

EAST AFR. PROT.  
No. 41301

C.O.  
41301  
18 20 10 5

No. 586

(Subject.)

1905  
14 26

Education

Subsequent Paper

Reports as to existing schools. Owing to the increase of European settlers establishment of a Boys Boarding School is a matter which should receive attention. The report of BA appointed by the last Comm. to consider the question of making £2500 in Estimates to cover salaries of Inspectors of Schools Capitation grant of deficit on Rly School (Minutog)

*Arthur*  
*Mc Reed*  
*Typed minutes within*  
*MM 2/10*

*Wh. Jan 27*  
*at once*

Subsequent Paper

*42502*  
*18/10/20*



Surveyor General might start a class for  
the instruction of natives in survey work  
(an important matter, as native surveyors will  
be required if the Survey of the S. A. Prots  
is to be carried out rapidly & economically)

Write also in the same to the  
Comm

Yes, if it is quite certain  
that there are children who  
have sufficient elementary edu-  
cation to profit by the pro-  
posed technical instruction.

Wt Jan 27  
at work.

C. O. 41301 627

Commissioner's Office,  
20/1/05  
Bombay.

October 26th 1905.

THE SECRETARY,  
1905

I have the honour to report that I have recently  
given my attention to the question of education in the  
territory.

There are two residential schools at Nairobi  
situated on the Railway, one of which is for the  
children of Europeans and Eurasians, and the other for  
natives. The latter is specially intended for the  
children of Indian employees only, other children  
are admitted to it where accommodation. The Mission  
at Embu District has also established a small boarding

school near Nairobi for the education of European  
children, but with this exception all the mission

schools

Colonial Secretary of State

for the Colonies,

Downing Street,

LONDON.

at college in the United States and the United Kingdom, Canada, and Africa. In most of these countries are regular schools of education.

The United States has a large number of American soldiers in the United States and a large number of American soldiers in the United States. The United States has a large number of American soldiers in the United States. The United States has a large number of American soldiers in the United States.

The United States has a large number of American soldiers in the United States. The United States has a large number of American soldiers in the United States. The United States has a large number of American soldiers in the United States.

The United States has a large number of American soldiers in the United States. The United States has a large number of American soldiers in the United States. The United States has a large number of American soldiers in the United States.

The United States has a large number of American soldiers in the United States. The United States has a large number of American soldiers in the United States. The United States has a large number of American soldiers in the United States.

The United States has a large number of American soldiers in the United States. The United States has a large number of American soldiers in the United States. The United States has a large number of American soldiers in the United States.

The United States has a large number of American soldiers in the United States. The United States has a large number of American soldiers in the United States. The United States has a large number of American soldiers in the United States.

The United States has a large number of American soldiers in the United States. The United States has a large number of American soldiers in the United States. The United States has a large number of American soldiers in the United States.

be appointed appears to me to be a sound one, and I am inserting in the next estimates a sum of two thousand five hundred pounds to be devoted to the purpose of education generally in the Protectorate. This sum is to cover the salary and expenses of an Inspector of schools, capitation grant, and part of the deficit in the Railway school. I quite approve of the suggestion that any scheme to be considered under which a school for natives can be entitled to compete for a capitation grant must include industrial education in its programme. The institution of industrial and technical schools in various parts of the Protectorate will doubtless prove of enormous advantage to the Protectorate as a whole, and I consider that missions which are willing to introduce technical education as a part of the curriculum of their schools deserve every support and should be qualified to claim a grant for every scholar who has reached a certain standard of efficiency.

4. In conclusion I have the honour to transmit herewith for your information Mr. Currie's last report with

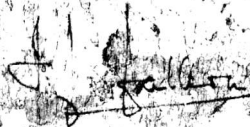
with enclosure on the Railway schools at Nairobi, and  
a memorandum by Bishop Peel on the Church Missionary  
Society system of education.

I have the honour to be,

Sir,

Your most obedient,

Humble servant,



Acting Commissioner.

NAIROBI,

JULY 4th 1905

C. O.  
41301

631

Sir,

In obedience to your instructions we have the honor to transmit herewith the proceedings of the board convened to consider the system of education at present carried on at Nairobi and in the Protectorate generally.

It is to be regretted that there has not been more promise of public support to a Boarding school for European children at Nairobi, and from the actual evidence before us we do not feel justified in recommending the establishment of such a school at the present time.

