

SECRETARY'S OFFICE
13822

17-22
MAY 10

Governor 20?
Circular

EDUCATION

1910
22nd April

Transmits detailed Estimates of the proposed expenditure during 1910-11 together with a statement showing the views held by the Education Board on the various suggestions in Principal Fraser's report. Agrees with the Board regarding divergence of opinion re the teaching of vernaculars Dutch or Indian. Requests approval to the issue of grants to institutions provided for in the Estimates 1909-10. Asks for reply by telegram.

Previous Paper
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copy of inclos. + memo to Treas. + inclos. 18 June
copy of copy of memo for inf. 27. 24 June 1910
Copy to Mr. Fraser. 30 April 1910. 20 6/10

Mr. Read,

I attach a memorandum in which I have tried to give the main points in Mr. Fraser's Report as modified by the recommendations of the Education Board. We are committed to consult the Treasury before we allow expenditure on education of a novel kind to be proceeded with. We had better, therefore, send to Treasury, with reference to previous correspondence, a copy of this despatch and its enclosures and of the memorandum; say that the Secretary of State would propose to approve of the recommendations made by the Governor and the Education Board subject to the remarks made in the memorandum; and that, as the Governor asks for permission by telegraph to proceed with the expenditure on education for which provision is included in the Estimates for the current year, we should be very glad if Treasury sanction could be given as soon as possible.

1910

2/13
W. P. Miller

her part the main point very clearly &
 the excellent terms provided as proposed,
 & even the matter should be included,
 but that it will be well to write to
 the Lib's Office, asking them to copy
 the above terms to the Lib's part for
 having placed it at the disposal of the
 Lib. of the S.M. The names of the Lib's
 who has furnished an most able & substantial
 report which will be of the utmost
 value to us in dealing with the important
 matter of copy of enough to the Lib for
 inf. etc.

H. J. R.
 25/11

Rev. Dr. Hopwood
 The Report (No. 38025) & the design
 name some difficult & unknown questions
 particularly with regard to the report of
 the Lib's Office. It may be well to
 copy the above terms to the Lib's part for
 having placed it at the disposal of the
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The Board was also advised on being
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Done & January
 J. H.

MEMORANDUM

103/28031/094

Mr. Fraser's Report on Education in the East Africa Protectorate is enclosed in the Governor's despatch No. 607 of the 25th October last. It is a logical and detailed report on the whole situation, ~~and appears to be entirely self-contained.~~ It is perhaps, for immediate purposes almost too elaborate, and its recommendations are to be regarded rather as ideal to be worked up, ^{up to} than as a system which can be introduced ^{in full} forthwith.

In the present despatch the Governor sends ~~us~~ the views of the Education Board on the report and his own endorsement of those views. The Education Board, it should be explained, is an advisory body representative of the various interests concerned. It appears from the foot-note on page 2 of Mr. Fraser's report that at one meeting of the Board there were present a Provincial Commissioner, a representative of the Church of Scotland Mission, a representative of the Church of Rome, a Railway officer, and a representative of the Colonists Association. It will be seen, therefore, that ^{various} every shade of opinion is secure of expression.

It will be convenient to deal first with certain points of general importance before discussing the detailed proposals.

(1) Mr. Fraser suggested that there should be six classes of school, one for each of the following classes of the population:- Europeans, Boers, Indians, Goans,

copy to J. A. 18 June
to J. A. 30 July 1902/1900

Goans, Arabs, and negroes. The Education Board recommend that there should be only three classes of schools, namely, for (A) Europeans (including those whose requirements they consider should be dealt with on the same lines as those of other white people), (B) Asiatics, Goans, Parsis, and Eurasians, (C) Arabs, coast natives, and the sons of Chiefs in the interior.

The shorter classification would probably meet the present needs of the community, though, as the Education Board observe, it will ~~probably~~ be necessary later on to split the three divisions suggested into various grades according to the level of education afforded. The main point to be remarked is the separation of Eurasians from Europeans and their inclusion with Asiatics. The present school at Nairobi admits Eurasians along with Europeans; but it is only a day school, and one of the proposals now made is to transform it into a boarding school. The objection to admitting Eurasians is therefore increased, and it will no doubt be necessary to accept the proposal of the Board that it should be made exclusively European in future. The Board point out that some opposition may be anticipated from Goans and Eurasians, who consider themselves so far above Indians that they will be averse to their children mixing with Indians at school. This difficulty is, however, probably less than that which would be experienced if the white settlers were compelled to send their children to the boarding schools at which

which Eurasians and Goans were present. The Board believe that, when Goans and Eurasians see that the Government is determined to keep the school at Nairobi for Europeans, they will accept the situation.

(II.) It is proposed to give primary education only. Mr. Fraser thought that vernaculars should be taught. The Board disagree with this suggestion, and think that English and Swahili should be the only two languages taught in Government schools, and that, if any other vernacular were taught, it would be impossible to resist the claim of any community having a separate language to have that language taught in the Government schools. It will, of course, be necessary to use Dutch and other languages ^{as the medium} as the medium of instruction in the lowest standard in some schools, that is, until English or Swahili can be acquired by children who know neither, but this is different from accepting the responsibility for teaching such languages.

(III.) It is proposed that, where a Government school is established, no grant-in-aid shall be given to any school that would be likely to compete with it. It is, however, proposed that grants in respect of the year 1909-1910 should be made to the Kijabe school of the Africa Inland Mission and the Roman Catholic Mission school at Kikuyu (£150 in all), and £300 is also inserted in the Revised Estimates for 1910-11 for grants to such schools as may hereafter cover ground not covered by the Government schools, e.g. those may convenient / undertake the education of poor

European

European children in their vicinity whose parents are unable to send them to the Government school for Europeans. Any such grants in respect of ~~1910-1911~~ ¹⁹¹¹⁻¹⁹¹² must of course be met by savings on the Estimates for the current year as the amounts provided for last year have now lapsed. There should be no difficulty about this, as expenditure on education will not have begun over the whole field for some months after the beginning of the current financial year.

DETAILED PROPOSALS.

