

East Africa Protectorate. Education Commission 1929

1) Evidence T.687.N2t E9.2

2) Report. T.687.N2t E9.1

16185

EVIDENCE
OF THE
EDUCATION COMMISSION
OF THE
EAST AFRICA PROTECTORATE.
1919.

APPENDICES.

(A) EVIDENCE AND MEMORANDA.

Evidence was given by the following ladies and gentlemen:—

Abdul Rasul Alidina Visram (Hon.).
 Albrechtsen, Mrs. Sybil.
 Allen, Mr. Alexander.
 Apindī, Mr. Ezekiel.
 Barry, Mr. A. J.
 Beaton, Mrs. Alice.
 Bennett, Revd. P. A.
 Bergmans, Revd. John.
 Cassumali Jafferbhai, Mr.
 Cloete, Miss M. E.
 Cooke, Mr. Austin.
 Cowie, Capt. H. H.
 Cribb, Mr. F.
 Croxford, Mr. F. J.
 Cuthbert, Mr. S. D.
 De Mello, Mr. V.
 De Wet, Revd. H. C.
 Desai, Mr. Nathabhai Jivanji
 Desai, Mr. Oliver Sadgun.
 Dickson, Mr. T. A.
 Doshi, Mr. Ratilal Motichand
 Down, Revd. A. F.
 Downing, Revd. L. H.
 Edmondson, Mr. R.
 Fakir, Chand, Mr.
 Gaunt, Mr. R. F.
 Grant, Mr. R.
 Greetham, Mr. C. G.
 Hamilton, Sir Robert W.
 Haida bin Mahomed, Mr.
 Hamed bin Mahomed Imani, Mr.
 Hashere, Revd. J. E.
 Hassam, Jamal, Mr.
 Hoble, Hon. Mr. C. W.
 Humphries, Mr. F. W.
 Keddie, Miss A. B.
 Kelly, Mr. L. K.
 Ker, Mr. J. J.
 Knight, Mrs. Edith Charlotte.
 Leakey, Mrs. Elizabeth.
 Leakey, Revd. Canon H.
 Low, Mr. R. A.
 Low, Revd. W. P.
 Lutz, Revd. E.
 Mackinnon, Dr. M.
 Mahomed bin Ali bin Rashid, Mr.
 Marshall, Miss E.
 Marshall, Mrs. M.
 Mbaruk bin Mbaruk, Mr.
 McDonald, Mrs. C. H. R.
 McKenrick, Mr. F. H.
 Rehmtulla, Kassim, Mr.
 Shams-ud-Din, Mr.
 Worthington, Revd. R. T.
 Wright, Revd. F. H.
 Wright, Revd. G. W.
 Youngson, Revd. J.

Memoranda were submitted by the following ladies and gentlemen :—

The Alliance of Protestant Missionary Societies.
 Anderson, Mrs. M.
 Anonymous.
 Bhatt, Mr. K. N. and others, a joint memorandum.
 Bristow, Mr. C. F.
 Cooke, Mr. Austin.
 Crockart, Mr. D.
 De Souza, Mr. J. E.
 De Mello, Mr. L.
 De Souza, Mr. Hector.
 Dickson, Mr. T. A.
 Fuller, Mr. L. W.
 Gaunt, Mr. R. F.
 Hobley, Mr. C. W.
 Hotckers, Mr. W. R.
 Impey, Mr. G. G.
 Innis, Mr. H. W.
 Jaffer Dewji, Mr.
 Johnston, Mr. C. F.
 Jones, Mr. W. M.
 Jordan, Mr. P. W.
 Keddie, Miss A. B.
 Ker, Mr. J. J.
 Mangaldass, Mr.
 Mannasseh, Mr. N.
 Morris, Mr. E.
 Morrison, Mr. R. W.
 Orchardson, Mr. I. Quiller.
 Owen, The Ven. W. E.
 Patel, Mr. Jamsedji N.
 Pearson, Mr. J. M.
 Peter, Mr. Andrew.
 Pleydell, Rev. A. E.
 Papat, Premji, Mr.
 Proctor, Rev. John.
 Richards, Mr. R. H.
 Ridgill, Miss A. E.
 Rodwell, Hon. K. H.
 Rodgers, Miss C. M.
 Ross, Hon. W. McGregor.
 Savile, Mr. H. O.
 Scholfield, Mr. S. W.
 Stevenson, Miss M. S.
 Tait, Mr. W. O.
 Tarlton, Mr. H.
 Tunstall, Miss M. C.
 Ulyate, Mr. R.
 Varma, Mr. B. S.
 Vincent, Mr. A.
 Wakeford, Mr. F. W.
 Watson, Mrs. Minnie.
 Willis, Right Rev. Bishop.
 Montgomery, Mr. H. R.
 Northcote, Mr. G. A. S.
 Orr, Mr. J. R.
 Orr, Mr. J. R. enclosing opinions of members of the
 Limuru Farmers' Association.
 Orr, Mrs. Joan.

Patrick, Lieut. R.
 Phelps, Hon. E. A.
 Pleydell, Rev. A. E.
 Puri, Mr. S. D.
 Rimber, Mr. J.
 Savile, Mr. H. O.
 Solly, Mr. B. C. T.
 Ulyate, Mr. R.
 Watkins, Lieut. Col. O.

enclosing opinions from officers of the East African Expeditionary Force.

- (B.) Information supplied by the Director of Education.
 (C.) The Interim Report of the 8th December, 1918.

Abdulrasul Allidina Visram, Merchant of Mombasa, duly sworn :—
 (Cassumali Jafferbhoi, Interpreter, duly sworn).

Born in East Africa (Bagomoyo). I went to India when nine years old for health and education. Thirty-eight years of age. I have been 20 years in East Africa.

There are many Indian children requiring education. About 600/700 Indian boys in the town of Mombasa of these 300/400 are obtaining an education. I am not satisfied with the class of education now being obtained, because the Indian children are not receiving the necessary education in East Africa. I have offered to the Government to provide a building to cost £10,000. I now intend furnishing the building but this was not my original intention. I intend contributing £5,000 during three years for maintaining and staffing the school. After three years the intention is that the Government takes over the school and runs it. The condition of the offer is that the Government maintains the school on the expiration of three years and maintains a standard of education up to the matriculation standard. The school is to be under the control of the Government from the commencement. The existing "B" School is to be called the "Allidina Visram High School, Mombasa." The teachers are to be obtained by the Education Department. The staff is to be selected by the Education Department. The Headmaster is to be an European. The Committee appointed by the Government consisting of Indians will advise as to the suitability of staff. The school is to be open to all Indian boys from anywhere in the Protectorate. The school is not intended as a boarding school. The Indian Community is thinking of making provision for boarding boys who may come to the school. I understand the Government is providing extra land for the boarding house and play grounds, etc. The site for the school building has been approved. The work for the foundations is now proceeding. The foundation stone is to be laid on the 20th instant. It will take about a year to complete. Consider that the new school when completed will be sufficient to take all the Indian boys in Mombasa.

Boys of all religious sects can enter the school.

It is about 100 years since Indians began to settle in East Africa. I am of opinion that it is desirable to have the children educated. I think I made the first offer in 1917. I have not made any condition as to whether the education shall be free. But in my opinion the primary education in the school should be free and that higher class education should be paid for. It is my desire that technical education should be undertaken in the school as such instruction will do good and be very beneficial to the community. Poor children should have facilities afforded them for obtaining free education right through. In the present "B" school there are facilities given for the free education of poor children. This arrangement is made by the school committee with the landlord of the present building Rs. 180 p.m. to be deducted from the rent. Besides this the committee itself has arranged to pay further sums out of their own pockets, finding them yearly.

Games are not provided for by the Government. As regards boarding house accommodation arrangements can be made to provide by means of different corps for the different sects. Different mess rooms will be necessary for Hindus and Mohammedans, etc. I think that the up-country Indians will willingly avail themselves of boarding accommodation in Mombasa. I think that it may be the intention of Indians resident in Mombasa to send their children to a boarding house, probably going home once a week.

I think it very necessary that the higher education should be in English. The teaching generally should be on the same lines as carried on in India.

I consider that female education is necessary for domestic work and for carrying on the home. Steps have already been taken in Mombasa and Nairobi to educate the Khoja girls in religion and in domestic work. I am of opinion that all Indian girls should be educated in domestic work Gujarathi and English. I know that there are a number of parents in Mombasa who desire their daughters education to be in English. I have engaged an Indian lady teacher to teach my own daughter.

There are some Indians who desire that their daughters should be given a thorough education. Other members of the Khoja (Aga Khan) community have already engaged one lady teacher and have sent for three others who are to be certificated teachers. The locally engaged teacher is not duly qualified.

I am of opinion that there should be elementary schools at Nairobi, Kisumu and Lamu. But I would like to see a High School at Nairobi for boys to go from the elementary schools to the High schools. Elementary schools should be established at points where there are thirty boys.

There should be compulsory education for both boys and girls (boys in the elementary and High Schools. Girls only in the elementary).

Agricultural education is necessary. Technical education should be optional.

My late father came to East Africa when he was 12 years of age and the family has made its home in the country and we have all our property in B.E.A., Uganda and G.E.A. My grandfather left two or three huts in Kutch, Bombay Presidency, but the income from this property goes to charity.

In so far as I know there are many Indian families now in East Africa who have been here a hundred years and who have not been to India in that time.

Most Indian trading stores in the interior have their head offices in Mombasa.

ALBRECHTSEN SYBIL, teaching in Nakuru School, since October, 1918. Mrs. Savage, Miss Keddie and myself compose the staff of the Nakuru School. I was trained at the College of the Parents' National Educational Union, Ambleside. The college trains ladies for private teaching. The object of the Union was to awaken parents to their responsibilities. A great many elementary schools have taken up P.N.E.U. methods. Our leading principle is that children are persons and should not be massed in large classes. We believe that the education of a child begins in infancy.

I have asked Mr. Orr to let me send home for students for the schools in this country.

I think a salary of something like £300 a year should be offered to an assistant mistress. I think the head-mistress should have at least £20 more than an assistant.

I think we should have the widest curriculum that is possible with competency. I think the present curriculum is quite good if we had a large staff to carry it out. Time is now ripe for small schools all over the country, Kindergarten and up to Standard II.

Boarding accommodation should be provided where necessary. Boys to 13-14 and girls to 15 should be taught near their homes. As the country grows there would certainly have to be more than one Central school. I am against co-education for older children. I don't approve of mixed boarding schools. At home co-education is conducted by large staffs of experts. I don't object to mixing sexes in classes. I think in the lower school if it could be done, it would be far more satisfactory if there were separate schools for boys and girls. It will be necessary to have boarders at the district schools, otherwise many children will have no educational facilities. There are many applications from parents for boarding accommodation at the Nakuru school. I certainly think there should be native industrial education and to a certain extent elementary education. I think the mission work might be extended. They have done very good work. All children should have moral teaching. I should not leave out religious teaching. I do not think it possible to instil moral tenets without religion.

SHEIKH ALI BIN SALIM, Assistant Liwali, Mombasa.

I have spent all my life in East Africa. I consider that Arabs and Swahilis should be educated. I would like to see compulsory education introduced by the Government to apply to all Arabs and Swahilis. I think youths should be taught general education in the schools and that the Koran should be taught concurrently but outside the school. I consider that it is difficult to arrange the general teaching and the Koran in the same school. I think the Koran teaching should be first but not absolutely necessary.

Very few Arab girls are taught the Koran, I am not in favour of general education for women. They are not ready. The general feeling will be against educating the whole of the women. But daughters of rich Arabs are at times educated.

The headmaster should be an European. Assistant masters should be Arabs trained as teachers. They should be properly trained and fitted for such work.

I am in favour of English being the language of the school.

Education should be free up to a certain age but I do not agree with any special tax for educational purposes. I am of opinion, that the Arabs and Swahilis have no ambition. You cannot create ambition by leaving it to themselves, so you must use compulsion. Parents are apathetic and do not mind what their children do. They do not care what happens. Therefore they only thing to do is to compel. The generality of the people want to learn Arabic in conjunction with English. All the people here do not speak Arabic. It is practically a dead language. Swahili is the language of the Coast. If the Government, decides to introduce Arabic as a system of teaching then education should not be compulsory. In the opinion of witness there is no use for Arabic on the East Coast therefore I do not advocate its being taught in Government schools. I strongly advocate compulsory education with English as the real medium as regards the language. If selected Arabs are sent to Egypt to the educational establishments and taught there to teach, this will help matters. If we want to commence at once with education it help matters if assistant teachers are imported from Egypt. I would make it very hot indeed for fathers who will not send their sons to school. The general conditions as regards their surroundings in East Africa are bad and the first generation degenerates and so on it goes. Compulsory education should be extended to 16 years. A boy should be given a business and technical education all free.