The number of European children whose parents could afford to send them to a boarding school is small; and in many instances the children are too young. On the other hand, looking to the future of the Protectorate as a British Colony, we consider that the establishment of a European Boarding School here now would be a judicious investment; and though it could not be expected to pay its way for some time, its existence would undoubtedly prove a considerable factor in bringing respectable families into the country, and in retaining those who may otherwise leave it owing to lack of educational facilities.

Under any circumstances however parents sending their children to a Boarding school will require to be possessed of some means. We have put down the monthly fee for children of non-officials at Rs. 45/- inclusive, which is, we think, as low as it could possibly be. There

are

Donald Stewart, K.C.M.G.,  
H. M.'s Commissioner.

are however at present, (and their number will increase in the future) certain settlers who could not afford to pay this sum monthly, and who would require to send their children to a day school at fees of Rs.3/- or Rs.4/- a month, school houses for this purpose will eventually have to be established at various centres. A question that arises in this connection is that of funds for the establishment and maintenance of such schools. Of course we recognize that the Community here is very scattered and that there are no Townships. Settlers, so called, live like planters i.e. each has a large Agricultural area to himself, and this condition in itself will make it difficult, but not impossible, to have convenient centres for purposes of day schools. Missionaries might, of course, help in this matter and possibly would do so were they approached and assisted a little by the Government.

It will however become necessary for the Government to erect schools for Europeans, Eurasians and Natives, and to vote an annual sum, apart from the question of a capitation grant, for their maintenance; and this sum is bound to increase with the growth of the European and Eurasian population, and as the natives come more under the influence of civilization. We do not say that universal Government provision in this direction is of pressing necessity, we however bring it forward for serious consideration in the near future. There certainly does not appear to us to be any near sufficient inducement, outside the Roman Catholic School already established near Nairobi, for private schools for Europeans to open in the country.

If such schools could be opened it would of course defer the necessity for Government undertaking their erection. There already exists a certain number of schools

*Government  
Schoolmaster  
might do  
best for the  
Government*



schools for Indians, Arabs, Swahilis, and Natives at the coast towns, the curriculum however is of a limited nature and not of a very high order, possibly through the medium of a capitation grant, government standard and instruction, these schools might be made far more useful agencies of education. Primary education to a small extent is provided for the natives by some of the Missions in the interior; no uniform system or standard is observed and in many instances it appears to be erratic.

We have stated as our opinion that Mission Societies should introduce industrial and technical instruction as one of the main points of their curriculum; our remarks on this point might also be applied to Indian and Arab Schools. We have discussed the question of State industrial and technical Schools and there is no doubt but that the institution of schools of this nature at the principal centres of the Protectorate would eventually prove of enormous advantage to the Protectorate as a whole.

We have, etc, etc.,

SIGNED

JOHN AINSWORTH

H. A. F. CURRIE

E. L. SANDERSON

schools for Indians, Arabs, Swahilis, and Natives at the coast towns, the curriculum however is of a limited nature and not of a very high order, possibly through the medium of a capitation grant, government standard and instruction, these schools might be made far more useful agencies of education. Primary education to a small extent is provided for the natives by some of the Missions in the interior; no uniform system or standard is observed and in many instances it appears to be erratic.

We have stated as our opinion that Mission Societies should introduce industrial and technical instruction as one of the main points of their curriculum; our remarks on this point might also be applied to Indian and Arab schools. We have discussed the question of State industrial and technical schools and there is no doubt but that the institution of schools of this nature at the principal centres of the Protectorate would eventually prove of enormous advantage to the Protectorate as a whole.

We have, etc, etc.

SIGNED

JOHN AINSWORTH  
 H. A. F. GIBSON  
 E. L. BARKER

633

schools for Indians, Arabs, Swahilis, and Natives at the coast towns, the curriculum however is of a limited nature and not of a very high order, possibly through the medium of a capitation grant, government standard and instruction, these schools might be made far more useful agencies of education. Primary education to a small extent is provided for the natives by some of the Missions in the interior; no uniform system or standard is observed and in many instances it appears to be erratic.