A sum of £7,000 ~~was~~ ^{is} provided for education in the Estimates for the current year. The estimate enclosed in this despatch differs ^{details} from that included in the ^{original} ~~general~~ Estimates of the Protectorate, but the total amount remains the same. It is to be gathered from the estimate now presented that the following proposals are definitely made.

(A) European education

(1) A boarding school at Nairobi with two European masters, three European mistresses, and a matron. ~~X~~ The idea is to make this school the European school of the Protectorate. It appears that buildings are already available or ~~could~~ ^{can} be rented and no capital expenditure except £298 for equipment is provided ^{for this school} in the Estimates for this year.

(2) A small school at Nakuru with two teachers, only one of whom appears to be a European. Again

we are not
new appointments
Protectorate
ready employ
European masters
two European
mistresses

no capital expenditure except for equipment is provided ~~by~~ It is apparently proposed to rent a bungalow.

(3) A school on the Usiri-Gana plateau designed to accommodate the children of the Boer settlers in that district. It is to have a Headmaster and a mistress, both of whom are to be European. A sum of £634 is provided for the building and equipment of this school. The establishment of this school, however, is subject to further enquiry as to the distribution of the children on the plateau. It is expected that something like 150 Boer children will have to be provided for.

(4) A small school at Mombasa run by one European mistress for European children between the ages of 5 and 8 who are too young to go to the central school at Nairobi.

(B) Burnsians, Asiatics, etc.

(1) A school at Nairobi with two European masters and one Indian teacher.

(2) A school at Mombasa with two European masters.

(C) Arabs and natives.

(1) A school at Mombasa with a European headmaster and two Swahili assistant masters. It appears that the cost of building this school is already provided for out of the grant of £40,000 originally made for slavery compensation.

Instead of building or instituting separate
Government

Government schools for other education under this head, it is proposed to proceed by a system of grants.

27. A sum of £800 is provided to further the education of the sons of chiefs and headmen. It appears from enclosure No. 3 in this despatch that the ^{general principle to be adopted is that} cost of such education is to be divided equally between the Government, the chiefs and headmen, and the mission schools which will undertake the education. The Government grant will be dependent upon the fulfilment of certain conditions, including the employment of a trained European teacher and of a man qualified to supervise manual work, and the provision of suitable class rooms ^{with} sufficient equipment and satisfactory dormitories. It is estimated that the sum of £800 will suffice to pay such grants for 400 youths.

There is to be a modicum of literary education including reading and writing in their own language and in Swahili, and this is to be combined with technical work.

(3) A sum of £366 is set apart for grants to missionary societies for technical education. The grants are to be given only for apprentices indentured for at least three years and are to be confined to the following branches of industrial training:—Carpentry, masonry, blacksmith work, fitters, bricklaying, market gardening, veterinary work, and medical work. The conditions on which these grants will be given are set out in the 4th enclosure to

this

Handwritten notes:
... to
... a small
elementary religious
education. But, as
the chief headmen
may have no school,
it may be a good thing
to have a school where
the religious teaching
of many headmen
religion is brought
to the attention of
the people, and this
will be a
benefit.

this department. Technical education secured in this way will be supplemented by what can be done by the Agricultural Department in the matter of agriculture and by the Railway and Public Works Department in the various branches of engineering.

The proposals made by the Board in this connection follow generally the very wise and thorough recommendations made by Mr. Fraser with regard to the industrial education of negroes in Chapter I of his report, (pages 33-64).

There are a few points of detail to which attention may very well be called. It will be seen that the Education Board have not overlooked the religious difficulty in connection with the central European school at Nairobi. It is proposed that the text of the Bible should be read in the school; that a simple form of worship should be conducted morning and evening; that parents may say what place of worship their children are to attend on Sundays; and that if they wish it withdraw their children from any form of religious instruction whatever; and that, where parents wish it, the Minister of any recognised denomination should be allowed free access to the school for the purpose of religious instruction.

The fees suggested for the various schools range from Rs. 2 a month to Rs. 5 a month according to standard. The school year lasts 9 months; the

fees

503

less, therefore, range from £1.4.0 to £3 per annum. The amount received will of course not nearly cover the cost of ^{maintaining} ~~maintaining~~ the schools but it is probably impracticable to fix any fees which would come near going so.

The charge to be paid by the boarders at the Government school at Nairobi demands some consideration. It is suggested that the charge should be Rs.25 a month for the first child, Rs.20 for the second, and Rs.15 for the third from the same family, that is £20 per annum, £16 per annum, and £12 per annum respectively. It is admitted that these charges are calculated to cover the cost of food alone. It is stated in paragraph 22 of Mr. Fraser's report that, if the school is filled, the cost to the State for each boarder will be about £28 a year, that is, presumably after deducting the charges already referred to. This is a very serious burden for the Government to undertake in aid of the white settler. It would be much ^{better} ~~more desirable~~ to require that the charges should be fixed so as to cover as nearly as possible the full cost of maintaining the boarding houses. Surely most of the European settlers would be able to afford the expenditure involved. Remission of the charges, or some part of them, could be made in special cases, but it would ~~appear~~ ^{be} a very necessary safeguard to require that such remission should be specially asked for, that the application should be specially considered by the Government, and that remission should be granted only as a special favour in view of exceptional circumstances.

circumstances. The Education Board goes a step further and suggests that parents who send their children to board at the school should be exempted from the payment of the ordinary tuition (estimated above (Rs. 2 - Rs. 3 a month). It is difficult to see the reason for this. If the recommendations made by the Board were followed, the parents of the boarders would already be making something like £28 on each child at the cost of the Government. It is better that the tuition fees should be paid by all children alike, and that the boarders charges should be dealt with as proposed above.

It is proposed that a Director of Education should be employed at a salary of £500 a year. The proposal is that he should be the secretary and executive member of the Advisory Education Board. There does not seem to be any reason for objecting to this arrangement. The Governor, however, proposes to hold over the appointment of a Director for the present and says that there are several local candidates whose claims are worthy of consideration.

Harb

May 11

GOVERNMENT HOUSE,
NAIROBI,
EAST AFRICA.