ALLEN ALEXANDER, Agriculturist, S.M.

I agree generally with Mr. Tait's evidence, especially on the advantage of a whole day's work.

I agree that literary education should be given first.

You can't give an apprentice a job to do in a hurry.

I think for agriculture a Kikuyu at 15 is strong enough.

I don't think English is at all necessary. I would teach Swahili.

We follow the Government syllabus. I think the settlers should tell us what they want.

At first the boys despised agricultural because they thought they knew all about it. I would not condemn the native system of agriculture. Mixed crops do not exhaust the soil. Their own methods are very good for the implements they use.

A well cultivated top preserves the moisture underneath. They might learn the use of the plough and of irrigation. They won't combine for irrigation purposes. I think the Kikuyu would learn to grow coffee. A great demand has sprung up for coffee to drink. They buy ground coffee from us.

I don't think the reserve is too big, it may be in the wrong place. There is no organised connection between the missions and settlers.

The boys do not keep on at their agricultural work.

Government might help by giving a grant to start a general agricultural training school with all sorts of agricultural industries represented.

EZEKIEL APINDI, Teacher, C.M.S., Luo.

I have a school at Ngiya. (100 children, 80 boys and 80 girls), and seven bush school.

Altogether 600 boys.

Children are of all ages.

Some are married.

Many want to read.

The chiefs do not send the children, they allow the children to come

I get Rs. 5/- per mensem.

I teach reading, writing and arithmetic.

I try drill and football.
 The teaching is in the vernacular.
 I teach religion.
 I bring them up to baptism.
 I think it would be good for Kavirondo to learn trades.
 I think apprentices run away because they have not had any education.
 If they had some literary and religious education they would stay.
 If the conditions are right they would stay.
 In the missions the boys are looked after.

BARRY, ARTHUR JOSEPH, Advocate, Nairobi.

I have had two boys out of three at the Nairobi School, they were day boys. I have not been over the buildings.

There must in any event be a large day school here. The site is quite suitable for a school. I think there is no comparison from a point of view of health between Nairobi and large towns of South Africa, e.g. Grahamstown where I have sent my boys. There, epidemics break out in the schools almost every term. What is taught at Nairobi is taught well. Latin should be added. It might be made optional with French. Both languages should be taught if time could be afforded. I am certain that music should be taught to girls and boys, and hours devoted to lessons and practice should not be taken out of their play time.

I am not in favour of a classical education as understood in England. I would have Greek. Latin is essential to most boys who go in for scientific pursuits.

I had a classical education and I think time was wasted over Greek. A boy must know Latin if he goes to a public school in England or to the Universities.

I have come into contact with the staff at Nairobi School. They are not all teachers of the stamp one would like one's sons to be taught and influenced by.

I would not make it essential to have men from the Varsity, as long as they were gentlemen. The fact of a Varsity training does not make a man a gentleman. *You must have men who are trained and who understand the meaning of education.* The head-master if the right man for the post could get hold of good teachers. He should have a free hand and not be fettered and hampered as the present head-master is by having to take his orders from the Director of Education.

I would abolish the Director of Education. I would have instead an Inspector to report to the head-master of the Central School. The Director of Education is apt to interfere with the harmonious and efficient working of the Nairobi School. He interferes in matters in which he is not competent or conversant. Everything has to be referred to him. This causes discontent and tends to diminish keenness and personal interest in the staff.

A School Board with executive powers would be better. But I strongly advocate a headmaster wisely chosen in England (not by the Colonial Office) with wide powers.

I have not considered Indian and Native education. We shall probably only have one large European School in the country.

The Boarding School should not be in Nairobi. I would suggest Naivasha. There are many good sites for such a school. It is a healthy spot and central. It has a good available water supply and the best climate in the Protectorate.

I think the present fees are ridiculously small both for boarding and tuition. This is not a poor country. Provision might be made for individual cases where parents earn small wages. It is a bad system for children to use Government books. They are not looked after and are lost. The children should have their own books. Books get filthy and one doesn't know where they go to. You might have free books for poor parents. Books are very cheap. It would do parents good to have access to their children's own books. It should also be made possible for a parent to buy stationery at the school. The school should have its own supply which would be uniform and suitable. I know quite a number of boys at the school and I should say bad language is the exception rather than the rule. Boarders loll about with no one in charge; they have nothing to do out of school hours and nowhere to go. No library or common room. No gymnasium. No swimming bath.

I think co-education properly organised is sound. I have no experience of co-education among elder children. Its success depends entirely on the staff.

I agree with Mrs. Leakey about teaching children the facts of life. The head-master should teach this to the boys. My own experience of the scripture taught at the school is alarming. One of my boys came home having been taught the chapter about Sodom and Gomorrah! I think the teaching of scripture should be left to the parents, who should also control the teaching of religion.

I think my children got on fairly well although the school was disorganised and friction in the staff existed. Much of their work is done out of school at

home. We used to see that our boys knew their lessons before they left next morning. The home work was excessive, it was not properly organised. Our children had often to sit up to 7-30 doing home work. Up to 20 sums in algebra in addition to Geography and History were given. I think home work should be done at school under sympathetic supervision after 2.30. Parents have proposed that children should be able to have tea at school. I think when children leave school they should be free and not have home work hanging over their heads. I don't think children are more lacking in concentration here than elsewhere. I think parents often are. My memory has not been affected in British East Africa. If a man drinks much and plays bridge instead of reading and thinking his memory may go. I don't approve of hours being altered to 8-1. I am keen on games adapted to this country. I don't think cricket and foot-ball are suitable; I would have a gymnasium in a large banda. Swedish drill carpentry and a miniature rifle range. Photography is also an occupation. A covered swimming bath should be provided.

Some carpentry was done for the scouts it was not organised and tools were lost. It was started I think, by an outsider.

Music could be taught in the afternoon. Boys in England always had music taken out of their play hours. Girls did not: that is why girls are musical and boys are not. The present school and site are quite good for a day school. You must have some place for children to go to out of school hours. At present they loaf.

I don't think we ought to try to introduce the English public school here. That carries on in spite of itself. We must adopt the system to the people and climate and environment. I would not send my children out of the country if there were facilities here, and these facilities *must* be provided if this is to be white man's country.

I don't think we can educate children up to the age when they are ready to go to the Varsity.

I would not have things like typewriting and shorthand taught at school. I don't think I would specialise after 16. There are too many other things to be learnt in school and a boy's mind is not trained or his character formed by shorthand or typewriting. Don't try to tinker at technical instruction in school hours. A boy will slack at subjects which matter and which count in life if he is taught things like shorthand and typewriting. I believe in compulsory education. I don't see why fees should not at the same time be paid. There might be a tribunal for appeals on the ground of poverty or it might be left to the head-master. I would give the head-master absolute power. *Teachers' salaries must be raised.* That is the basis of everything. I have not thought of any scale. Provision must also be made when engaging a teacher to enable such person to be dismissed for proved *incompetence or misconduct.*

In this respect the Education Department must be made to differ from other Government departments in the Civil Service.

I think it important to have trained teachers. I would prefer a trained University man to a trained person who has not been to Oxford or Cambridge.

I would have equal pay for women.

I see no reason why married women should not teach. It seems a pity to make a hard and fast rule on that subject.

I wish to add to the evidence given by me a few words on a matter which I forgot to mention before the Commission and on which I feel strongly, *viz., the Method of Punishment* adopted by all the teachers in the present school.

1. *Caning* is far too common. It is resorted to daily by masters (and I believe mistresses) to punish careless or inaccurate work and it is often misused or abused. Very few children are improved by caning, and in this country where little things often unduly tend to irritate and excite, it should be used only in extreme cases of disobedience or for grave moral offences. If restricted to these it has a far more wholesome effect than the present system of indiscriminate swishing by persons who are unaccustomed to exercise control over *themselves.*

2. Another form of punishment very common at the Government School but which should be carefully restricted is the giving of *lines*, generally to be done by children (to whom writing is a severe physical and mental effort) at the end of a long day. I am told that a practice not common with certain teachers at the school is to set a child *lines to be done in the dinner hour*, which necessitates a hurried meal and half an hour's mental strain before school reassembles at 1 o'clock. In my experience the only result lines ever achieved was to cultivate a bad style of writing.

MRS. BEATON, ALICE.

I have three children who have been at Government School, Nairobi. One 10-16½ (boy). Another 5-13½ still at school (boy), and the third a girl 7-10½ and still at school.

I have been on the School Committee for three years. Several of the teachers were, and are, my intimate friends also a large number of the children, so I know pretty well the teachers and children's point of view.

I want to support the teaching of modern languages and Latin. I don't think the teaching is thorough but that is due to constant changes. Most of the staff there now is temporary. My little girl in 2½ years had seven different teachers. She is still in Standard I. I don't blame the teachers.

I am fully in favour co-education. I don't think it has done any harm. I think it has done a great deal of good.

I don't believe in silly rules that boys should not talk to girls. If children are left to themselves they are perfectly natural. Boarders should mix in games. It seems silly to make these rules; even brothers and sisters were not allowed to speak.

Head-mistress should have full control of girls.

I think head-master should have full charge so far as syllabus of school goes and in method of running it.

Names of girls should be submitted to Ladies' Committee. There have been cases in which girls not well brought up have been admitted.

Ladies' Committee count the sheets and condemn linen suggest menu and inspect dormitories.

The Director of Education reprimands the Committee if he think it exceeds its powers in recommending improvements constructural arrangements in buildings.

The house committee reports are read to the school committee. It was arranged last year that a member of the house committee should represent it on the school committee.

It is difficult for a newcomer to make rules without experience of the country.

My eldest boy told me last night that rules prohibiting conversations between boys and girls always leads to trouble with the teachers. One of my boys has been reprimanded for talking to a girl on Saturday morning in town. The rule existed before new head-master came.

I believe some of the parents object to children mixing. I think the proportion of parents who would object is small. My eldest son who goes to Edinburgh to College will be put back two years in his studies because he does not know any Latin.

I have asked for Latin, book-keeping and Botany and better French.

As long as College at home make a point of students knowing Latin it should be taught.

The syllabus appears to be adopted to farmer's sons only. No specialising in any subject.

I am informed that one girl I know well is fully three years behind girls of her age in every subject. She was considered the show girl of the school. She was so found when she went to the Cape to matriculate. She was considered best here in mathematics. At the Cape she was told she did not know the A. B. C. of this subject.

The children should be taught singing. They get tonic solfa only.

Last year or the year before singing was stopped but it was revived again for a short time.

I think the moral tone of the school is very good indeed considering the difficulties.

Miss Ridgill did a great deal to raise the moral tone of the school especially among the little girls. We have condemned the bath rooms again and again. They were unsuitable draughty and insufficient. I think they are being altered. Every drop of water has to be carried.

Kabete would be a good site for the new Boarding School. They would have all the advantages of being away from Nairobi and of being near enough to have all the benefits of the town such as visiting teachers and doctors.

Naivasha is not considered a healthy resort and it would require a larger resident staff.

I know nothing about visits to dentists. I know that Dr. Mackinnon examines the children, he probably advises visits to the dentists.

I think a dentist's visits would be good.

There were 10 day scholars not admitted this term due to want of sufficient accommodation.

It would help if there were a small kindergarten school at Parklands and at Kilimani. It is very trying for little tiny tots to walk long distances to the Government School.

I have not noticed any lack of concentration here. I think if three months' holiday is given there is no diminution of power of work. I think the present arrangement is good although during the last fortnight of the term children flag a good deal and it is trying also the teachers. I think the present hours are good. It may lead to a tendency to give too much home work. Some teachers give too much. The lower school has no home work.

I prefer the present hours to 8-1. I should like homework to be done at school between 3-4. Homework is a bone of contention in most homes. It hangs over children's heads and even in bed it worries them.

Children enjoy the religious instruction by visiting ministers.

I think higher boarding fees should have been charged two years ago when prices went up. Children should buy their books. They would take more care of them. They are not allowed to take the books when they leave school. In large families they would be handed down or sold second-hand.

I know that the present salaries are not sufficient for the lady teachers. I don't know what the men get. I don't think a good class of teachers could be retained on the present pay. The constant changes are due to discontent. No domestic economy is taught at the school. It is necessary. Girls are generally more forward than boys.

Sewing has been much neglected since Miss Munro left. My little girl 3½ years at school, was taught little or no sewing.

There is a tendency throughout the school to punish children for not doing work which they have not been taught.

Drawing is very bad, it is not taught thoroughly. They are taught geography. Much time is spent on history. Modern history is not taught as they never seem to get as far as the Georges.