We have stated as our opinion that Mission Societies should introduce industrial and technical instruction as one of the main points of their curriculum; our remarks on this point might also be applied to Indian and Arab Schools. We have discussed the question of State industrial and technical Schools and there is no doubt but that the institution of schools of this nature at the principal centres of the Protectorate would eventually prove of enormous advantage to the Protectorate as a whole.

We have, etc., etc.,

SIGNED

JOHN AINSWORTH

H. A. F. CURRIE

E. L. SANDERSON.

A MEETING of the board convened to consider the system of education at present carried on at Nairobi was held on *March 21<sup>st</sup> 1905*

C. O.  
41301  
REC'D  
26 NOV 05

MINUTES.

The first matter for consideration follows:-

Does the scheme as at present laid down and provided for by the present grant from Railway funds meet, in our opinion, the existing requirements?

*When was this scheme?*

The present scheme provides for the grant of a capital sum of £.5000 from the Railway capital account for the purpose of establishing a Boarding School, and in addition a grant of Rs.445/- per mensem for a day school. If the schools are established as schools for the Protectorate what we have to consider is whether the amounts provided are sufficient to meet the requirements. In our opinion they are not. We are further of opinion that if the Boarding School and the Day School are to include Eurasians as well as European children that European Settler's children will not attend, and that therefore the pupils will only come from Railway Europeans and Eurasians and other Eurasians in the Country.

To meet the broader question of Education for the East Africa Protectorate we consider that a system of a capitation grant should be put into force by the Government to assist private as well as Government schools. To enable us to make a recommendation in this connection it will be necessary for us to obtain information from the different Administrative heads of the various provinces of the Protectorate, and with this object in view we shall require to ask the Sub-Commissioners of provinces to inform us as to what form

of education is at present in existence in their province and what in their opinion is required to increase its efficiency.

With the object of finding out the possible number of children that European settlers, traders, etc., would send to a boarding school we propose to send a Circular to settlers and others, asking them whether in the event of a Government Boarding School for European Children being started in Nairobi they would be prepared to send any children to the school. The fees we would recommend to be Rs. 45/- per mensem to include education, board, lodging and washing.

We would also suggest that children of Government officials be educated on the following terms:-

	One child	Two	Three	Four	Every additional
on salaries Rs. 100/150	12/-	20/-	27/-	35/-	8/-
" " " 150/200	15/-	25/-	34/-	42/-	8/-
" " " 200 & over	19/-	32/-	44/-	55/-	12/-

to include education, board, lodging and washing.

other Government Departments other than the Railway.

This school is managed by a Committee of Indian residents of Nairobi, chiefly Railway and Mr. M. Gallagher is the patron.

The fees charged are Rs. 1/- per mensem for Railway children and Rs. 1/8/- for non-railway children.

The average cost to the Railway is Rs. 95/- per mensem.

3. The total monthly cost of the two schools is therefore Rs. 445/- say £356 per annum.

4. In December last the former school was examined by Captain E.L. Sanderson the Town Clerk. A copy of this report was forwarded to you with my last quarterly report vide my letter No. 15/72 dated 28th January 1906; as I then stated the report is decidedly satisfactory.

In his concluding paragraph Captain Sanderson remarks "I note that Mr. Turner, in addition to his school work, teaches Parsee children from 10 to 2 p.m. He is therefore teaching from 9 a.m. to 4 p.m. daily without a break. I consider this to be most reprehensible and should be discontinued, if Mr. Turner is to maintain his present high standard of efficiency as teacher."

As regards this I must explain that the Parsee employees of the Railway petitioned me to allow their children to attend the school. To this I was quite prepared to accede but it was strongly opposed by the European and Eurasian parents and as their unfortunate class prejudices could not be overcome I was obliged to adhere to the principle that the school is for European and Eurasian children only. To get over the difficulty a separate Parsee class was started.

The number in this class is now only 2 although at one time it was 6.

5. The Goanese employees when petitioned me to allow

these

their children to attend the school and I replied that they could not join the European and Eurasian classes but they could join the Parsee class. I added that if sufficient children attended I would engage an extra master for the purpose. Here again class prejudices were too strong and the Goanese community declined the offer as they said they could not allow their children to be educated with the Parsees, and that unless they could join the European class they would not be sent to the school at all.

Although I have little sympathy with these prejudices it is not a matter in which any compulsion can be used. The fact therefore remains that the number of pupils at present attending this school is 18 European and Eurasian and 2 Parsees.