EAST AFRICA PROTECTORATE

APR 11 1910 10 10
MAY 10

No. 607
(Incl. 4)

My Lord,

With reference to Mr. Jackson's despatch No. 607 of the 25th of October 1909, I have the honour to transmit herewith the detailed Estimates of the proposed expenditure on Education for the year 1910-11, together with a Statement of the views held by the Education Board on the various suggestions embodied in Principal Fraser's Report.

Your Lordship will perceive that the Board agrees with the Report in most particulars, but that there is one important principle on which it differs, that of teaching vernaculars Dutch or Swahili. Principal Fraser advocated the instruction of the various communities in their own language, the Board considers that only English and Swahili should be taught, the Schools falling into three divisions: A. for Europeans (including Dutch), B. for Indians, Goans and Eurasians. C. for Arabs and Natives.

In this divergence of opinion my sympathies are entirely with the Board. I can see no reason

Estimates
1910-11
Statement
Education of sons
of Chiefs
Technical
Education.

THE RIGHT HONOURABLE
THE EARL OF CREWE, K.G.,
SECRETARY OF STATE FOR THE COLONIES,
DOWNING STREET, LONDON, S.W.

reason why the Government should concern itself with vernaculars other than Swahili, the Lingua Franca of the country. If we were under no other any obligation of this kind we should be logically compelled to open a separate school for each language spoken in the Protectorate, which would be obviously impossible.

4. Minor points in which the Board's views do not coincide with Professor Fraser's are:

- (1) The secondary education of Girls, which it is thought well to postpone for the present.
- (2) The division of the School year into three terms instead of two.
- (3) The salaries and conditions of service of the Staff.
- (4) The provision of a separate institution for Infant Standards at the present time.
- (5) In addition to Native Technical Education the provision of Literary Education for some of Chiefs and Elders is recommended by the Board. Schemes dealing with this are attached to the Memorandum enclosed.

5. I am in general agreement with what is proposed by the Board and I trust that Your Lordship will sanction the expenditure asked for. I would also ask Your Lordship's approval of the grants to various Missions for the year 1909-10, sanction for which has been withheld, vide Your Lordship's telegram of December 16th last.

(3)

6. The Missions in question have assisted us at a time when educational facilities were scanty, they were led to hope by Principal Kraep that they would receive grants, they knew that money had been voted in the Estimates for grants to existing institutions educating white children and they will consider themselves badly treated if they do not get these as they have continued to help in the education of many of the outlying settlers' children solely upon the knowledge that the Education Board was supporting this policy until Government arrangements for receiving boarders were in being. Kijabe School of the Africa Inland Mission is at present educating some 25 English children all boarders and the Roman Catholic Mission at Kikuyu has at present some 30 boarders.

7. In these circumstances I submit that it will be a matter for great regret if the grants are withheld, and the confidence of the community in our educational proposals will be much shaken. As the financial year 1909-10 is now at an end the money voted remains in suspense pending Your Lordship's decision and I would solicit the favour of a telegraphic reply in order that the matter may be definitely settled. I should also be obliged for an answer by telegram on the Educational Estimates for the current year in order that a start may be made.

8. The appointment of a Director I am inclined to hold over for the present. There are several local candidates whose claims are worthy of consideration.

10. As regards the Education of Arabs and Natives it is recommended that this should be divided into two heads: Education of the sons of Chiefs and Technical Education. The Board's proposals for these two branches are attached and I approve of the suggestions made and am in favour of their adoption.

11. In conclusion I should like to express my appreciation of the efforts of the Education Board, a body consisting both of official and non-official members. They have spared neither time nor labour in dealing with this somewhat difficult subject and their recommendations have been of the greatest possible assistance to me.

I have the honour to be
Your Lordship's humble,
obedient servant,


GOVERNOR.

EDUCATIONAL DEPARTMENT ESTIMATE.

13322

1910-11.

9 MAY 10

Personal Expenditures.

PROVINCIAL OFFICE.

Director of Education. 1 year.	375.	574
House Allowance. 1 year.	45.	420.
<u>NAIROBI SCHOOL, Division A.</u>		
Headmaster. £200-£400 by £20/-	360	
1 Assistant Master. £200-£250 by £10/- 1 year.	150	
Headmistress.	150	
2nd Mistress.	120	
3rd Mistress.	80	
Menials.	128	
House Allowance. 1 year.	27	
Matron.	100	
Doctor's Fees.	50.	1105.

NAFURU, Division A.

Teacher.	100.	
Assistant Teacher.	20.	
Menials.	3.	
House Allowance.	38.	191.
<u>Expenses in case of illness.</u>	50.	30.

WASIN-GISHU SCHOOL, Division A.

Headmaster. 1 year.	100	
Mistress 1 year.	40	
Menial.	10.	150.

MOBASA SCHOOL, Division A.

1 Mistress. 1 year.	80	
1 Menial	8	
House Allowance.	30.	118.

Division B.

Nairobi.

1 Headmaster. 1 year @ £200 to £300 by £20/-	150	
1 Assistant Master 1 year @ £150-£200 by £10	112.	
1 Indian Teacher. (Duni Chand.)	103	
Menial	15	
House Allowance. @ £36/- 1 year.	36.	454.

EDUCATIONAL DEPARTMENT ESTIMATES.

C O
13322
1910-11.
MAY 10

EDUCATION.

Personal Expenditures.

ADMINISTRATION.

Director of Education. $\frac{1}{2}$ year.
House Allowance. $\frac{1}{2}$ year.

375. 571
45. 420.

NAIROBI SCHOOL, Division A.

Headmaster. £300-£400 by £20/-
1 Assistant Master. £200-250 by £10/- $\frac{1}{2}$ year.
Headmistress.
2nd Mistress.
3rd Mistress.
Menials.
House Allowance. $\frac{1}{2}$ year.
Matron
Doctor's Fees.

350
150
150
120
80
128
27
100
50. 1105.

NAKURU, Division A.

Teacher.
Assistant teacher.
Menials.
House Allowance.