Miss Ridgill has taught sewing to the bigger girls and encouraged them to make their own clothes. Cutting-out and dress-making should, I consider, be taught to the bigger girls.

BENNETT, PHILIP ALFRED, Clerk in Holy Orders, Farming at Ruiru.

I am very strongly opposed to co-education in East Africa particularly because of the conditions under which European children are brought up; because of their early knowledge of evil owing to contact with native servants which plus early physical development makes it necessary for very close supervision by a special staff. I think a very special staff is impossible because of the cost and perhaps too the claims of home schools. I am speaking particularly of co-education in a Boarding School. I think primary education and secondary education are necessary. Secondary education should be in boarding schools. I always was dissatisfied with the curriculum at the Nairobi School with regard to my own children.

I think children should be able to stay here till 12 without educational loss.

Secondary education should be supplied for those who cannot send their children home. Children should go from primary schools to secondary Boarding Schools. There should be separate schools for boys and girls in separate localities. No resident men teachers should be employed in girls schools.

Notes did pass between boys and girls in Nairobi School. I do not object to co-education in day schools. I do not think this is a country to try educational experiments.

There are sufficient difficulties without importing others. I think both boarding and school fees could be raised. I have been 17 years in the country. I am in general agreement with Dr. Mackinnon on concentration.

I have had two boys and one girl in Nairobi School. I sent the girl to Miss Seccombe because I object to co-education.

The Boarding School should be not less than 10 miles from Nairobi. The connection with the town should be cut.

I think the whole atmosphere of the town demoralizing. I think the public school system should be introduced. The boys should be as near gentlemen as we can turn them out from the point of view of contact with natives.

I think land should be set apart for the purpose of raising revenue for educational purposes. It is done in almost all British Colonies. I think that is done because the importance of education is recognised whereas here it is put last of all.

BERGMANS, JOHN, R. C. Priest, Kisumu, in charge of mission.

I want to be left free. I do not believe in a board to co-ordinate education. Our principal aim is religion. We give education in connection with religion. The two cannot be separated. Personally I would rather do without Government assistance if it implies control. I would certainly agree with Government stepping in if deleterious doctrines were being taught. The state has a right to ask as to our curriculum. I have no authority to speak in the name of my bishop.

I believe in European education.

Most people are in a position to send their children home at the age of 10.
 Others intend to make the country their home.
 Some provision should be made for their children.
 There ought to be a school for Indians or Goans in Kisumu.
 I believe in education for natives to a certain extent.
 Writing and reading.
 I do not believe in natives for clerkships for sometime to come.
 The native by himself cannot do anything.
 Either clerking or technical work.
 They have no initiative.
 You cannot keep apprentices.
 Cannot compare Uganda with Kavirondo.
 I have no hope for the Kavirondo for the next 50 years.
 I am not in favour of teaching English. It spoils the natives.
 It gives them a swollen head and they become a dishonour to you.
 I do not think the spread of Christianity lessens natives ardour for work.
 You cannot expect a teacher to work on the road with his pupils and others.
 But education creates wants which have to be supplied.
 I think the educated native works just as freely as ordinary shenzies as labourers.
 I expect the educated boy would ask for more pay.
 A little education develops the brain to a certain extent and he does better work.
 Unless they are well grounded in religion, education does tend to make natives swollen headed.
 I think the whiteman should learn the native language.
 I believe in natives learning Swahili.
 It is difficult for a Nilotic Kavirondo to learn Swahili.
 The Bantu do not take to education so freely as the Nilotic.
 We charge nothing for education.
 Books and material have to be paid for.
 1½—2 hours manual labour is done every morning.
 They are all boarders in the mission. They provide their own food.
 It would be more useful if we had more land.
 At present owing to the fact we have only five acres to come in conflict with the chiefs.

BRISTOW, CHARLES FRANCIS.

There should be something by way of a European Kindergarten at Kisumu.
 Fourteen children between three and seven in Kisumu.
 Two-and-half hours tuition in the morning.
 The Director of Education supplied some material for Mrs. J. E. Well to teach. The plan did not materialise. A Kindergarten mistress might combine her work with P.O. work.
 I would be ready to pay Rs. 5/- per mensem and buy their books.
 It would be a better plan to have a Government grant in aid. I suggest we all pay an education tax. I would suggest £1 per annum for all male Europeans, half that for Indians. In Orange River Colony there was an education tax of 10/- per head.
 Natives should pay Re. 1/- per head of hut and poll tax payers.
 I would suggest that all natives should be taught English and all Europeans Swahili.
 The majority of European children will leave the country as they get older.

FAKIR CHAND, Hindu, Station-master, Kisumu.

I agree with Mr. Rehmtulla. General Manager should be asked to house the teachers temporarily. They can afford to give two or three rooms for the teachers.
 Thirty-five boys and girls among Railway subordinate staff.
 We cannot afford to send our children anywhere.
 There is no school in Kisumu of any sort for Indians.
 I have been 17 years in Kisumu.
 The health of the children in Kisumu is generally good.

CLOETE, MARIA ELIZABETH, teaching at Government School, Eldoret, for a little over two years.

I have taught in South Africa. I hold the Transvaal teacher's certificate and the O.F.S. diploma and teacher's certificate. I don't think the pupils do practical work enough. When they leave school they cannot help themselves. The boys do no commercial work and the girls do not learn house-keeping. There is little opportunity with the existing staff for these subjects. The children learn hygiene. I know mostly all the parents. I think they are satisfied with the work at the school but they would like commercial and house-keeping courses. It would be a good thing if agriculture were taught on scientific lines. We have cricket, football and tennis at the school. Only about six parents want a commercial course. I am very much in favour of compulsory education in a day school but I think sexes should board in separate buildings. The present building in which classes are held is iron and very hot. There has been no trouble but there is always a good deal of anxiety with boys and girls in one boarding house. The supervision would be somewhat reduced by separation. This is the first term in which we have had boys as boarders. Owing to the prevailing illness we have not had the full complement of boys as boarders. The children from South get on quite well with the local children. I don't think the difference between races is noticed at all. Scripture is in the curriculum but opportunities are scarce for giving lessons. We do give physical work but we have not done any this term. If people want Dutch I should teach it. The minister wants it for religious purposes. If parents require it I should provide Dutch teaching for three hours a week. It could be taken after school hours. If parents are so very keen they might pay for the teaching. If it were given I think the parents would soon lose their keenness.

With the little ones it is often necessary to use Taal as a medium for teaching. After a few terms it is no longer necessary they pick up English very quickly. There should be some technical work such as carpentering. There are some very clever children who if helped might do well. We only work up to Standard VII. The school is new and understaffed. But I think it would be a sound thing to work up to the matric standard eventually. All Dutch ministers have to take a university degree. We have never had a proper teacher for farm schools I think because they are not properly paid. Teachers should be good qualified teachers on the permanent staff. There are a large number of children who if they are not educated now will not be educated at all and they will not grow up good citizens. I think teachers should be got from South Africa or England, I think it would be sound to get teachers from England. A farm school has about 20 children. There should be a division of the Plateau with a school for each centre. The parents are not indifferent but are often uneducated and shy and that is the reason why none have appeared before the Commission. There are two other churches beside the Dutch Reformed Church. Mr. De Wet represented about 2/3 rds. of the Dutch population on the Plateau. I would suggest that Farm schools teach up to Standard IV or V. and that then the children should be sent in to Eldoret. Government now helps in the case of poor children. I would suggest that such help should be continued. I think a definite education tax would be a good thing. It is very urgent that teachers be obtained for farm schools. I think it would be a good thing if we train up some teachers for the farm schools. Local teachers would—perhaps—be better as they would have a local spirit and interest in the country. The difficulty lies in the time which it will take to train them. One year after Standard VII. might be sufficient education for a teacher if she comes again to school to finish her education.

COOKE, AUSTIN, retired, living with sons, who are settlers.

Three-and-half years in B.E.A. I came from India. I think private schools should be started with Government assistance guaranteed by settlers. There should be Government control over private schools. Government schools fees to be charged to all. The local magistrate should have powers of remission. Missions would help in starting normal schools. A start could be made with the Missions. I think education would increase the labour supply. I do not think any form of religion should accompany State education of natives.

The State should support Industrial schools. Religious Societies have their own funds. I also suggest schools to train teachers for Hedge Schools, i.e. men who would (and could) earn a living from the villagers.

Industrial schools for natives in several centres. One for railway to be charged to Railway separate from the rest. I do not suggest forcing natives to go to industrial schools. No Latin or Greek to be taught in Government schools.

COWIE, H. H., CAPTAIN.

Fifteen-and-half years in the country. I am a member of Nairobi School Committee. I am glad Government has at last made a move to take the education question in hand. It is important that the matter should be dealt with without delay.

The present buildings are unsuitable and the salaries inadequate. Essential matters be dealt with on a large scale, that necessitates large expenditure. The present school was for a small number of pupils. It is a hotch potch of uncomfortable and unsuitable rooms. A large sum has been spent from year to year and it has failed to make it up-to-date. Children are increasing and further accommodation will be required. Influx of settlers will be greater. End of war will not affect matter much. I suggest that Government start a very large boarding school at Kabete. I would certainly have co-education. I entirely disagree with the last witness in that subject. The more you put boys and girls together the more balanced become their morals and manners. That is my own experience particularly in the Kindergarten classes. It is very necessary for smaller children to have Kindergarten schools at Parklands and other districts round Nairobi. Constant anxiety for parents sending children to the present school especially if children are females in the case of smaller children.

There should be compulsory State education. It must be free if compulsory. Boarders should pay boarding fees. My children have done well here as boarders. As a day boy my boy has not done so well. I am very satisfied with the education given at the school. Children have been sent to St. Andrew's and other schools in the Cape and the masters have said the children have had the best grounding they had seen. The want was that Latin was not taught which put the pupils back several classes. I have tried to get Latin taught for five years but was told it was obsolete and there was no provision for teaching it. My own knowledge of the subject proved this to be erroneous and I still maintain that English is not understood without this language as a foundation. My children looked better when at school as boarders than at home as day scholars. Better games and having their own play mates may account for it or perhaps plainer food and a more regular life. My children lunch at school. Impossible for some children at Parklands to get to school in wet weather. Some provision ought to be made for transport. I do not approve of a mule waggon with mules entrusted to the native driver obtainable here. Fees are ridiculously low at present but don't think parents would like to pay more at the present time owing to high rate of living. Government should cater for poor, middle and rich in the same school. Any child eight to ten could get home in the wet without much harm or difficulty. I don't think we are in a position to supply free transport.

I would not expect Government to pay for transport. Parent's consent would have to be obtained for any expense in transport. My children are 14 and 9 both boys.

Elder boy is very fond of reading. He reads a good class of book. I don't hold with home preparation, it is in fact not done. No boy is ever inclined to do it willingly. I am against adding on to the present building. I do not approve of Nairobi for a boarding school site with so many denominations and diseases. I think it ought to be near *e.g.* Kabete. It is central to all parts of the Protectorate. Nairobi will always be the capital and most thickly populated town. I would have a day school in Nairobi and the present buildings would be suitable with a few alterations to keep the same staff at the day school as the boarding school. If the standard were good enough I would not send my children away. Government elementary schools should be established at centres like Eldoret, Naivasha and Mombasa. Science should not be taught everywhere, it should be centralised at the Central School as it entails a large outlay. Hundred acres would be sufficient. I am a Christian Scientist. I believe in Bible teaching, but only if strictly in accordance with the Fifth Chapter of St. Matthew and entirely free from creeds and dogmas introduced by some sects. I should like to see salaries doubled. Headmaster should get £750 per annum. Director of Education's pay should be more. No gymnasium provided at present. It is essential that one should be provided.

CRIBB, FREDERICK, Dispenser, Medical Department.

I do agree with compulsory education in one subject, agricultural.

I do not think it fair that chiefs' sons or any other class, should have compulsory education other than agricultural. I think that comes first.

The material can be taken from promising pupils at technical or literary schools.

Agriculture could begin at nine years of age.

Reading is passed on by those who know how to read to those who don't.

I would apply the agricultural education by means of farms. Where natives could be trained who would superintend instruction in the reserves.

CROXFORD, FRANK JOHN, Advocate, two years in East Africa, 15 months in Eldoret.