During last year the numbers at one time were

Railway children	31
Non-railway children	20
	-----
Total	54

the causes of the great decrease are that the non-railway parents have moved off into the districts and a number of Railway employes with families have been transferred to other stations.

I am given to understand that if boarding accommodation could be provided the greater part of these children would return but that until such accommodation is given they have no choice but to keep away.

6. The question of the annual expenditure necessary to maintain a boarding school was gone into in 1901 and it was then estimated that with 25 boarders this would come to Rs. 27,000 per annum. The fees to be charged would

would come to Rs. 5,000 leaving Rs. 22,000 per-annum to be borne by the Railway vide Foreign Office papers Section No. 477 of 1901.

I consider the time has now come when the whole question should be reconsidered. I don't think that the Railway should be the only department in East Africa to support education nor do I think that the support as at present given is sufficient.

I fear the Railway school will not be able to be a success as a day-school only because there will not for many years be sufficient residents in Nairobi to provide sufficient pupils to pay expenses; I must therefore abandon my original intention of adhering to a day-school until its record justified my recommending the erection of a boarding school.

What I would now suggest is:-

- (1.) That a Committee be constituted to draw up proposals for a boarding school.
- (2.) That when the conditions, fees etc. have been provisionally settled a printed paper be sent round and endeavours made to ascertain the number of boarders likely to be received should a boarding school be constructed.
- (3.) That if a sufficient number be forthcoming the questions of building a school, defraying the deficit etc. be considered and proposals drawn up for submission to you.

In the meantime I fear the numbers attending the Railway school do not justify my engaging another master and things must go on as they are.

The Indian school can also continue on its present basis, but I beg that the question of a grant-in-aid from the Governorate may have your consideration.

I have &c., &c.,  
Ed/- H. A. P. Currie.

MANAGER,  
Uganda Railway.



would come to Rs. 5,000 leaving Rs. 22,000 per annum to be borne by the Railway vide Foreign Office papers Section No. 477 of 1901.

I consider the time has now come when the whole question should be reconsidered. I don't think that the Railway should be the only department in East Africa to support education nor do I think that the support as at present given is sufficient.

I fear the Railway school will not be able to be a success as a day-school only because there will not for many years be sufficient residents in Nairobi to provide sufficient pupils to pay expenses; I must therefore abandon my original intention of adhering to a day-school until its record justified my recommending the erection of a boarding school.

What I would now suggest is:-

- (1.) That a Committee be constituted to draw up proposals for a boarding school.
- (2.) That when the conditions, fees etc. have been provisionally settled a printed paper be sent round and endeavours made to ascertain the number of boarders likely to be received should a boarding school be constructed.
- (3.) That if a sufficient number be forthcoming the questions of building a school, defraying the deficit etc. be considered and proposals drawn up for submission to you.

In the meantime I fear the numbers attending the Railway school do not justify my engaging another master and things must go on as they are.

The Indian school can also continue on its present basis, but I beg that the question of a grant-in-aid from the Protectorate may have your consideration.

I have to, &c.,

Ed/- H.A.F. Currie,

MANAGER,  
Uganda Railway.

MEMORANDUM  
-----0000-----

645

Our aim educationally is threefold:-  
(i.e./C.M.S.)

1. We endeavour to reach the sons of the soil to whom, ordinarily, only an elementary education is given, the object being to put it into the power of a boy or girl to read, to count, and to write, without interfering with the labours in which such must engage at an early age. Care would, however, be taken to push on any boy or girl of exceptional ability.
2. We endeavour to combine general and technical education, there being a fairly large class of Africans who are equal to being trained as artisans, while at the same time devoting time and attention to books. The object is, of course, to sharpen the faculties of the artisan, and to give the state really intelligent workmen who can determine for themselves the value of even improving their minds, and their work and their tools.
3. We endeavour to meet the natural demand in any community for leaders whether in Government, Commercial, Military, or Ecclesiastical circles. To attain this end we must offer the best education possible. Upper-class youths easily find their way into the High school, but it often happens that youths from the lower strata force their way up by sheer ability. Such we encourage. So much for our aim. The Church Missionary Society while holding that it is the heritage of all to be taught to read, count, and write, does not wish to take men away from the plough, or from the arts, or to fashion all to be clerics, pastors,

pastors, or teachers. Those whom it fosters in (3) are to form a class of society from which men are drawn for all professions. I have written this that you may know what we have before us, and that we are not represented rightly when men say that we do not care about industries.