100.
50.
3.
36. 191.
30. 30.

Reliefs in case of illness.

VASIN-GICHU SCHOOL, Division A.

Headmaster. $\frac{1}{2}$ year.
Mistress $\frac{1}{2}$ year.
Menial.

100
40
10. 150.

MOMBASA SCHOOL, Division A.

1 Mistress. $\frac{1}{2}$ year.
1 Menial
House Allowance.

80
8
30. 118.

Division B.

Nairobi.

1 Headmaster. $\frac{1}{2}$ year @ £200 to £300 by £20/- 150
1 Assistant Master $\frac{1}{2}$ year @ £150-£200 by £10 112.
1 Indian Teacher. (Duni Chand.) 103
Menial 15

House Allowances. @ £36/- $\frac{1}{2}$ year.

54. 494.
2348. 22448.

DIVISION B. Continued.

Mombasa.	£	£2448.
1 Headmaster ½ year. £200 to £300 by £20.	150	
1 Asst. Master ½ year at £150-£200 by £10.	112	515
Menials.	12	
2 House Allowances at £36 ½ year.	54.	328.

DIVISION C.

<u>Arab & Swahili School.</u>		
Headmaster ½ year £200 to £300 by £20	150	
2 Swahili Asst. Masters ½ year.	60	
Menials.	12	
House Allowance ½ year.	27.	249.

OTHER CHARGES.

Equipment Nairobi European School Division A.	298	
" Division B. School Nairobi.	20	
" " " " Mombasa.	60	
" Administration.	0	
" Nakuru School Division A.	20	
Building & Equipment Usingishu School Division A.	634	
Equipment Mombasa European School Division A.	20	
" Division C. School Mombasa (Arab.)	60.	1152.
Maintenance. (Light, water, rent, conservancy, washing, cost of food etc.)		
Nairobi School (European) Division A.	272	
" " Division B.	72	
Nakuru " European A.	37	
Administration.	25	
Mombasa Division A School ½ year rent etc.	50	
Mombasa B School ½ year rent etc.	60	
Mombasa C School (Arab) ½ year conservancy.	20.	
Books, stationery, etc.	157	420.
Transport/Passage.	0.	
Travel Allowances to Districts.	0.	
Travel Allowances.	100.	420.
	£5278.	£5276.

\$5276.

\$5276.

GRANTS-IN-AID.

European Education.
(Poor Children)

300

516

Division C.

Grants for Education of sons
of Chiefs and Technical education. 1166

Contingencies.

258.

1724.

Total. \$7000.

\$7000.

W. W. Hobley.

Education Board.

PROF. FRASER'S REPORT.

(1) GENERAL.

The Education facilities it is suggested by Professor Fraser should be provided by Government falls into 6 classes viz:-

- Education of Europeans
- Education of Dutch (Boers)
- Education of Indians
- Education of Goans
- Education of Arabs
- Education of Negroes.

VIEWS OF EDUCATION BOARD.

(1) GENERAL.

The Board has discussed the question of the classes of education at great length, it was at first inclined to follow Professor Fraser's divisions but after fuller consideration this view was modified and it is now unanimously of opinion that it is not the duty of the colony to provide vernacular education for subjects of the Indian Empire any more than that it is advisable to teach Dutch to Boer Immigrants or Arabic to the Arab community and it has therefore resolved to recommend that the following broad lines be adopted as a basis for the Educational Policy of this country.

(A) Education of Europeans; this will include that of Boer settlers.

(B) Education of Asiatics and persons of mixed descent, e.g. Goans, Parsis and Eurasians.

(C) Education of Natives; this will include provision for Arab, coast natives and the sons of chiefs and headmen of up-country races and will also embrace a scheme for the technical education of native apprentices.

With regard to the other existing institutions providing education for European children the general position is this. The Roman Catholic Mission school at Kikuyu has for some years past conducted a school for European children, and the African Inland Mission at Kiambu has also done some good work in this direction and has lately built a large brick building for the purpose. It is considered that for the current year (1909-10) that grants amounting to a total of £150 should be made to these establishments as no Government boarding school was available. With the coming year and the establishment of a central boarding school at Nairobi the position changes, and grants to these institutions may damage the central school.

As however it may turn out that they will be able to conveniently undertake the education of a number of poor children in their vicinity which are unable to attend the Government school, a sum of £300 has been inserted in next year's Estimates (1910-11) and it is asked that this sum may be allowed to pass so that the Board may be able to His Excellency's recommendation for a similar expenditure in the next year. It was also recommended that European Education should be given

Comment

before the age of five and up to and including Standard VII but no child of over 14 should be allowed to remain as a Boarder. For a small school of the Nakuru type the Kindergarten course would not be undertaken and the admission age would be seven.

Sec. 1. Census of European children April 1909
p. 172.

Section I. Census.

The figures quoted in the report in the light of more complete statistics prove to be much below the actual number, the latest estimate (1910) is approximately 509 European children. A number of these children are of course not yet of school age.

Sec. 43. p. 7. Re efforts being made to teach some view of the relations between the white and coloured peoples, &c.

Section 43. Page 7.

The Board expressed its sympathy with this paragraph of Professor Fraser's report.

Sec. 44. That Swahili should be taught in all European Schools.

Section 44.

The Board agreed that Swahili should be taught and Dr. Scott stated that the Missionary Board of Education recommend it.

Sec. 45. The division of the School year to be two terms of half a year minus the holidays.

Section 45. The Board disagreed with Professor Fraser's view and resolved that the division of the school year into three terms would be preferable both for teachers and pupils.

Sec. 49. The figures suggested for the salaries of masters and mistresses are the lowest that will suffice to attract good teachers and retain them. Pensions should be attached. Long term of service may be required and advocated 6 months after ten years.

Sec. 49. Page . . . Salaries of teachers. This was carefully considered and the salaries for the various posts are specified in the Estimates. In the absence of a consensus of opinion on the question of Rules of Service and Leave it would appear that for the best solution would be officials of the Education Department to be under the same rules of service as those of the other Government Departments and that the usual period of probation be stipulated to be served before an official is eligible for promotion to the permanent pensionable staff.

