representatives appointed by

UNITED MISSIONARY COUNCIL OF AUSTRALIA
 SOCIÉTÉ BELGE DE MISSIONS PROTESTANTES AU CONGO
 NATIONAL CHRISTIAN COUNCIL OF CHINA
 DANSK MISSIONSRÅD
 DEUTSCHER EVANGELISCHER MISSIONSBUND
 SOCIÉTÉ DES MISSIONS ÉVANGÉLIQUES DE PARIS
 CONFERENCE OF MISSIONARY SOCIETIES IN GREAT BRITAIN
 AND IRELAND
 NATIONAL CHRISTIAN COUNCIL OF INDIA, BURMA AND CEYLON
 NATIONAL CHRISTIAN COUNCIL OF JAPAN

COMMISSIE VAN ADJES (THE NETHERLANDS)
 MISSIONARY SOCIETIES OF NEW ZEALAND
 NORSK MISSIONSRÅD
 FOREIGN MISSIONS CONFERENCE OF NORTH AMERICA
 UNITED STATES AND CANADA
 MISSIONARY SOCIETIES OF SOUTH AFRICA
 NORSK LÄHETNINGSFÖRENING
 SVENSKA MISSIONSRÅDET
 ASSOCIATION OF MISSIONARY SOCIETIES

Chairman
 JOHN R. MUIR

EDINBURGH HOUSE

2 HATON GATE LONDON, S.W.1

27th May, 1926.

Secretary
 J. H. OLIPHANT
 A. L. WARDMOUTH

ack. 28/5/26

Major General W. Ormsby-Gore, M.P.,
 Colonial Office,
 S.W.1.

Dear Ormsby-Gore,

If you decide to set up a Committee on Africans in this country, ^a the man who might be of considerable use on the Committee is J. O. Dobson. He has been Secretary of the Student Christian Movement, in charge of the work among foreign students in Great Britain. He is personally acquainted with most of the African students here and probably knows as much about conditions as anyone in the country. His address is Annandale, North End Road, Golders Green, N.W.11.

I am,

Yours very sincerely,

Eric Hall

THE MASTER'S LODGINGS · UNIVERSITY COLLEGE · OXFORD

TELEPHONE, OXFORD 681

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28th June, 1926.

My dear Vischer,

I am sorry that I can't come to the Seventh Meeting of the Advisory Committee on Native Education in Tropical Africa on Friday, July 9th, as Miss Parkhurst from the United States is coming by a longstanding arrangement, and I cannot put her off. Also, I have to go to a School Prize Giving in the early part of the afternoon.

I am very sorry to miss a meeting.

Yours very sincerely,

M. E. P. de la

M.E.P.

H. Vischer, Esq., C.B.E.,
Colonial Office,
Downing Street, S.W. 1.

ADVISORY COMMITTEE ON NATIVE EDUCATION

IN TROPICAL AFRICA.

Twenty-Seventh Meeting

NOTICES BY SECRETARY:

Education Staff Memo: replies have been received from all dependencies, except Kenya and Northern Rhodesia. All agree with the Committee that a post-graduate course be arranged for.

GOLD COAST: Notice of N.T. Ordinance.

EDUCATION JOURNAL: letter from Mr. Oidham. Printing cost being considered.

TANGANYIKA TERRITORY: Director of Education - C.B.E.

INTERNATIONAL INSTITUTE OF AFRICAN LANGUAGES
AND CULTURES.

DORNING STREET.

July 12th, 1926.

My dear Orr,

It is the custom to print papers which form a subject for discussion at the Meeting of our Committee, and circulate them afterwards together with the printed Minutes. These Minutes are, in a good many instances, sent to Missionaries and other people connected with education in Africa. Bottomley and myself feel that before doing that I should know your views and your wishes. Personally, I think your excellent memorandum is not for publication and I would very much like you to give me a full statement of what you told the Committee - in which of course we could have extracts from your memorandum. This would then go into the Minutes to be printed, etc. Bottomley agrees with me that this would probably

probably,

be the best thing; and at any rate he feels as I do
that before making any further use of your memoranda
you should be consulted.

Yours sincerely,



Sent on July 7th, 1928 with Mr. Orr's paper and Minutes of 24th, 25th and 26th Meetings to:

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- all members of Cttee.
- Mr. Seel.
- Mr. Fiddian.
- Bottomley.
- Flood.
- Green.
- Sir R. Slater.
- Sir H.J. Stanley.
- A.C. Hollis.
- Mr. Denham.
- Mr. Orr.

ADVISORY COMMITTEE ON NATIVE EDUCATION

IN TROPICAL AFRICA.

Twenty-Seventh Meeting, to be held at the Colonial Office on Friday, July 9th, at 11 A.M.

A G E N D A.

1. Minutes of the 24th, 25th and 26th Meetings.
2. Notices from Secretary.
3. Proposals for another lady member of the Committee.
4. Northern Rhodesia: notice regarding report from Acting Director of Education.
Primm to me copy of report
5. Isaya Colony: Mr. Orr, Director of Education, will give an account of the work of his department.

Holla
B. R. H. M.
Slater
Orr
Denham
Mr.

DOWNING STREET.

July 2nd, 1926.

The Secretary of the Advisory Committee on Native Education in Tropical Africa, presents his Compliments to Mr. Orr, and wishes to inform him that a Meeting of the above will be held at the Colonial Office, on Friday, July 9th at 11 a.m., and that the Chairman and Members of the Committee would have much pleasure if he would attend.

J.R. Orr, Esq.
Hotel Park,
16, Bayswater Terrace.
E.

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BROOKS'S,

ST. JAMES'S STREET, S.W.1.

TEL. GERRARD 3745.

26 June 1926

Dear Vischer,

Many thanks for
your note. I shall be
happy to attend the
meeting of the Native
Education Committee, at
the Colonial Office, on
Friday July 9th at 11 a.m.

Yours sincerely

H. Stanley

with the C. S. Agents
of the Secretary.

COLONIAL OFFICE,
10, WHITE HALL PLACE.

June 26th, 1926.

I am directed to inform you that the Twenty
Seventh Meeting of the Advisory Committee on Native
Education in Tropical Africa will be held at the
Colonial Office on Friday, July 2nd, at 11 o'clock.

The Agenda of the Meeting will be sent to you
in due course.

sent to all members of the Committee and,

- Mr. J.F.N. Green.
- Mr. A. Fiddian.
- Mr. J.E.W. Flood.
- Mr. W.C. Bottomley.

and to:-
C.B. Denham.
Sir Mansford Slater
A.C. Hollis.

DOWNING STREET.

June 25th, 1926.

Sir,

I am directed to invite you to attend a Meeting of the Advisory Committee on Native Education in Tropical Africa, which will take place at the Colonial Office at 11 o'clock in the morning on Friday, July 9th.

The agenda of the Meeting will be sent to you in due course.

I have the honour to be,
Sir,
Your obedient servant,

H.J. Stanley, K.C.M.G.