I am in favour of compulsory education up to Standard VII. That would be free. I am in favour of a compulsory education tax on the principle of a simple land tax. I mean a flat rate tax of so much per acre. It would of course not be popular with landholders. In Australia and Canada they have a tax of that description. I think as far as the Government is concerned they have done all they could. I think we have the wrong class of teachers, I think we should have a really good class. The tone of the present teachers is wrong, I mean by tone the manner of speech. I would prefer teachers with a University education. I don't think the girl's and boy's dormitories should be so close. I quite agree with co-education. The sexes act beneficially on each. I have heard no complaints about the school. The behaviour and conduct of the pupils are good, the children are eager to go to school. I have not come across any strong feeling between Dutch and English until the advent of the minister. I think all Dutch are anti-British I do not think there is an anti-Dutch feeling among the British. The Dutch spirit is that which every decent race has. It is not seditious. I think the request for teaching Dutch is the thin edge of the wedge, soon a demand will arise for dual language teaching with all its concomitants. I think the request for Dutch teaching is a reasonable one to be taught as an extra up to a certain Standard as $\frac{3}{4}$ of the population of the Plateau are Dutch. A great many are uneducated. Most of them are those who fled from South Africa after the war because they objected to British rule. They originally went to G.E.A. and left for the Protectorate because of the climate and treatment they received from the Germans. I think there is a demand for a central school for higher education for the Protectorate. I think that demand will increase. It should be somewhere along the present railway line in the Highlands. I am opposed to the higher education of natives. I have had much experience in South Africa and here and have found the educated boy is less useful on the farm and in the house. If a native learns a handicraft he is a very useful member. There is a tendency for an educated boy to forge, something such as passes or a permit. I think there should be a syllabus of work in the local school. At present there appears to be none. I think there should be general rules as to conduct within and out of school such as to hours. I think the present salary of the headmaster is not sufficient to attract the sort of teacher, I should like to see.

CUTHBERT, SIDNEY DIMOND, Secretary, Newland, Tarlton & Co., Ltd.

I have three sons, 7, 11 and 14½ years, respectively. The 11 year old boy is attending Government School. Eldest son was attending till last August. I sent him to Natal, to Hilton College.

When he left school he was studying for the Senior Cambridge.

(Letter from headmaster read and attached.)

I was a member of the School Committee for some time. My wife was a member of the Ladies' Committee. She could tell more about the buildings, I don't think the type of education is sufficient.

My son had a fair amount of homework. He had no trouble with it.

He had no difficulty in concentrating his mind.

There is no difference between here South Africa in so far as power of concentration is concerned. I disapprove of co-education. I think girls should be separate. I have not come across co-education schools except Nairobi.

In South Africa the sexes are separate.

My objection would be for girls to be co-educated with boys. My objection is on moral grounds. I don't think there is any objection to co-education in the kindergarten stage. Both day and boarding schools are necessary.

I would prefer to keep boys at home till they get to 14 or 15.

I don't think the situation of the site is good. I would suggest Kabete, that would be for a boarding school. There should always be a day school in Nairobi.

I think the school fees are ridiculously low even for the present education. They should be much higher or education should be free. Education should be free, it is a success in South Africa.

I should think nearly all parents could pay higher fees. Perhaps 20 per cent. could not afford to pay higher fees. I should like to give all pupils, irrespective of the financial condition of their parents, the same education. So far as I know I think the moral tone is good. I have not heard that there is a good deal of swearing. I have not noticed it in my own boy.

I think the class of teachers suitable for this country would be one educated in South Africa with special teaching qualifications, preferably educated at an University. I think specialised teaching would be sound.

The South African accent is only found in certain districts, none in Natal or in the Eastern Province. It is due to the Dutch element. It is surprising to me that staff could be got at the present rates. They are 40 per cent. lower than commercial houses. Scope is very narrow. In our firm one assistant started at £112/10 now gets £30 per mensem after 3½ years' service. In this 3½ years' service, 15 months was with the E.A.M.R. He is 26 years. He is entitled to passage. In my own case the firm were going to pay my own and family's passage and half pay for six months. I think women should be paid on the same scale as men. I agree with equal work equal pay. I should think there is very little *esprit de corps*.

It might be fostered by gymnasium and games. It is difficult because of climate. Other school might stir up emulation.

The suggested alteration of hours, *i.e.* 8-1 has been adopted by some schools in South Africa. No harm or ill effects apparently caused by children going home at 3 p.m. I like the present hours, children have more time at home.

I don't know if children are less truthful than at home. If so, it is due to less supervision and possibly mixing with natives.

My eldest boy was keen on books. He read travel and engineering works. He used the School Library largely. The books were quite good.

My boy was never a boarder. I think an ideal spot for the central building school would be at Kabete where the Rhodesian camp was. I think Miss Findlay's School suffered, because the building was so bad, very hot. Children had to keep their hats on.

I don't approve of present type of schools in Parklands. I don't think the mistresses are qualified.

In one case in such schools the fees are not low. They are Rs. 10/- per month. 20 children go to the school. Parklands comprise mostly middle class people. Mr. Orr attempted to organize a motor car or 'bus service to the school. It fell through. Parents did not patronise it. On wet days they sent for rickshaws.

I paid nothing for school books. I don't think it necessary for parents to buy books. They should be lent and paid for in an inclusive fee. If systems were changed, frequently it might be a hardship for parents to buy books.

HILTON COLLEGE,

NATAL,

September, 24th, 1918.

DEAR MR. CUTHBERT,

I have been rather long in writing to you about your son—as a matter of fact I have been very much puzzled what to do with him. The Cambridge Senior entries were sent in from South Africa in June this year, so that I could not have entered him in any case, but I find that he is a long way from that standard of attainment in French and he has only a bare margin of subjects so that he cannot get his certificate without passing in every one of his subjects. For Matriculation he is without Latin and without Science so that this too is not practicable under about three years work. I am not starting him in Latin—it is too late—but instead have put him on to extra Mathematics and Science. By Xmas I shall be able to report better upon him when I find what his rate of progress is.

Yours sincerely,

(Signed) W. FALCON.

DE MELLO, VINCENT, Provincial Commissioner's Clerk.

Twenty-five years in East Africa. Eighteen years off and on at Kisumu.

We have no schools here at all.

If Indians have schools Goans should be allowed to go there, if English education is to be given.

We have nine children of school age.

I do not think Indians would object to us using the school.

My wife cannot come here because of educating my children in India.

I am prepared to be taxed for education.

I have to run three establishments myself here, a boy at college and my wife in India.

I am not asking for a separate school.

I think a tax between Rs. 7-50 to Rs. 10/- per annum would be all right.

I have not asked other Goans' opinion.

It is obvious. You cannot get something for nothing.

The other Goan parents are in the same position as myself.

In India the schools run by the Jesuit fathers are for all colours, Europeans, Indians and Goans.

DE WET, HENDRIK CHRISTOAFEL, Minister, Dutch Reformed Church.

I have been at Farm 31 for about a year. I came to give evidence on the question of Dutch in the Government Schools. At present Dutch is allowed for first two years. If Dutch is discontinued at the end of two years there is no real teaching of Dutch. I advanced teaching Dutch up to 4th Standard the 4th standard. It is necessary for me now to teach Dutch in order that would be Dutch Reformed members can understand their Catechism. For the welfare of this country children must get an education in Dutch up to Standard IV at least. I do not mean that all subjects should be taught in Dutch. I have hitherto been speaking of farm schools only. I mean by Dutch, High Dutch not Taal. With respect to the central school of Dutch, which is highly recommendable, were continued as a foreign language at Eldoret, if I understand the regulations rightly it is up to Standard VII, that is I think too low. I should like it to reach the Cape matriculation standard. I have read the regulations and think they are good theoretically but the standard in certain respects is too high for practice. There are two Church schools: one at Farm 31 and one at Sergoit, Farm 207. The Church pays half the salary of the principal in one case and the fees amount to half. There are about 30 scholars at each. Some of the pupils board with people near by. At Farm 31 there are two male and at Farm 207 two lady teachers. Both schools are mixed. They teach up to Standard VII. I am not quite certain if both the principals are certificated. The teaching is not in Dutch, which is taught as a foreign language. In the beginning the children are taught in the Taal; that is to say: the Taal is the language used as medium for teaching up to Standard II. Both English and Dutch are taught right away. There are other farm schools in Uasin Gishu which are not Church schools: two in the Trans-Nzoia, one at Wheelers Drift, and one at Burnt Forest. These are Government schools in respect of a Government grant. At Thika it is absolutely necessary to start a Government farm school. I want education on one footing. People who support Church schools say that if they are allowed to teach up to Standard VII with Dutch as a foreign language throughout they would agree to Government control and the schools may be turned into Government schools. I am in favour of Government schools. The Government farm schools have been free in the past. The question of fees I should leave to a local board. I think in farm schools it would be best to have education free because some people object to paying much for education and take their children out of school should the fees be at all heavy. I am in favour of compulsory education but it is difficult to enforce this with such distances between school centres as is the case in British East Africa. I think education must be carried on more systematically. If the question of teaching Dutch could be settled I suggest three hours a week for teaching Dutch. For preliminary higher education there must be one central place. It should teach up to matriculation at least. The education required is of a more general nature. In the Church schools the pupils pay for their books and keep them. The fees fixed in Church schools begin at Rs. 3-00 per mensem and go up to Rs. 5-00, Rs. 6-00 and Rs. 7-00. I propose that the existing Government farm schools should teach up to standard VI with Dutch as a foreign language throughout and likewise Church schools to Standard VII. and the Eldoret central school to the Cape matric. standard. I see no reason why farm schools or the Central School should not be mixed provided that the mixing of the two sexes occurs only in the class rooms. It is a great difficulty to find suitable teachers here. The Burnt Forest school is temporarily closed because there is no teacher to be had. It is necessary to get qualified teachers from South Africa. In order to obtain teachers it is necessary to have the present salary raised. I think persons who have been educated to the matriculation standard, though without any normal training, will do for farm schools. If local candidates

for farm schools could be procured I think a year's training (normal course) at the Central School would be sufficient after they have passed, say, an examination equal to the Cape School Higher or perhaps even Standard VII which would be more practicable. The pay now is £80 for women and £100 for men. You can't get teachers from South Africa at that. In South Africa they get £140 at farm schools. I think £140 should be given for men and £120 for women, if matriculated. One Church school principal is paid £180 per annum and we had difficulty in getting one even at this salary. In South Africa there is a provincial Government tax. Local school boards fix the amount of the tax. Each farm school should have its special committee of say five people. I should like to lay stress on the dire necessity of a Government farm school at Thika. I have not thought about the education of natives. I believe in educating them in the right way on a religious basis. If there is no such basis there is bound to be trouble, as we have seen time and again down South.

Higher Education :

There is no reason why a college should not be erected at Nairobi, say, where students would be able to study for the lower degrees. What certainly is of importance is that somewhere in this country an agricultural as well as a veterinary institution should be started, seeing this country has problems of its own in both these departments.

NATHUBHAI JIVANJI DESAI, Hindu, duly sworn, Manager of Desai Pandit Bros., Interpreter, Mombasa.

I have resided in East Africa 18 years of which 11 years were in Mombasa. I have been in the High Court service. I am interested in the educational questions of my community. I am of opinion that Mr. A. A. Visram's offer will meet the immediate requirements of the community. The suggestion that the education should be carried on on the same lines as carried on in India would suit. Female education should be optional. Girls go now to the Koran teaching. The Hindu parents will have no objection to compulsion. The parents would acquiesce in the teaching of English after 3/4 years vernacular course. Compulsory education for boys should be only as far as elementary education is concerned.

Physical exercises and games for boys should be made compulsory.

Compulsion to apply after the age of seven years up to the completion of the elementary course.

There should be a High School in Nairobi.

Elementary schools at Machakos, Mumias, Kisumu and Lamu.

Generally I agree with the remarks of Mr. Visram.

OLIVER SADGUN DESAI, Headmaster of the Government "B." School, Indian Christian, duly sworn:—

I have been headmaster of the "B." School for two years. I was a schoolmaster previously in Government High Schools in Bombay. I have been employed altogether eight years as a schoolmaster; always in charge of Indian children.

The Mombasa school is an elementary school. The children in the school are from 7 years to 15 or 16 years. There are seven classes, five assistant teachers; there are 40 scholars in the 1st Standard. The assistant teachers are all Indians, only two are certified matriculated teacher and were engaged in India. The other are not qualified. They were engaged here. Children should be taught their duties as citizens. They should be taught English. They are keen in learning English particularly so in the higher standards. The curriculum is that laid down by the Director of Education. The curriculum is quite good, if the teaching staff is properly qualified. It is not qualified. I would prefer women teachers in the lower forms. They are more sympathetic.

Salary :

Women teachers Rs. 250 to Rs. 400 with furnished quarters. Men teachers in the higher classes Rs. 250 to 400 with furnished quarters. (These to be duly certificated).

There are special courses of instructions in Indian Colleges for teachers. This is taken after the B.A. course.