It was however resolved that a general principle be adopted that no married lady may hold a post on the teaching staff.

Res. 11 (Mar. 29th 1916). That the boarding fees for Nairobi central School be Rs. 25 for first child, Rs. 20 for second child and Rs. 15 for third child per mensem. This resolution would further refer to resolution No. 5 of 12th July that the payment of tuition fees by boarders be remitted for the present.

Section 60. Approved of with the addition that the staff should receive their board.

Section 61.

Sec. 57. The amount of boarding fees to be Rs. 25 per mensem for first child and Rs. 20 p.m. for second child and Rs. 15 p.m. for third child in a family.

Sec. 60. Quarters and Board for Masters and Mistresses.

Prof. Fraser's Report.

Sec.63. The text of the Bible should be read in the school.

Views of Education Board.

Section 63. This section has now been amended as follows:-

- (1) The text of the Bible should be read in the School.
- (2) A simple form of worship should be conducted morning and evening.
- (3) Parents sending their children to the Boarding house should be invited to say what place of worship they wish them to attend on Sundays. In the absence of any intimation the children should be taken to the service of the Church of England, or in the case of Scotch children to the Church of Scotland.
- (4) In cases where parents wish it, their children should be allowed to withdraw from any form of religious instructions whatever.
- (5) In cases where parents wish it, the Minister of any recognized denomination should be allowed access to the school on Sundays or week days for religious instruction.

Sec.70. Infant Standards.
(expenditure)

Sec.70. The Board do not recommend a separate institution for infant standards. They should be dealt with as at present in the main building.

Sec.73. Temporary measures
i.e. subsidy to existing schools.

Sec.73. Approved.

Sec.83. Children of mixed origin.

Sec.83. The Board were of opinion that children of pure European descent should be kept absolutely distinct from Eurasians; and that in no case will Government subsidize a school where Europeans and Negroes are educated together.

Prof. Fraser's Report.

Views of Education Board.

Sec. 95. Salaries of female staff.

Sec. 95. The Board does not follow Professor Fraser in female staff salaries as they are not in accord with those given at the present time. The matron is estimated for at £100 as a capable person cannot be obtained for less.

Sec. 76. Proposed expenditure at Nakuru.

Sec. 76. The Board recommends two teachers for Nakuru instead of one.

Sec. 116. Staff of Dutch School.

Sec. 116. Approved.

Sec. 68. Conditions on which infant standards should be retained.

Sec. 68 (iv). Unanimously agreed that the infant fee should be Rs. 3.

CHAPTER II. EDUCATION OF GOANS.

Chapter II. Education of Goans.

The Education of Goans now comes into Division B.

CHAPTER III. EDUCATION OF DUTCH.

Chapter III. Education of Dutch.

Sec. 108. The recommendations that I lay before the Government are as follows:

The number of Dutch children will probably be found to be ~~less~~ ^{higher} 150 than

(1) A school should be opened on the Usain Gishu large enough to undertake the Primary education of all children there. The plan attached provides accommodation for 20 boarders and 54 in the class rooms which ~~at present~~ would suffice.

75. It is not the Board's intention to recommend that Dutch (Boer) settlers shall be considered as other than part of the European community of the Colony and it does not approve of asking the Boers to pay half of the salaries of the teachers of any school.

(2) The course of instruction provided should last 4 years from the age of 8 to that of 12. Children younger than 8 should not be admitted.

schools ~~at present~~ that would ~~be~~ ^{be} ~~circumstantially~~ ^{circumstantially} ~~from other~~ ^{from other} ~~parts of the~~ ^{parts of the} ~~population~~ ^{population}

(5)

Prof. Fraser's Report.

(3) The subjects of instruction should be the same as in the primary school at ...

With regard to the position of the Dutch language it should be clearly understood that the British Government will not foster it.

Dutch children attending a Government school must from the first learn English.

The expenses of the School should be shared between Government and the Dutch. Government should provide buildings and standing equipment, viz: desks, &c. all equipment for instruction.

Views of Education Board.

The question has recently cropped up as to whether the needs of this section will be best met by a central school or by itinerant teachers. This matter was discussed by the Board in July last and it was unanimously resolved that a central school was preferable. It has however now decided to seek more complete information as to the distribution of the children on the large area of the Uasin Gishu plateau. One of the great difficulties in the way of establishing an itinerant system of education is that the Hoer farmers nearly all live in tiny cabins where there is no suitable accommodation for a Government teacher and it is also doubtful whether any degree of efficiency could be obtained by the adoption of this plan.

There is no intention on the part of the Board to introduce the teaching of Dutch by State paid teachers.

CHAPTER IV. EDUCATION OF INDIANS.

The principles suggested by Prof. Fraser are:

That the most urgent need is the provision of a good Primary Education.

The type of education should conform to the Bombay course; that the recognized age at which instruction should begin should be accepted at eight years.

Chapter IV. Education of Indians.

As explained above the Board has now come to the definite conclusion that the Education of Indians shall not be conducted in schools organized on the lines laid down by Professor Fraser in Chapter IV, but that the scope of the schools mentioned by him in para. 85 shall be enlarged

Prof. Fraser's Report.

That general education should be confined in the vernacular for two years. English should then be begun and continued for 5 years, while other subjects are taught in vernacular.

It is recommended that an Indian School be founded at Mombasa and Nairobi each with a Gujerati and Punjabi side, and that native teachers be engaged to teach these vernaculars.

That the Indian School at Nairobi be re-organized & improved.

Views of Education Board.

enlarged and shall be open to Indians, Parsis, Goans and Russians and that this type of school shall be designated as B. division in the general scheme.

Note. It may be well to consider the effect of this decision. It is believed that the proposal will not meet with serious opposition from the Indian Community; they would undoubtedly prefer that the Government should teach them vernaculars but will probably after some little protest arrange that native teachers should instruct their children to read and write the vernacular out of school hours. We can however anticipate some opposition from Goans and Russians who consider themselves far above Indians that they will be averse to their children mixing with them at school. It is however believed that when these communities see that the Government is determined upon this (which is the only logical policy) they will not penalize their children and deprive them of ~~and~~ education by refusing to allow them to attend Class B. Schools. A number of the Goans will probably continue to attend the Roman Catholic schools at Mombasa and Nairobi, but they will not be likely to receive such an efficient education ~~as~~ ~~the~~ ~~Government~~ ~~School~~

school.