We have now nearly 600 children under tuition in Mombasa, Frere Town, Rabai, and Cha Ngombe. They come under (1): (2): (3): above. There may be one or two or a few being specially prepared to be school-sisters or evangelists. Our Divinity School (College really) is replenished by means of men who "offer" for spiritual work, and who, in due course, have about five years of study - (after general education) - before they reach the stage of Ordination. The five or six years of study are not consecutive, but are arranged to follow intervals of actual service as Evangelist, and as Catechist. The Normal School for school-masters is usually fed by boys who, during school-life, have shown fitness to become monitors (teaching monitors) and love teaching. Our school-masters have one year's special training in method etc., and at regular intervals afterwards may sit for examinations which qualify for the various grades in the profession.

I have made arrangements for taking industrial apprentices. Two skilled men, Mr. Harrison and Mr. Ashton, have come out, and are working under my direction. They already have some youths learning carpentering and brick and tile making etc. In fact we have the beginning of a technical school. When we get a little more established, I am thinking of asking Government to give some scholarships, whether to Christians or Non-Christians as they please, and I shall look to a generous and interested public to assist me. The boys with Mr. Harrison are also working at their books to some extent in keeping with our

aim (2).. At a recent Missionary Conference one of our topics was how to permanently link the Industrial to the Educational in order that we might feed a Central Technical School.

I shall be much interested at any time to hear your wishes about education, on all lines, in the Protectorate, as the matter is much on my mind, and on the minds of my colleagues. We are working for the highest interests of the State, not for "Church Missionary Society" or for something Diocesan.

W. G. Mombasa

Bishop's Court,

Mombasa,

May 21st 1908.

Anod 30/9/17

Downing Street.

26<sup>th</sup> Nov, 1906.

DRAFT

AFRICA PROTECTORATE

274  
Lieut. Col. J. Hayes Sadler, C.B.

Sir,

MINUTE.

Mr. Bohn 12/5

Mr. ~~Ream~~ 16

Mr. ~~Cartwright~~ 19

Mr. Cat

Mr. ~~...~~

Mr. Graham

Mr. M. Ombudney

Mr. Churchill

...

...

...

...

...

...

...

...

...

...

...

...

...

...

I have the honour to inform you that

I have now under consideration Mr. Jackson's despatch No. 588 of the 26th of October 1906

enclosing various reports and documents on the subject of education in the East Africa Protectorate.

2. Before dealing with the larger question of native education, it will be necessary to consider the points raised by the Commission and the Advisory Board appointed by Sir Donald Stewart in connection with the educational facilities at present available at ...

for the children of Europeans and of ...

and

...

...

*Ans'd 30-9-07*

Downing Street,

25<sup>th</sup> May, 1906

DRAFT.

THE PROCTOR GENERAL

274

Mr. James Sadler, C.B.

Sir,

**MINUTE.**

- Mr. Lupton 12/5
- Mr. ~~Head~~ 15/5
- Mr. ~~Autrolyps~~ 16
- Mr. ~~Car~~ 19
- Mr. ~~Lucas~~
- Mr. ~~Graban~~
- ✓ Sir M. O'Malley
- Mr. Churchill
- ~~Mr. East of Eden~~

*23*  
*iffs.*

I have the honour to inform you that I have had under consideration Mr. Jackson's despatch No. 588 of the 26th of October 1905, enclosing various reports and Memoranda on the subject of education in the East Africa Protectorate.

2. Before dealing with the larger question of native education, it will be preferable to consider the points raised by Mr. Jackson and the Advisory Board appointed by Sir Ronald Stewart in connection with the educational facilities at present available at Nairobi for the children of Europeans and of railway

and

and other employes who are not natives of the Protectorate.

The conditions now obtaining differ widely from those which prevailed during the ~~past~~ construction of the Uganda Railway, and I am in ~~full~~ agreement with the view that the time has come when the expenditure considered necessary by Government in the interests of education in general, and especially of European education, should be charged to the General Estimates of the Protectorate and not, as heretofore, to the Railway Vote. The future development and control of European education should in these circumstances be undertaken as far as possible by the Government of the Protectorate, and instruction provided under the new system will consequently be within the reach of all children, whether ~~the~~ *this provision* Government employes or not.