There should be primary and secondary education up to the Matriculation standard.

Education up to the seventh form to be compulsory and free.

I approve of physical training and games being made part of the curriculum. There should be a drill and games master. There is no medical inspection of the scholars. I consider it is very necessary. I have drawn the attention of the Director of Education to the necessity in course of conversation. The Medical Officer of Health has inspected the building which the witness considers very

unsatisfactory. The Indian Association has nominated a School Committee which is approved by the Government. The members of the Committee have frequently drawn the attention of the Government to the condition of the building.

Parents pay Rs. 4-00 a month (highest fee).

„ „ „ Re. 1-00 „ (lowest fee).

Books, etc., are supplied free by the Government. Books should be supplied by the Government and paid for by the parents.

I consider that a school building be erected on the sea side of the Railway line.

Would say that there are over 500 Indian children (boys) of whom about 150 remaining without educational facilities.

The school fees paid at present are too high, much higher than in India. Has had no complaints from parents as to this.

Children in out-districts. At places where there are certain numbers of children there should be schools. But elsewhere if higher education instituted, hostels at schools necessary. There should be elementary schools in places where there are from 30 to 40 children. I consider it impossible to send young children to hostels, unless there are matrons to take care of them.

General morals taught but no religious teaching possible; selection from the different scriptures with a view to teaching morals would not be resented. But actual teaching of different scriptures would be resented.

After completing preliminary education, Industrial Education to be commenced. Commercial work (book-keeping, etc.) Agriculture, carpentry, and similar industries. Fees should be paid for such training. In India I think the fee charged is Rs. 60 for six months.

A Matriculation examination can be held here.

To meet the cost of free education, an educational tax should be levied.

The Government provision made by the Government for the Indian schools is not sufficient. Each class should have its own teacher and the Headmaster be free for general supervision of the school. The staff has never, while I have been in the school, been sufficient. It has never been sanctioned; equipment generally insufficient and unscientific. The play ground is too far away. There is no gymnastic material.

School hours 8 to 11 a.m. and 2-30 to 4-30 p.m.

The lower class children are generally dirty, the higher standard children are cleaner. They understand better. Hygiene is taught.

60 per cent. of boys are merchant class.

40 per cent. of boys are others (mixed).

THOMAS AINSWORTH DICKSON, M.C., Acting District Commissioner, Mombasa.

I have been nine years in Seyidie Province.

Arab Education (Arab and better class Swahili).

Arab boys go to the Koran schools at 5, 6 and 7 years of age, and stops on the average 2 years in the school. Under the existing system you may have 50 or 60 boys in the same school and two boys are learning the same verse of the Koran. Two years should be sufficient to allow of a boy learning the essential parts of the Koran. The boys are, when learning the Koran learning Arabic characters. After two years preliminary course of the Koran a certain time should be devoted to the learning of the higher parts of the Koran. I am in favour of the Koran schools being continued but improved and supervised.

I would like to see Koran schools registered and registers of children kept. I think two years enough for the first course of the Koran. An arrangement should be made by the parents that their boys enter the Koran schools for two years only and that the Mwalim be told he must complete the training in two years.

KORAN SCHOOLS.

Present arrangement re Koran schools.

Entrance Fee: Weekly payment in kind during period of tuition.

On Thursday, a small contribution in cents.

At certain chapters the Mwalim receives anything from 75 cents to a rupee. Then when a boy finally leaves a present is made of anything up to Rs. 20/-.

I have no objection to the Koran being taught in the Government school provided a qualified Mwalim is engaged. The paid Mohammedan staff might teach the Koran.

I think that Christian teachers should be provided from schools and paid for.

I think that the older generation of Arabs has become apathetic because of the abolition of slaves, etc. But I do not think this is the case with the younger generation.

I know a considerable number of these younger people who are anxious to travel, do business and make money. They are kept from arriving at these points by lack of ordinary education. The boys at Malindi, Mamburi, Lamu, etc. have no means of being educated.

Compulsory education is absolutely necessary if we are to achieve anything. Free education. Punishing the parents if necessary. This might create dissatisfaction to start with but they would soon come into line.

Primary education for two years after Koran reading, then a process of selection for purposes of deciding what vocation to follow, *i.e.* whether industrial, or higher education to qualify for Government appointments or commerce. Most of their education should be finished here. I have spoken to many Arabs. The younger generation have expressed a desire to become clerks, etc. The older generation are depressed and have no ambition. The younger generation have ambition. A certain group composed of Arabs, Baluchis and Swahilis are enthusiastic as to a future. Some of the younger people are considering the possibility of forming an association with a view of raising their status, the movement has a national tendency. I am very hopeful as to the future if we tackle the question in the right way.

Boys should be drawn from the Arab school for work in the administration. I think that if scholarships could be arranged to allow of these obtaining an education in Egypt it might be advisable. Every opportunity should be given to the boys to learn Arabic in the schools but it should not be made compulsory. Arabic is not a current language in Mombasa, but it is in Lamu, Malindi, and Zanzibar. A man that can speak Arabic will be given more respect, the people generally will look up to such a man.

The education of sons of chiefs is desirable. Government Headmen should be educated. This should be a condition of their appointment.

The German system of Akidas as I found it operating in the Northern part of the Tangá district is in my opinion the one we should follow. The Akidas were all educated by the Germans.

A very small class of people might consider it more as a matter of *heshima* to pay, but the majority will want it free.

It will be better to increase the hut and poll tax than to impose a specific tax to meet expenditure.

A boarding school is premature.

An Arab school should not be in Mombasa because of the general environment.

I consider that the time is not ripe for the education of girls. I consider that the men must be educated first and then they may see the necessity for educating girls.

In default of compulsion, then indentured.

I am strongly in favour of indenturing for a period of years for purposes of technical training. A Swahili sent by me to Zanzibar to the High School there after two years returned here and took up motor engineering and he has picked up the work quickly and is doing very well.

SHAMS-UD-DIN, Mohamedan, Lawyer's Clerk, Nairobi.

Joint Secretary of Mohamedan Association, Nairobi.

The Association excludes Khojas.

The Association includes natives and Arabs.

Some arrangement whereby Mohamedan children should have religious education is very desirable.

There is one Koran School in the Mosque but it is inadequate to meet the requirements of Mohamedan Community of Nairobi.

If a Government School is established there should be one hour set apart for the various religions. I would suggest one of the staff should teach.

An alternative would be for the Government to subsidise private schools provided that the standard of efficiency is not below that of the Government School.

There should be compulsory elementary education. It need not necessarily be free. I don't think extra education tax would be considered a hardship. I do not agree with Mr. Varma on that point.

I do not think the Indian community will agree that money raised from taxes from them for the purposes of education should be spent on other races. Owing to very acute racial feelings at present existing in the country the Indians are inclined to disregard the theory that as the education of all races is for the benefit of the State the tax payers should not insist that the taxes collected from a particular community must of necessity be expended on the education of the same community.

The feeling is very much in favour of education.

The expense of sending children to India would be much greater than any tax could be.

An Education Board would be useful on which all sides were represented.

The Head Master of a Government School should be English. The medium of education should be English after the first three years.

There should be branch schools for the early stages and leave Central schools for the final stages in which the medium should be English. I have found by experience that it is impossible to begin to teach in English. I have tried it with my own three children.

It is different if the majority of children at the school were English. Mohamedan children have to go to private schools of religion other than Islam where they learn another religion that is not desirable.

I think there are about 600 Indian children in Nairobi 300 to 400 of these are of school going age.

I believe in girls being educated. I do not believe in mixed schools they are impossible among Indians from a sound point of view.

Girl teachers in India are paid Rs. 25 to Rs. 100 per mensem. Women both married and unmarried teach. The girls schools are in principal towns.

I think every Indian would like his children to be educated up to matric standard so that he could go either to England or India and finish at a college.

I think that standard would be met by one or two central high schools, one at Nairobi and one at Mombasa, would be sufficient.

In high schools I think expenses would be reduced if the education started at Standard IV.

Branch schools supported by grants in aid should supply the education up to the 3rd Standard. I am only referring to Nairobi. Elementary schools at places like Machakos would have to be supplied by Government.

I don't think technical schools are necessary. The apprenticeship system should be adopted for that.

I think we have reached the stage when the Indian wants to compete with the European to show that he has the welfare of the country at heart.

It is true that a number of artisans go to India after three years service, but if they stay for 10 years the desire to go disappears.

The tendency since 1903-06 has been to demand land and to settle in the country. In 1900 it was to refuse the offer of free land and to return to India at the earliest opportunity.

A school on the higher grade for Nairobi is necessary. The lack of education and discipline creates a class which will degrade the Indian community and be a menace to the population.

I agree that teachers must be trained and those who teach English must be English and not even Europeans of any other nationality but English.

I would suggest that the bottom three classes should be removed from the present Indian school at Nairobi, and an English head-master be put over the remainder. This would immediately meet with the full requirements of Nairobi and also perhaps Mombasa without incurring any extra expenditures on increased staff or building accommodation as the removal of lower three classes (which consist entirely of infants under the age of 7 or 8 years) would make ample room for the students of higher classes who could then be educated up to matriculation by the present staff, and the seven classes in the school could then be re-organised as from IV, VI to X Standard instead of from I to VII as is the case at present.

The children of the lower three classes could be more advantageously and conveniently educated in the branch and private schools to be maintained by various Indian communities and subsidised by the Government.

The medium of instruction in the lower three classes could be adopted according to the choice of various communities maintaining branch schools provided English language was taught gradually during the three years to enable the boy to receive instruction in English when admitted to Standard IV in the Government School.

Englishmen have a better disciplinary influence on children.

Aligarh has English teachers. It is one of the best colleges in India.

RATILAL MOTICHAND DOSHI, Hindu, employed by Mr. Jaffer Dewji, Mombasa.

I have been six months in Mombasa, I came from Bombay.

The system of education as at present existing in Mombasa is unsatisfactory. Firstly. There is no provision for secondary education.

Secondly. No provision for games.

Thirdly. The school buildings are unsuitable.

Fourthly. The staff with the exception of the headmaster is unsatisfactory as none of the assistants are qualified or trained as teachers. They do not know English properly. The headmaster is qualified to teach English.

There should be free compulsory education, ages 7 to 14 years. Optional, kindergarten lessons between 5 and 7.

I advocate equal education for boys and girls, but owing to the prejudices of the people (Indian) I do not advocate co-education for girls.

There are private schools which teach religion in Mombasa. A High School is necessary. I understand that Mr. Visram's school will come up to this standard.

I consider that education should be paid for out of the General Revenue. No special tax should be levied.

I consider that Indians should be included in any general scheme.

Secondary Education, should be carried to the matriculation course. (Bombay Matriculation).

English language to be taught. After Standard II. in the primary course. English to be the medium. East Africa Protectorate to find all educational facilities, primary and secondary.

Technical Education.—In the secondary course this should be an optional subject. In India they have a manual training course in the higher standards.

I do not stand for entirely literary education. Science is taught in Indian schools. There is considerable feeling in Mombasa. This feeling is general amongst all classes of Indians. It is due to the fact that the boys are growing up without education. Boys are now employed in their fathers' stores because there is nothing else for them to do. There are no caste prejudices as regards education. Religious teaching in the school is impracticable and he advocates entire exclusion. There is considerable home influence in Indian families. All my remarks apply to day-schools. The Indians are making endeavours to establish schools viz. : Mr. Visram and Megi Suleman Virjee.

The emoluments at present drawn by Indian teachers in this country are absolutely inadequate to attract good men. Present scales:—

Headmaster :	Rs. 170 per mensem, inclusive.
Second Assistant :	Rs. 102 per mensem „
Third „	Rs. 85 per mensem „

I suggest following rates.

Assistant Master : Rs. 150 to Rs. 250 by Rs. 15 per annum.

Headmaster : Rs. 350 to Rs. 400 by Rs. 25 per annum.

I do not support any idea of an English headmaster.

200 to 300 Indian children now in Mombasa are not receiving practical education.

Separate schools should be established wherever there are from 30 to 40 boys requiring education. But for smaller communities it will be necessary to make boarding arrangements. Suggest there should be an Indian appointed as Inspector of Indian schools.

I am opposed to education being treated on utilitarian grounds.

Asked if the numbers of Indian children requiring education can be obtained. I consider it can be done.

DOWN, A. THORNTON, Clerk in Holy Orders, Nairobi.

I have had a year's experience in teaching at a private school and have had some experience in coaching small boys for the Navy. I have had 10 years in religious teaching in day schools. There is less prudishness out here than at home. There is precious little boys and girls don't know. But they are just facts and do not affect their minds. Here there is a want of definiteness in thought and idea, *i.e.* of principle.