The teachers it is proposed should be duly certified Europeans of equal qualifications to those in the European schools.

This is undoubtedly a thorny question but it would appear inadvisable and impracticable for the Government to attempt to found schools for every branch of the many Arabian races now resident in British East Africa, and the principle would be to help them, be without precedent in any other British Colony.

CHAPTER V. EDUCATION OF ARABS.

Chapter V. Education of Arabs.

It is proposed to found an Arab school at Mombasa under a trained English Master assisted by two young Arabs whom the Government has been educating for some years past in Cairo. The cost would be a primary one, Swahili taking the place of Gujerati in the Indian School. The Education should, however, have strong element of English added to it. It is not proposed that these schools should have any boarding accommodation.

The opinion of the Board is that the education of this race must be conducted in the third type of school which is designated as C. Division. It is however probable that the scope of education offered will be of a slightly higher grade than that proposed for sons of the up-country chiefs and headmen.

Sec. 155. The question of who shall be eligible to attend the school. It is suggested that the Government should nominate a Board of Arabs to scrutinize applications for admission. It is suggested that the Agricultural Department should start a course at Mazerae to train young Arabs in Agriculture.

In Section 155 Professor Fraser debated whether this school should be open to pure Arabs only or to Arabs and Coast Swahilis. The Board is of opinion that, as pure Arabs are so few and the border line between Arabs and Swahilis is at times so indistinct, the school should be open to both

Prof. Fraser's Report

(11)

Views of Education Board.

Arabs and Coast Swahilis and it does not agree with Professor Fraser's suggestion that the question of entrance to the school should be vested in a Committee of Arabs.

It may be mentioned that the first block of the approved design of the so-called Arab School at Bombasa is now approaching completion, and therefore steps to obtain the staff and equipment for the school should not now be unduly delayed.

The scale of fees for this school has not yet been decided by the Board but will be discussed at the next meeting.

The agricultural classes suggested in Section 157 have not been dealt with, as until the above school is well established the question does not fall within the range of practical politics.

CHAPTER VI. ADMINISTRATION.Chapter VI. Administration.

Sec. 159. Professor Fraser says down that the Government will require expert advice in many questions, among others: the needs of various districts, curricula of schools; expenditure necessary to carry out the policy, fees, equipment of schools, appointment and dismissal of teachers. The question arises whether the Government should appoint a Director of Education to deal arbitrarily with these matters, or whether they should be referred to a committee of the Board and would

It is recommended that the Education scheme for this country be controlled by an Education Board with a Director of Education as its Secretary and Executive member. The Board is however only advisory to His Excellency; thus all matters of policy and the estimates would have to receive His Excellency's approval. It is however recommended that His Excellency should delegate to the Board such matters as the expenditure

Views of Education Board.

Professor Fraser favours the formation of the Board and makes various recommendations as to its composition and constitution in Sections 164-174. With regard to choice of Director, an Oxford or Cambridge man with a high degree with some teaching experience is recommended.

In Sec. 194 he deals with the principles on which grants should be offered, and for buildings puts forward two propositions:

- (a) That one third of capital cost be paid in a lump sum down
- (b) An annual payment of 10% of the capital value.

Expenditure under the estimates.

Proposals regarding the exact position of the Board and its standing orders are being prepared for submission to His Excellency.

Certain resolutions connected with this question are given below.

That the Board of Education be advisory.

The Government Inspector should submit all questions under the following heads:-

- (1) Director's Reports.
- (2) Foundation of new Schools.
- (3) Inspection under grants-in-aid.
- (4) Efficiency of Government Schools.
- (5) Estimates.
- (6) Scope of Education Code.
- (7) Relations of Central Board to School Committees.
- (8) Fees which it is desirable to levy.
- (9) Cases of appeal re children of mixed origin.
- (10) Recommendations re appointments and dismissals of teachers on salary of £50 and upwards.

The Board considered the question of Indian representation on the Board but did not favour the suggestion and it loses all force now that it is not proposed to found a special Indian School. With regard to a selection of a Director we would ask that this matter be left in His Excellency's hands and are of opinion that the claims of any suitable local applicants should be considered.

Prof. Fraser's Report.

Sec. 194. Professor Fraser embodies in this section the principle of grants of 10% on the cost of buildings which was adopted by the Education Board for European Schools.

In Section 194 the question of grants is dealt with and the principle upon which they shall be given. The Board does not generally favour the principle of grants for European education on the grounds that it would bring other schools into competition with Government schools, but it is recommending certain grants to Missionary Institutions for negro education and these are dealt with under Chapter VII.

CHAPTER VII. EDUCATION OF NEGROES.CHAPTER VII. EDUCATION OF NEGROES.

Professor Fraser put forward no plans for literary education of negroes, as it was not within the scope of his duties, Section 197.

The technical instruction be confined to the following branches.

Carpentry
Smithing
Weaving
Winery
Brickmaking
Agriculture.

He does not evolve any definite scheme, as he considers experiments should be made in different directions first with a view to ascertaining which will lead to the best results.

The Board is of opinion that the Education of Negroes shall be divided into two classes:

- (1) Education of some of chiefs and headmen.
- (2) Technical education of selected apprentices at certain missionary institutions which may be approved as being adequately equipped for that purpose.

It does not consider that the time is yet ripe or that funds will admit of the literary education of natives being undertaken upon a wider basis than as above suggested.

The Board has carefully considered the lines upon which Education of Chiefs' sons shall be conducted and a copy of the scheme is attached.

It has also proposed certain lines upon which the technical education shall be conducted and a copy of these proposals is attached.