4. ~~Further~~ <sup>Before</sup> considering the outlines of this development, however, I should be glad to learn the approximate numbers and places of residence of European children of school-age whose parents might be expected to avail themselves of increased facilities for education. In the light of this information it will be possible to form an opinion as to whether an extension of the existing school at Nairobi, <sup>perhaps</sup> ~~with~~ possibly separate accommodation for Europeans and Eurasians, is required, or whether the interests of education would not be better served by the introduction of a system of itinerant schoolmasters in the outlying districts, ~~as in the case of the~~ Frisland Islands.

5. Turning to the wider subject of native, as distinct from European, education, I am of opinion that the co-operation of the various Missionary Agencies in the Protectorate should be enlisted as far as possible



4. ~~Further~~ <sup>After</sup> considering the outlines of this development, however, I should be glad to learn the approximate numbers and places of residence of European children of school-age whose parents might be expected to avail themselves of increased facilities for education. In the light of this information it will be possible to form an opinion as to whether an extension of the existing school at Nairobi, <sup>perhaps</sup> with possibly separate accommodation for Europeans and Eurasians, is required, or whether the interests of education would not be better served by the introduction of a system of itinerant schoolmasters in the outlying districts, ~~as in the case of the Farland Islands.~~

5. Turning to the wider subject of native, as distinct from European, education, I am of opinion that the co-operation of the various Missionary Agencies in the Protectorate should be enlisted as far as possible

in the introduction of a definite scheme of instruction. ~~A considerable period must necessarily elapse before Government will be in a position to take the lead in the matter of native education, and in the meantime encouragement should be afforded to missionary societies to continue their work with such improvements in secular matters, as may appear feasible after consultation with the heads of the several religious bodies.~~

In his despatch above mentioned Mr. Jackson alluded to the advantage to the Protectorate of industrial education. Its importance can hardly be over-estimated, and no system of education can be considered wholly satisfactory which does not include provision for technical instruction, ~~the teaching of mental and~~ *learning to read that* ~~preceding part proceeds with the literary and~~ *the teaching of mental and* ~~moral education~~

In a country in an early stage of industrial development like the East Africa Protectorate, while there will no doubt be some demand for natives ~~possessing a general literary education~~ <sup>educated</sup> to fill minor clerical posts in the administration or in commercial firms, there will be far greater need for persons ~~trained in the practical arts of life,~~ <sup>trained in the practical arts of life,</sup> ~~who will not only be of service to the Railways and Public Works Departments of the Government, but who will be more important,~~ <sup>as smiths, masons, carpenters and husbandmen obtain for themselves an Honourable Livelihood, and form the foundation of a stable economic fabric.</sup> Accordingly, I consider that such monies as the Government is able to devote to native education should be for the present utilised in aiding the Missionary societies to develop the technical side of their work.

6. The exact way in which this can best be done can only be decided after consultation with the representatives of the Missions,

~~since their cordial co-operation is essential to the success of the scheme.~~ But I would

suggest that the Government might assist

(a) by giving a capitation grant for technical proficiency shown by the pupils of Missionary schools,

(b) by admitting pupils from the Missionary schools to receive practical instruction in the Railway workshops, and in the departments of the Director of Agriculture and the Surveyor General.

7. I do not consider that Mr. Jackson's suggestion that an Inspector of Schools should be appointed ~~need be adopted until the spread of education gives a wide field for the activities of such an officer.~~ <sup>at present</sup> The Missionary schools can hardly be expected to submit their

general

general system of education to inspection unless and until it receives substantial aid from the Government and the efficiency of the technical instruction which it is proposed to assist can best be tested by an officer of the <sup>Agricultural</sup> Public Works, or Railway Department.

\* 8. I note with satisfaction the good results which have been achieved in the Railway School at Nairobi during the past year, as reported in your despatch No. 52 of the 1st of February last, enclosing a copy of the Inspector's report. In accordance with the policy indicated in paragraph 3 of this despatch, provision for this and other necessary schools should be made next year on the ordinary Estimates for the Protectorate and not on those for the Uganda Railway.

\* 9. I am taking steps to engage the Kindergarten teacher as requested in your despatch.

I have, &c.