There is not more definite lying than at home. It is more want of knowledge of the truth.

There is no *esprit de corps*. I think the history of a school makes *esprit de corps*.

It begins with the personality of the staff. It has not been strong enough. The school is too near the parents.

I think it is the temper of the people which in the past accounts for want of *esprit de corps*. They are far too self-interested and critical.

We must get the exceedingly strong and good head-master and mistress. Out and out gentleman and lady of good education. I should not say the masters and mistresses in particular the head-master have enough independence. Too much departmental interference. I think a certain number of the Board School type of teachers is necessary, the majority should be of the public school type. The Board School type for the lower classes. They do better elementary work.

The other type is lacking in technical knowledge of pedagogics, and I have rarely seen a Board School teacher who has had Public School and University training in touch with the minds of the children.

It takes years for a public school and university trained man to understand the industrial classes.

There is a large number of children here with a very low class of mind. In England a large number of mistresses take to teaching for the money and not for love of teaching.

I think quite the majority of teachers should be public school and university persons in the Board School grade would make efficient headmaster or mistress in schools which must arise in small centres for junior pupils.

The most pressing need is the removal of the Boarding School. I am not prepared to say where it should be moved. I am not conversant with the country other than Nairobi.

I would much rather isolate the school. I would have the school self-contained without outside influence. I don't think it necessary for the staff to mix directly with others during terms. They would have their regular days off, and holidays for social purposes.

I don't think the plea of the benefit of home influence on the children would justify the idea of keeping the Boarding School in a centre of population like Nairobi. Teachers should live for the school.

At Bedford by school rule the home control over day scholars is as good as that over boarders. Here is no home control, this is the fault of the parent. One has to cater for a day school. I think the day school should be of the best possible type.

The fees are much too small. They could be raised without difficulty to parents. In exceptional circumstances, there should be power to remit given to the headmaster, not to a committee because then everybody else knows what transpires in committee.

I think every child should be educated in the best possible way. I don't necessarily believe in free education.

Compulsory education should be free. One would get private schools if one had compulsory education. Some minds object to compulsion. Private schools should be inspected by Government Inspectors under law.

No one should undertake the education of other people's children for remuneration, without a licence of some sort.

I believe in co-education. I don't think it has been run altogether successfully here due to the want of co-operation in the staff. I did not know that boys and girls have been forbidden to speak to each other. Improving the present building is waste of money.

I should not increase the new buildings, I would prefer that children went uneducated. If a banda would do for a gymnasium, I agree with it. If a permanent gymnasium could be built for the new day school, I agree. The present site is bad. Too hilly, it is not safe, cut knees and hands are common, one always gets them but there is no need to ask for them.

The day school should be in the healthiest central spot within the area. It might be possible to have the central school more or less where it is and to have junior schools in centres such as Parklands.

There has been very, very little religious education. Such as it is is not good. Every day should begin with religious instruction suitable for children of all denominations. Jews would be excluded. Roman Catholics are not allowed to attend. At one time children were influenced to go to a particular denomination. At present so far as I know there is no pressure of that sort. Each teacher should take his own class.

I don't think an atheist should be allowed on the staff. I would not debar a Roman Catholic. Each teacher should have definite Christian religious belief.

I never teach in a school for purposes of examination. I do not believe in a book of the Bible for a subject for examination.

I should resist the exclusion of parsons from schools. Experts are wanted to teach religion as well as other subjects.

I imagine clergymen are as conscientious and honourable as other people. If I found a child of another denomination in my class, I should inform the school authorities. The school authorities, not the parson, are responsible for the composition of the class.

The school authorities should know the belief of the child. I think the proposed scale of pay is a great improvement. I think all males and females of the same qualifications who do equal work should have equal pay.

I think the senior mistress should have more than the second master. She will have greater responsibility.

I don't think it the head-master's job to interfere with girls. Parents' correspondence regarding girls should go to the head-mistress. The present staff squabbles among itself a great deal. I don't think anything can be made of the school with the present staff.

I think the head-master should choose his own staff. It might be worth while sending the headmaster home at the present time as so many are wanted. He might have a commissary who knew him, and what he wanted, to select candidates for appointment by the Colonial Office. Marriage is a handicap to probationers in Government Service.

I think married women should not be allowed on the staff, unless detached from their husbands. House-masters would have to be paid considerably more for the extra responsibility.

Bad language is used commonly in the school both by children and staff. I should say children had learnt it from their parents, because they are so fluent. I have never heard a protest being made against it by the staff. I have heard it among both sexes in the staff. I can only remember it in three girls of the school. Girls are naturally more secretive.

The bad language, I am referring to is largely the filthy language that goes on in the latrine. That refers to the children.

I regard "damn" as serious when used by a master or mistress in the presence of the children. I have frequently heard boys say damn, but that is a category apart. There are filthy language and dirty stories told in the latrines. There is a great lack of supervision.

I don't think co-education makes any difference for the worse in this particular.

The tone of mixed schools in England is better and higher than in separate schools. A great deal might be done by more careful supervision.

The great preventative is the finer personality of the staff and a perfect system. That must derive its point of view from the staff. Improvement would take place if boarders and day scholars were segregated. Day boys are lower in tone and so much out of control. The language of day boys at the pictures is positively appalling.

Pictures as an uncontrolled place of amusement at night are bad. Elder boys appoint the door of the pictures to meet their girl friends.

I can't say if picture shows are specially arranged for children. The authorities are very good in affording opportunities of seeing films and in adopting one's suggestions. I think much can be done to the school by organising hobbies.

I did propose a scheme of arranging everything in the school on the scout system. It has been done with great success in Council day schools at home. A bigger staff is not necessarily wanted.

Mr. Wotton was prepared to introduce some such system but the staff refused to help on the ground that they were not prepared to do overtime.

My impression is that the present staff intend to go as soon as possible.

With regard to half-term holidays and Saturdays, I do not agree with a whole day on Saturday, the children have nothing to do and no one to help them to do it.

The girls do a certain amount of mending and washing. They may have some music lessons. It seems to me radically wrong that so much time should be free.

The half term holiday seems to me to break up the whole arrangements of the school. A child's mind is affected both before and after. I advocate shorter terms and more of them, with reasonably long holidays between.

I think more work could be done in a concentrated term. I should like to see the abolition of the half term holiday.

DOWNING, LEE HARPER, Missionary, African Inland, Director of B.E.A. part of the Mission.

I have been 18 years all in B.E.A., three years near Machakos and the remainder at Kijabe.

We have 75 missionaries in B.E.A., working among the Kamba, Kikuyu, Masai, Kimasia and Uasin Gishu, Masai, Nandi, South Kavirondo. We had a station among the Elgeyo.

We have schools at these stations. We have about 17 stations. We have a girls' house at Kijabe. Boys in technical schools are boarders. There are 10 or 12 at carpentry and masonry. We have a number working at sawing and in the printing office, four at printing. General principle is piece work in the printing office. Indentured boys are paid Rs. 2-00 to Rs. 2-50 and Rs. 3-00 per mensem and food and education. Apprentices have six hours' work and 2½ hours school.

None of our missionaries have completed the normal course at home. One is devoting all her time to teaching. At every station one is assigned to school work, but has to do other work. Teachers have had to be changed frequently through persons having to go home. We have 50 girls at Kijabe, 10 are very small children. They do ordinary work in addition to school work. We get the babies when mothers die and relatives bring them. We take them on condition that dowry goes back to the girl's people. They usually marry the Christian boys. I can't say if my mission could pull into line with any Government scheme without consulting directors. I think there would be no objection if we were given a free hand in religious matters. I for myself would have no objection to teachers being registered and licensed. I think officials might do more to encourage education. I have not found officials working against us. I think natives feel that the officials are indifferent.

I think uniform and drill had something to do with pupils leaving our school at Machakos and going to the Government school. I have heard that teachers at the Government school at Machakos have been forbidden to exercise Christian influence either in or out of school. The information came from a native teacher. I don't think it wise to educate without Christianity. Practically all our converts learn to read. Most of our teaching is done by native teachers under the supervision of a white person who teaches the teachers at a separate time.

Marriage, in our experience, stops the education.

I would like to see an age between which it should be impossible for parents

to prevent children going to school—Government might intervene in this behalf. I do not want to stop persons doing their ordinary work.

At present at Kijabe the women do their ordinary work. There was a time when I think they thought their husbands should provide others to do the work. I think boys are more intelligent than people suppose. We have 23 white children at Kijabe, one settler's child.

The total number of pupils to our British East Africa schools is 1,370.

EDMONDSON, RICHARD, V.O., but going to settle on the land. 13 years in East Africa.

We are always trying to make bricks in Nakuru without straw. The recommendations of the school committee are never accepted. Money must be provided and some one must be put in authority who has the power to deal with requests. A central board might be a good thing. There is something seriously wrong when a man like Mr. Morrison who is very public spirited has to resign. Projects put forward a year ago have not been done. Salaries have not been raised. The headmaster has not materialised. A sovereign is now worth about 10/-. A trained and good teacher gets £100 a year. At present in the school there is not enough accommodation to get a daily bath for the children in the boarding school. There is only a 20 ft. banda for children to play in out of the sun in the middle of the day. There is no movement we are practically in the same position in which we were. The building was not built as a school. It would pay to build a school. For many months contractors have been measuring and nothing has been done. I have no views as to details of education which should be adopted. I think the women teacher should be paid equally with the male teacher. The cost of living is the same. I think married women would in many cases be better than single as teachers. I think the fees might be raised at the Nakuru school. The scheme of ear-marking land for schools is a pinching business. The schools would have to wait for the land. I think taxation for education purposes might be levied. Any taxation would naturally fall on the municipality unless the cost fell on the general revenue. The municipal tax would be unfair because many pupils come from outside the town. From the point of view of general revenue, tax on imports, and I have advocated payment for veterinary services, I think native education should be started without any delay. It is very important especially the technical side. I think natives would make just as intelligent clerks as many who are now employed. In farm work boys are taught in the course of their employment.

REGINALD FREDERICK GAUNT, Headmaster, Government Arab School.

I have been in charge of the Arab School since September, 1914, I had previous experience as a teacher in England. I was an A.D.C. for three years in Nigeria where I took an interest in educational matters in my district. In the districts of Ikot Epena and Uyo there were two Government schools. There are two or three Government schools in each district, also many Mission schools and also private schools (village schools). I do not know whether these schools are financed by the Government.

I think the average Mombasa boy has more intelligence than the average West Coast native. In Nigeria the whole country is run, as far as the 2nd grade staff, by natives. Also several first-class officials are natives. All these people, excepting legal people and doctors, were educated in Nigerian schools (this term includes Government, mission and private schools). The whole of the industrial work of the Colony (Nigeria) is done by natives. The reason for the efficiency is because there is a large staff of European (Government) Inspectors. All the teachers excepting certain coast schools which have European headmasters are run by native teachers. The same conditions as exist in Nigeria apply to the Gold Coast and Sierra Leone areas.

Small schools in the districts are literary only. But boys go from the small schools to the large schools when they are brought under technical education. The natives generally are very keen and need no compulsion to attend schools.

In G.E.A. the necessity of producing a literary class of natives caused the application of all modern appliances and liberal expenditure of money has achieved most favourable results.

I consider that compulsory education for natives is generally necessary. There are about 350 boys in the Koran schools in Mombasa. The age is supposed to be from 8 to 12 years, but as a matter of fact many boys remain till they are 16 years of age. In Egypt and Zanzibar the Koran is taught as one of the subjects in the school.

In the Koran schools on the Coast the children are taught to repeat it but not to understand what they read. I consider the boys should be allowed to read the text of the Koran and should be taught on the basis of moral lessons connected with the Koran. I suggest that the religious teaching should be on the basis of a

modified form of the Egyptian syllabus. I consider that Arabic is as necessary to an Arab boy as Latin is to an English day. Arab fathers have informed me that Koran schools as they exist in Mombasa are defective and they wish them changed. They will not be opposed to Koran teaching in the schools. —

Industrial, including agriculture and vocational training to be undertaken after the first four years.

Only natives who wish to learn the Koran or Arabic should take these subjects.

The Mombasa school is a Mohammedan school but it is not used as a proselytizing school. I think it would be better to call it a native school.

Indians should have their own schools (*i.e.* Government schools provided for Indian education). There should be schools for natives throughout the country open to all natives. English should be taught in all the schools beginning at the second-class. It is my opinion that the fact of the native in the West Coast being required to learn English accounts for the respect and obedience which is generally observant amongst the West Coast natives. The up-country people should not be taught in Swahili.

All natives in the IV class should choose their future vocation or be put to such vocation and then education be carried on accordingly.