Information is being collected as to the equipment and teaching staff

Prof. Fraser's Report.Views of Education Board.

at the various mission stations at which it is hoped these proposals will be carried out and a Committee of the missionary bodies has sat to consider the Board's proposals and also with the view of mutually arranging that the work at various stations shall not clash or overlap.

In order to assist certain missionary institutions in carrying out the schemes proposed and to assist in providing accommodation for the pupils it is anticipated will be assembled under the proposed schemes recommendations have been made to His Excellency for the payment of certain grants to the Church of Scotland Mission, Kaniungu, Mazeno School of the Church Missionary Society in Kavirondo, St. Austin's R.C. Mission, Kikuyu, the C. M. S. Mission, Freretown, and a grant to a sons of chief's school founded at Kitui by the initiative of the District Commissioner there. With the exception of the last, the general principle is that one third of the cost of the buildings should be given and it is proposed that the payments should be made out of the 1909-10 Budget in which there are unexpended funds.

It is the earnest desire of the Board that these grants should be made

Prof. Fraser's ReportViews of Education Board.

as it is felt that the future success of the schemes above enumerated depends to a great extent on this measure of assistance being made. The missionary societies have come forward and are willing to participate in the schemes and devote funds to the work upon the understanding that Government will co-operate, and it is important that this spirit should be fostered particularly as it relieves the Government of the necessity of establishing numerous institutions for the purpose in various parts of the country.

For the year 1910-11 the scheme for the education of chiefs' sons, section 6, adopts the principle that grants of one third the total cost will be given by Government, the other two-thirds being borne equally by the Chiefs and the Missions.

The grants for Native Technical Education (section 7. Board's scheme) will vary in amount according to district from £4 to £10 per apprentice under qualified instruction and further grants up to Rs.15 per apprentice may be given for tools.

There is much value in the recommendations of Professor Fraser with regard to the technical education of negroes and these have

Prof. Fraser's Report.

(16) Views of Education Board.

received the careful consideration of the Board. As a general principle it is however felt that the only sound basis upon which technical education can be carried on is the apprenticeship system and the great difficulty hitherto has been to ensure the attendance of an artisan for a long enough period to ensure his being taught to attain such interest and proficiency in his work as will render him of some economic value to the community. The branches in which it is considered technical education should be given agree in the main with Professor Fraser's recommendations but the proposals with regard to the establishment of a hand weaving industry are not recommended.

EDUCATION CODES.

Education Codes.

Page 51 - Report.

The Board as a body has not criticised Professor Fraser's codes on page 51 and has not considered in detail the general question; it will probably be preferable that this question should be considered by the Director, who will be better able to advise the Board on this technical point.

Plans for Schools attached to Professor Fraser's Report.

Plans for Schools, &c.

With regard to the plans submitted for the various schools, His Excellency has

has placed at the disposal of the Education Department a number of buildings. These are now being altered in accordance with the wishes of the Board and it is believed will be ready for occupation as the Central European School sometime in May; it is therefore hoped that financial sanction of the scheme will not be delayed in order that work may commence there as soon as possible.

It is not proposed to build at Nekuru but to rent a bungalow for the purpose of a branch European school at that place.

It is proposed to open a school at Mombasa for children of from 5 to 9 years who would be too young to undergo the Railway journey from Mombasa to Nairobi, and it is proposed to rent a bungalow for that purpose instead of spending part of the Vote in buildings.

With regard to the Uasin Gishu, as explained previously, the action taken depends to a great extent on whether a central school is founded or an itinerating system decided on. If the former is adopted a school will have to be built and in any case a bungalow may have to be erected at

(10)

Prof. Hesser's ReportViews of Education Board.

the Government Station for the teachers as they cannot always be itinerating, and during the heavy rains travelling will, at times, be well nigh impracticable for a woman.

A copy of the revised Estimates is attached herewith.

Sd/- C.W.HOBLEY

President,

Education Board.

In Council Minutes of 12/27/10

S. D. C. A. I. I. O. S.

Sub-Committee's Report

ON

Education of sons of Chiefs

APRIL 1910, 1910.

3000--

Messrs. Whaley, Willis and Dr. Scott.

1. The sum of 21156 appear in the Estimates for His Excellency's approval for Education of sons of Chiefs and Technical Education.

2. The first step is to tentatively allocate this sum to the two purposes.

3. It is agreed to allocate roughly 2/3 to Education of Sons of Chiefs and 1/3 to Technical Education i.e. 2800 to the former and 2356 to the latter in round figures.

4. With regard to the cost of training one boy the Missionary Education Board state that Rs. 75/- per annum is a fair estimate, being inclusive of all expenses. As this estimate is arrived at by Institutions which have had actual experience in the matter it is agreed to accept this figure.

5. Working on this basis the sum of 2800 will provide education for 400 youths, but as unforeseen circumstances may arise we propose to base our programme on a total of 400 youths.

6. A schedule of the various tribes in the Protectorate is attached and opposite each tribe is an enumeration of the Missionary centres of the various Societies at which it is hoped these schools may be established.

7. It is recommended that the list of the proposed establishments be sent to each Provincial Commissioner with a request that he will fill up the number of youths whose attendance he can ensure at the various centres.

8. It is considered advisable that the following principles be laid down with regard to the equipment of schools which shall be designated as eligible for recognition as schools for sons of Chiefs.

- I. A trained European male teacher.
- II. A man qualified to supervise manual work.
- III. Suitable class rooms with sufficient equipment of school material.
- IV. Satisfactory dormitories.

9. The District Commissioner in each District where such an institution exists should be asked to inspect and report to the Board on the above headings; and to enquire for the information of this Committee how many pupils the particular institution is prepared to train.

10. It is proposed that in the meantime the Board should accept responsibility for only 20 sons of Chiefs in any one recognised school. Any school desiring to exceed this number must submit a special application to the Board through the Provincial Commissioner who would minute his recommendations thereon.

11. It is proposed that the Provincial Commissioner should after investigation in each case and consultation with the parents choose the pupils and with due regard to the missionary spheres decide which school they shall attend; that he should also keep a roll.

12. It is strongly recommended that the administration and teaching at recognised schools for sons of Chiefs be carried on by an English speaking staff of British or American Nationality.