I consider that the teaching of Arabic and the Koran will be an attraction, *i.e.* it will attract to the school. The learning of Arabic will help in accelerating the learning of the Koran.

I would prefer to see Christian teaching and not solely more teaching in the up-country schools.

Experts are necessary to train teaching staff, but for the immediate requirements, it is necessary to import either from Zanzibar or Egypt.

Better class Arabs will engage for clerical appointments (including clerks with business firms) Surveying, Telegraphy, inside Post Office work, Engineering, and similar classes of work.

Lower classes. Carpentry, masonry, weaving, tin smiths, brickmaking.

Boys, after considerable discipline, will when given authority, exercise the same.

I recommend the starting of small voluntary schools for girls.

In Zanzibar in 1900 there were 12 schools in the shambas; in 1912 all but two were closed, because without efficient inspection they were useless.

Any scheme for local schools should be carried out as an experiment in the first instance and if found successful to be continued.

The witness put in two papers as expressing his opinions.

GRANT, RICHARD.

Twenty-one years in East Africa. Twenty years in Kisumu.

Engineering and shipbuilding, Uganda Railway.

Three hundred boys on pier and in dockyard.

The difficulty is about apprenticeship.

Young boys get Rs. 5/- and rations.

We have made repeated efforts to get apprentices.

They will not stay to complete their apprenticeship.

Since 1916, 16 apprentices and not one has stayed over a year.

Europeans, Eurasians and Indians do the teaching.

I ask for a financial guarantee from parents or chiefs to be obtained.

Boys who run away never come back to us.

I think it should be made criminal to employ a boy who has not finished his articles and cannot produce a written guarantee of this.

One of the reasons why they depart, is perhaps, the absence of home life.

We get the boys quite young, 10 or 11 perhaps.

Goans and Eurasians have no facilities for education in Kisumu.

No facilities for Indian.

There are perhaps 80 to 90 children in the Railway of various ages.

I put in scale of ration and pay to apprentices.

UGANDA RAILWAY.

SCALE OF INDIAN APPRENTICES.

Indian apprentices are started from Rs. 10/- to Rs. 15/- per mensem according to their ages and promoted every year until they get Rs. 45/- standard rate of an artisan.

They are rationed full quantity as allowed for an Indian workman.

Scale of Rations.

	For 31 Days.		For 30 Days.	
	Lbs.	Ozs.	Lbs.	Ozs.
Rice or Flour ...	46	8	45	0
Ghee ...	2	14½	2	13
Dall ...	7	12	7	8
Salt ...	1	4	1	8

Scale for African Apprentices.

Their ages are 14 to 16 years, all of these draw rations as per scale below:—

	For 31 Days.	Lbs.	Ozs.	For 30 Days.	Lbs.	Ozs.
Rice	...	46	8		45	0
Salt	...	1	4		1	4

The scale of wages is as follows:—

1st year	Rs. 5 per month and rations
2nd	" " 6
3rd	" " 7
4th	" " 8
5th	" " 10
6th	" " 12

GREETHAM, CLARENCE GEORGE, Storekeeper, Nakuru.

I should like to register a strong protest at no notice being taken at the school committee resigning. Our grievances were gone into a year ago. Neither the Director of Education nor anybody else took any notice of the committee resigning. We need a schoolmaster here very badly. My eldest girl is 15 and there is no staff to teach her here. My wife would not allow my girl to go to the Nairobi school. I think this place would be far healthier for the children than Nairobi. I agree with the idea of a central school to which children of a certain age or education attainments could be sent. I think district schools should go as high as the Standard VI. It would be a very good thing if there were a system of industrial education. There are a number of boys who are working on farms at 16 and 17. There should be some technical farming education. Carpentry and building could be taught. If a boy goes home the chances are the country loses him. The only way of raising money, I can think of is by allocating land for educational purposes.

I think the fees are much too small. Boarding fees are sufficient. The school fees could be doubled. It would not bring in much because there are so few scholars in the country. I think the teachers ought to be certified and I don't think they ought to be worried by their household cares. Lots of children will come if a master is provided. I think before educating natives the education of the European should be put on a firm footing. Industrial education for natives would be far more use. I think the missions are the best medium for educating natives. I think natives have not been long enough under civilising influences for the reception of general education.

SIR ROBERT WILLIAM HAMILTON, Chief Justice.

Of the two languages considers in teaching Coast natives most necessary, first English, and second Swahili.

Arabic as such may be necessary for teaching the Sheriah, but is unnecessary for ordinary teaching.

English to be taught thoroughly is perhaps a large order. If there is to be any general teaching it should be in English.

Koran Schools.

I am of opinion that Government schools should not teach religion.

Mahomedans consider the teaching of the Koran as essential.

Koran schools should be inspected by Government Inspectors. Koran teaching might be undertaken during the period of ordinary education. Boys waste a lot of their time at present in the Koran schools because there is no supervision.

As a matter of principle Government should not teach religion in their schools. If the Mahomedan religion were taught, other religions also would have a claim to be taught.

I would make it compulsory for boys to go to the Government school.

I think that about two years might be sufficient to learn the Koran, but do not know. Inspection of Koran schools should be a means of arriving at the period to be allowed for absence from the Government school for the purpose of being taught the Koran.

Once a boy has entered a school he must be compelled to finish the primary course of education. Primary education should be free, but advanced education should be paid for.

I look forward to the time when there should be a University, established for all.

Primary education should be undertaken first. Then boys could be indentured to trades. I do not know how far technical education has been a success in this country. I consider it best to indenture direct to trades, rather than a trade at school.

I agree that, so long as a curriculum is controlled and results tested, missions should be subsidised. Curriculum should be approved by Government Educational authority.

Any school carried out by private enterprise which submits to Government rules, and inspection might be subsidised on the same basis as mission schools.

I would not include Arabic in the ordinary curriculum of the primary schools, but would give opportunity for learning Arabic in the secondary schools. Boys might be given opportunities for attending lectures in the Sheriah. I would like to see provision made without delay for lectures to be given by Government lecturers, as we are already in want of men with a knowledge of Sheriah.

The Civil Service Commission found that amongst the whole of the Administration there are about 100 Arabs, Swahilis and Baluchis employed as Liwalis, Mudirs, Interpreters, and Clerks. This number is out of 4,000 of all grades of clerks, etc.

The elder generation of Arabs have, I think, become apathetic due to the emancipation of slaves. They have lost their means of livelihood.

I think there is considerable apathy amongst the elders.

But there is considerable evidence of a desire amongst the younger generation to improve themselves, though there are many who loaf.

To call the parents together and find out those who wish to have their sons educated, this to be the beginning, then the boys when they enter the schools to be compelled to finish the course.

As a matter of practical politic I consider that a beginning should be made with the education of boys, but consider there should be no objection to the education of girls.

Primary education should be free and paid for out of the general revenue.

I cannot say whether Arabic teachers can be obtained from Zanzibar.

A boarding school should be out of the town.

Primary education should begin in the centres, then education should be spread to smaller places.

Boys might be sent in from places like Malindi to live with their relatives in Mombasa.

Factor of expense is a serious matter in an Arab boarding school.

There is considerable lack of discipline amongst boys.

As Chief Justice I sent several wards to school and have found great difficulty in keeping them at school. They play truant. I would trust to public opinion to meet the difficulty. The stick should be applied as at home in schools.

A boarding school for Arabs would be better at Malindi. Malindi can be easily got at if a motor road is made. Advantage of Malindi, free from town influences; fairly central.

If Arab youths educated I see no reason why they should not be employed as Government officers. Such people can be used in various ways in Government service, commercial work, etc.

Personally I cannot say whether question of education of Arabs has been before Government.

Natives.—They should be so trained as to supplement imported labour and as far as possible supplant it.

— Every native should have a primary education as it enables him to learn a trade better. Personally I am of the opinion that primary education should come first, then technical. I would aim at all native Government servants being able to write.

I am opposed to religion being taught in Government schools in the Reserves, but not in subsidised schools.

Arabic.—A good deal of the Koran education is connected with sentiment, common to all religious teaching.

HAIDAR, BIN MAHOMED, Arab, Trader, Mombasa.

I have been in Mombasa since my birth. Twenty-seven years of age.

The children should be taught the higher learning of the Mohammedan law. I want them taught Arabic, and religion of Islam. I consider that the boys will not want to learn but the parents will want them to learn, all the parents will want this. I do not agree that the Arab elders are apathetic. The parents have not sufficient money to pay for schooling. The children do not obey the parents. Some mothers have control others not. All the boys learn the Koran, the Koran teaches obedience to parents. The boys in learning the Koran simply repeat it but do not understand it. If they learn Arabic they will learn the Koran better. They should go to school to learn Arabic. The teachers should be obtained from Zanzibar and Egypt, properly trained. Teachers cannot be obtained here. I learnt the Koran and finished my understanding with the Sheikh. I consider the Koran should be taught in the Government school along

with other subjects. The teaching of other subjects will enable boys to become clever men and become doctors, lawyers, etc., and Government men. I could not allow my daughters to go to school. Some people might allow their daughters to go to school. If proper girls schools with women teachers existed I would send my daughters, but girls must not be taught to the same level as boys. They should not be taught high class Arabic.

Primary and domestic education for girls.

Mombasa, 8th January, 1919.

HAMED BIN MAHOMED IMANI, Arab of Mombasa, Interpreter, High Court. Eighteen years employed.

Born in Mombasa.

I have had considerable experience with Arabs in Mombasa, Malindi, Lamu, etc.

I have frequently spoken to Arabs about their future. The headmaster of the Arab school has frequently interviewed the Arab parents. I have been present at such interviews, I have a son aged 12 years at the school. The headmaster has pointed out the importance of the Arabs becoming educated. The reply by the parents is that the education is secular. They point out that it is necessary for the children to first learn the Koran and the moral teachings of the Koran. They do not otherwise respond. They want the Koran taught in the school. They say if the Koran is taught they will send their children. The teaching of the Koran involves the teaching of Arabic. There are about 50 Arab boys between 8 to 18 years in the school. The parents consider the boys should be educated. I personally have this idea. Eventually if I can afford it I intend to send my son to India to finish his education and learn the Koran and Arabic. There is considerable demand for educated Arab boys. The better educated he is the better class of work he can obtain. If the Koran and Arabic is taught in the school it will make the school popular and there will be more attendance. The Koran schools in the town are not satisfactory. Arabic is necessary as a means of attaining access to literature, etc. The Arab should come into the general scheme of development. English must be the general language for development. The Arab at present is doing nothing because he is not educated. The people should be prepared by education to enter into all sorts of employment. The Koran can be taught alongside of other education. Most of the Arabs are ignorant and being so have no ambition and do not care what happens. The emancipation of slaves commenced the spirit of apathy and from then on they began mortgaging their shambas which were not redeemed and eventually they lost their shambas. If a period of prosperity could return I am of opinion fresh interest could be awakened. In Zanzibar there are many rich Arabs who get money from clove shambas. If industry could be started here we should find the Arabs having more interest. I only support compulsory education provided the Koran and Arabic are taught. It does not matter if the teaching of the Koran in the schools interferes with the Koran schools indeed it will be a good thing if the Koran schools are closed. The Arab boys are undisciplined. There is a distinct improvement in this connection amongst boys in the Government school.

Teachers might be obtained in Zanzibar or Egypt.

I am satisfied with the present arrangements of the Government school in so far as the teaching is concerned but I desire that the Koran and Arabic be introduced when I will be absolutely satisfied.

If the Arabs were richer generally they might look upon education from a more liberal point of view.

Pupils would understand Mohammedan law better from Arabic books than from an English translation, notwithstanding the fact that it is an absolutely true translation.

The foregoing remarks apply to all parts of the Coast (including Kismayu town) equally and to Swahilis.

Remarks apply to Mahaji and to all African living on the Coast.

The English taught in the schools should be thorough. I do not desire that the girls should be liberally educated. There should be a slight amount of education principally in domestic economy. Women should not be equally educated with men. I would like a beginning made now with the education of women. The teachers should be women. European and Arab. Some Arab women are educated.

The school should be outside the town. Within the Island.

Some girls are taught by educated boys.

The Koran states the girls should be educated. The parents will not send their children to the English school before they know the Koran. It takes a long time for the boys to learn the Koran in the Koran schools. They will learn the Koran in the English school quicker than in the Koran schools where there is no discipline and where the boys are allowed to do as they like.

Education should be compulsory and free up to the V Standard in the High School. Education for girls should be free. There should be no direct educational tax.

Arabic is not a commercial language on the Coast and will only fit them for the legal profession.

JOHN EDWARD HAMSHERE, Archdeacon, Mombasa, C.M.S.