13. It is recommended that Provincial Commissioners and District Commissioners be asked to use their influence with Chiefs in urging them to send their sons to schools.

14. It is recommended that the Board pay grants half yearly in arrears and that Chiefs pay fees half-yearly in advance.

15. The fee should be collected by the District Commissioner.

16. The fee should be the same for Chiefs and Headmen.
Nilotic Kavirondo, Maseno.

Bantu Kavirondo, Roman Catholic.

Bantu Kavirondo, Kaimosi.

Lumbwa Mission.

Wandi, Church Missionary Society.

Masai, Africa Inland Mission.

A-Kikuyu, Africa Inland Mission, Kijabe.

Church of Scotland Mission, Kikuyu and Kenya.

Church Missionary Society, Karuria and Embu

Roman Catholic Mission, Kikuyu.

A-Yamba, Machakos Africa Inland Mission, Machakos.

Kitui Government School.

Wa-Taita, Dabida or Sargala.

Wa-Verkka, Mazeras, United Free Methodist.

Wa-Giryama, Rabai, Church Missionary Society.

Unprovided for.

Pokomo.

Digo.

Turkana.

Suk.

Njanusi.

SCHEME AS ADOPTED IN PARAGRAPH 5 OF
 THE MINUTE OF FEBRUARY 16th.

SCHOOL FOR SONS OF CHIEFS AND HEADMEN.

1. All Chiefs and Headmen who are recognized as such to be required by Government to provide for the training of their sons or those likely to succeed them by sending them to school.

2. In every tribal district only that school or those schools to be recognized as schools for Chiefs' sons as are approved by the Board.

3. The Chief or Headman shall choose his school, but in the event of his not choosing, the Provincial Commissioner shall choose the school for him.

4. The Chiefs should be required to send two boys, the Headman one boy.

5. The type of school desired for the sons of Chiefs to be that where the education is combined with technical work.

The course should extend over three or four years and during that time they should have definite training in the practical and elementary work. In the school they should receive elementary religious education, should be able to read and write in their own tongue and in English.

The amount payable by the Chiefs and Headmen for the training of their sons will vary according to the conditions, but the general principle to be acted on is that a certain part of the whole cost to be borne by the Chief, one third by Government and one third by the Mission.

SUB-COMMITTEES' SCHEME
TECHNICAL EDUCATION GRANTS 1910-1911.

JANUARY 31ST 1910.

1. Grants for technical education will be given only in cases of indenture apprentices.
2. The terms of apprenticeship must extend over a period of at least three years.
3. The first grant for each apprentice will be payable on the production of his indenture certificate to the President of the Board of Education. The second and third grants will be payable only if the apprentice's progress is satisfactory to the Inspector.
4. Grants will only be given for apprentices who are under the instruction of a person qualified to teach the crafts.
5. Apprentices will be examined yearly, the examiner to be a qualified person selected by the Board.
6. In the meantime grants for apprentices will be confined to the following branches of industrial training:-
 - Carpetry.
 - Masonry.
 - Blacksmith work.
 - Fitters.
 - Bricklaying.
 - Gardening. (Market)
 - Veterinary work.
 - Medical work.
7. The grants vary from Rs. 6 to Rs. 10 per annum per apprentice according to locality, and is given towards the cost of training. The attendance roll clothing and feeding will be open to the Inspector.

8. Grants for tools - a sum not exceeding Rs.15/- per apprentice may be allotted for tools on a detailed requisition.
9. A sum of £200 to be available for grants to Missionary Societies. - of this sum up to £100 may be allotted as non-recurrent grants towards necessary workshop accommodation.
10. A sum of £300 is available for technical instruction of apprentices on the Railway and Public Works Department.
-

Gen E. A. R.
13822

571

18 June 1912

DRAFT

The Hon. S. V. B.
India Office

Wm
E. A. R.

- Mr. Butler
- Mr. Read '15
- Mr. Piddie
- Mr. Just
- Mr. C. S.
- Mr. U. Lucas.
- Sir F. Hopwood.
- Col. Seely.
- Lord Crew.

With ref to your
letter of 8th P 48th of
29th of December
1908 I am directed
by the Earl of Crewe
to request that Viscount
Morley will be so
good as to convey
to the Government

(47 808/100)

4/370-24 June
E. A. R.
2 4/15

with his hands
placed at the disposal
of the Govt of the
E.A.P. the services
of Mr. Fraser, who
has furnished an
able and exhaustive
report on education
in the Protectorate
which will be of the
greatest service to his
handship and the
Protectorate Govt
in dealing with this
important matter

GOVT
E.A.P.
13022

GOVT. E.A. Protectorate
13022

Downing Street,

18 June 1910

DRAFT

The Secretary to
The Treasury

Ans'd 2140

Sir,

With reference to your letter

MINUTE

- Mr. Butler. 15 June
- Mr. Read 15
- X Mr. Fisher. 16
- Mr. Just.
- Mr. Cox.
- Sir C. Lucas.

(4536)

No. 24188/09 of the 14th of December
last, I am directed by the Earl of Cromer
to transmit to you, to be laid before
the Lords Commissioners of the Treasury,
a copy of a despatch, with its enclosure,
from the Governor of the East Africa
Protectorate containing his recommenda-
tions with regard to the proposals made
in Mr. Fraser's report on education
in the East Africa Protectorate. A copy
of the memorandum prepared in this
Office on the report and the Governor's
despatch is also enclosed.

X Sir F. Hopwood 24th 6

X Col. Seely. 25

X Lord Crewe. 16.6 2 16 V

for cons 202 12 April D
E.A.P. No 242 (1382)

Memorandum

attached to 382

11 370 24 June
to Govt (12) for info
including copy of memo
to Mr. Gladstone 24th 1910
24th

...proposes, with

...of the Lords Commis-

...of the proposals

...the Education

...subject to the reports made in

...the Government was

...to be approved

...the expenditure in education

...provision of income

...the year

...the year

...the year

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... 1893

24
380
found that the copy
of the report was
returned by the
treasury
3/23