I have resided 25 years as a Missionary in East Africa.

I do not consider it practicable for the Government to open a school for European children in Mombasa. There are climatic reasons. Children have to be sent away for some months every year.

Children where parents can afford it are sent home. In other cases boarding schools up-country will meet the case provided the standard is raised and approximated to those in England.

The Buxton High School is open to all comers. It draws no grant from the Government. The standard of education is slightly higher than an elementary school. There is a section of this school which caters for boys in the afternoon when their work is finished.

There are no girls being educated in this school. Formerly we had a lady teacher and taught young girls. It has been discontinued for lack of staff.

Native Education.—We have a C.M.S. school in charge of a native teacher at Kilindini.

We have a night school for natives working in the day time held in the Mission Hall. Average 60 attendance. The bulk of attendants Kavirondo and Kikuyu, in charge there is a senior catechist.

There is a day school at Freretown. Average attendance 61 daily. The work at Freretown at one time was larger but owing to the drain on the people by outside demands the people have decreased. Men who were educated at Freretown have since become locomotive drivers, post office clerks, telegraphists, printers, schoolmasters who run a school of 150 children, overseers on estates, commercial clerks, general office work and English and Swahili interpreters.

Before the war there was a considerable movement towards education amongst the Giriama (south and north). Matters during the war tended to do this movement harm. But we are hopeful that the movement will revive, we have definite information on this point.

We have never had any educational grants from Government except for technical education. I consider that grants should be made for ordinary literary education.

The greatest present need is in connection with normal schools. These should be strengthened to allow of their turning out the best material. The main point is financial assistance. That boys who are able to pass from the lower schools into the normal school should be given an allowance (scholarship) so as to allow of their drawing money while undergoing the training course. This would help to remove the possibility of promising boys leaving to find other employment.

Elementary Schools.—Should be given a grant by Government, *i.e.*, Government should assist good elementary schools by a grant based on the number of attendances per year. Under 60 per cent. to disqualify for grant. The schools and masters to be registered.

There should be general compulsion applied for attendance at schools where latter available especially in the case. Compulsion should be applied to the extent that once a child is entered for a course of education he should be compelled to complete it.

We can establish primary schools everywhere, but can only establish technical schools at centres.

If the Government educates and trains the natives we shall be able to dispense with the importation of skilled labour, clerks, etc.

I am of opinion that Swahili should be the *lingua franca* of the country. English to be taught as a subject in the higher classes.

CHARLES WILLIAM HOBLEY, C.M.G., Provincial Commissioner, Seyidie.

European Education.—I consider that at present there is no necessity for a European school at Mombasa, the majority of children are very young. I consider that boarding school accommodation up-country should meet the demands of the Coast for some time. I do not think that Nairobi is the best place for an European boarding school.

Indian.—The present Indian school is absolutely inadequate. The school which Mr. Visram has generously offered to put up will, he thinks, meet the Indian requirements. There is also a school run by Mr. Suleman Virji. There are a number of Indian children at places like Malindi, Vanga, etc. for whom it is hard that they cannot obtain education owing to lack of facilities. I consider such children can be accommodated if a hostel is attached to the A. A. Visram school. I consider the question of Indian education will be fully met for some time by the A. A. Visram's School.

It is I believe proposed that the Government should take over the maintenance of the A. A. Visram's School and this should be done. I am anxious to see "B" School (the present Indian school) closed as it is a most undesirable class of building. Pending the new school being ready I am of opinion that the present school building be continued. I consider it will not be good business to spend say £200 on repairing someone else's building. If it is possible to provide temporary improved accommodation, it will be a good thing.

I consider that any question regarding the formation of a School Board for the Indian school requires careful consideration. I am not prepared to give a definite opinion at present on this point.

There is a small community of Eurasians in Mombasa. I do not know very much about them. I think some attend R. C. School. I am not in very detailed touch with the private schools in the town.

Arab Education.

Reads his memo of January 4th, 1919, No. 4/30.

If Arab education is made compulsory we will possibly be required to find accommodation for a very large number of boys.

Compulsory education should be free.

Parents have no control, no discipline, it is therefore necessary for scholars to be indentured.

Village Schools.—I have no faith in native teachers if left unsupervised. There should be technical inspectors for the purpose of supervising educational matters. The administrative officer can carry out supervision as regards to discipline. I would prefer to see teachers trained in this country.

Any boy requiring to obtain a full knowledge of Arabic can acquire it without going to a Government school and therefore Arabic should not be a subject in the Government school. It is no function of this Government to spend money in teaching Arabic. There are ample facilities otherwise for acquiring a knowledge of Arabic if the people really want to learn it.

If education is made compulsory the Koran schools should be registered and the entry of boys should be registered, *i.e.* as to date of entry into the Koran schools as to be able to control the time the boys are in such schools. The period at the Koran schools might be inspected by Government inspectors.

Some time ago consent was given by Sir Percy Girouard for a Mwalim to attend on Fridays in the Arab school, to give religious instruction, but from the time this consent was given it has not been availed of.

I cannot agree that it is desirable for the Government to initiate the teaching of Islam in Government schools. Neither is it the duty of Government to undertake religious teaching in other schools. I have no objection to visits of Mwalims or religious teachers of the religion of the parents of scholars at times which do not interfere with the general curriculum of the school. Government would not pay the Mwalims for such attendance. I do not agree that Christian teaching should be introduced into Government schools in Reserves.

I deprecate any action on the part of the Government which will appear as interference with religious matters. I would allow Christian natives to have access to their Christian teachers. I would prefer that all teaching of religion be excluded from the schools.

Age of Children. Compulsory Education of Natives.—Prefers 9-15 years than 6-12 years.

I would prefer to obtain Native and Arab teachers from Zanzibar rather than Egypt, but I consider that as soon as possible we should train our teachers here.

I consider that there is no possibility at present of bringing the native women into an educational scheme. I agree that as a point of general policy ultimately the women should be educated.

Native Education.—The only two languages should be English and Swahili. I am not in favour of the continuation of the teaching of up-country languages. The teaching of up-country languages impedes trade, court work, etc., and retards advancement as a whole. Mission societies who teach in local languages have been the only people who are keen on retaining the up-country languages. I am

of opinion that one of the reasons why some missions do not teach in Swahili is that possibly they consider Swahili might spread Islam, if this is so I am of opinion that the view is based on undue apprehension. In G.E.A. I have been informed on good authority that a very high percentage of up-country tribes have an extensive knowledge of Swahili there it is the *lingua franca* of the country from one end to the other. Multiplication of tongues make difficulties for administrative officers who are necessarily subject to frequent transfers, perpetuation of these languages gives undue opportunity to the cupidity of interpreters, and it is possible, therefore, that justice is at times interfered with.

All natives should be taught Swahili as the *lingua franca* of the country.

Speaking generally is in favour of sons of chiefs being educated.

I am of the opinion that it is desirable as a matter of policy to have Government headmen, etc. educated.

When funds permit, I am in favour of giving higher education to those natives who are fit to receive it and who desire it.

I am in favour of Government assisting any approved institution which is satisfactorily educating natives so as to allow of their filling useful posts, etc. I am most anxious that Government should in such cases control relative output as regards clerks, etc., or other callings, in comparison with the number of artisans. If possible I would prefer that all education of natives be undertaken by the Government. If this is not practicable the Government should assist approved Missions to do it.

All European teachers should be obliged to take out a license shewing their qualifications. The Government should be satisfied that the teachers are properly qualified to teach natives.

Missions must by virtue of their calling teach Dogma. Dogma is of very doubtful value in the world. There is always the danger of trouble amongst natives through this. It is very confusing to natives. This is the great argument in favour of non-denominational Government schools which would teach ethics but no Dogma. I do not see, of course, how it can be excluded from Mission schools.

I am in favour of teaching Christian ethics to all natives. I am in favour of the establishment of natives schools on European estates. It will have a good effect. I have spoken to several estate owners on the subject. I have not met any opposition. Also I am in favour of schools for the education of natives belonging to Government departments where the men are residing on the spot.

Education for natives should be designed to fit them for the common needs of their ordinary life. It is undesirable that any teaching should cause them to look down on manual labour. There seems to be an idea amongst some educated natives that they need not work. The bed-rock of what the great majority of the natives should learn is agriculture, it must be agriculture, the African must not be divorced from the soil. I agree that the basis of education should be industrial in the widest sense. There cannot be a supply of technical teachers for the village schools. There should be one technical school in each province from which men will be turned out for better work in the Reserves and for the service of the community at large. The great need is for a number of really efficient artisans, employers do not need men who have only a superficial knowledge and require continuous European supervision.

I do not think that a direct tax for education should be imposed on the Coast. The expenditure should be met by indirect taxation.

In towns, school sites should be allotted.

I consider you can only have one Director for the general administration of education. There should be Assistant Directors for inspection of European and Native education.

I am of opinion that teachers' salaries in B.E.A. are not on the liberal side. But I think that the question of salaries should be left to the Commissioner who is going to enquire into this matter. Every school should be inspected.

I cannot suggest any remedy for improving what I have referred to as regards semi-educated natives giving up manual labour. There is no single panacea.

The Director of Education's salary has not in my opinion anything to do with the question of the status of the Director.

I have come into contact with Somalis. They are probably more intolerant in religious matters than Arabs. Probably the Koran schools in Kismayu are the same as Mombasa but I cannot say.

HUMPHRIES, FREDERICK WILLIAM, Headmaster, Eldoret.

I do not think that any general scheme of education for the whole country is likely to be satisfactory, unless there is sufficient elasticity to allow of local conditions being taken into account.

I would suggest sound Primary Education up to the English standard VI or VII, at least to Standard VI without for instance, introducing Latin.

Such primary education does not cut out Nature Study or Elementary Science, which are taught in a good English elementary school.

For education after Primary, masters should be well-educated up to Varsity standard, if they are not actually Varsity men. For all schools the teachers should have an English masters' certificate or its equivalent.

I do not approve of external examination in the primary courses. It results in a system of cramming and not of education. The system of external examinations is vicious in the early stages of school life.

I would suggest three types of secondary classes.

- (1) Agricultural and hand-work: If possible agriculture should be taught in conjunction with the Government Experimental Farms.

Hand-work would be general rough carpentering and the use of blacksmiths' tools.

- (2) Commercial: Geography, French, German, Spanish or some useful commercial language; book-keeping, shorthand, office routine.

- (3) Literary and General: The usual subjects of a school would be followed, together with a classical language or languages: History would be included.

I think that (3) would probably at first be a dead letter, because parents who wished such an education would prefer to send their children to Europe or South Africa.

Girls should take either (2) or (3) and for (1) should be substituted domestic science.

I think teachers could be trained at the Central School to serve in Farm schools. There should be some form of guarantee that these teachers would continue teaching for some reasonable time.

I have found no difficulty in mixed schools, but they entail a good deal of strain on the staff. I have an open mind about mixed teaching. Boarding houses are the difficulty unless they are well separated.

I am opposed to ordering one sex not to speak to another. If the sexes are together they should be as free as in a home; hence the need of continual supervision.

About three-quarters of the pupils at Eldoret are Dutch. On farm schools they are nearly all Dutch. Two or three of my staff know both Dutch and English. I have no objection to the use of Dutch as a medium if necessary.

The Eldoret Staff: Headmaster, headmistress, Miss M. Cloete (Dutch), Mrs. Southey (English, South African), Miss Alice Stephenson (English, South African). The last three named speak Dutch.

In the boarding house are Mr. Sparrow, matron. Miss Bleakmann, house-mistress.

I have to organise education in the Uasin Gishu and the Trans-Nzoia. I would organise the farm schools and show the methods I required by staying at them and teaching. The Church schools are not feeders to the Government school. We have no Dutch taught in the Central School.

Primary education should be free, entirely. For secondary education a reasonable fee should be paid, and instruments, books, etc. should be bought by the pupils. I would suggest £5 per term as a minimum in secondary classes. That is exclusive of boarding fees. Boarding should be paid for by the pupils. The Government should assist exceptional cases. Want of education is a danger to the state. Uneducated persons are apt to be easily led.

The present boarding fees are Rs. 30 per month at Central School. This is spent entirely on food. Boot polish and soap are not charged for.

I think primary and secondary education can be carried on in the same school with separate class-rooms. A big central school has definite advantages, especially in the way of staff.

I do not approve of teaching beyond Standard IV in farm schools, for the lower classes get neglected. There is a limit of twenty pupils to one teacher on farm schools, and that limits the number of classes that can be taken. Teachers would concentrate on the higher classes to the neglect of the lower. I would prefer facilities to be given to bring the child above Standard IV to a Central School.

The health of boarders at the Central School for about 3½ years was very good, but there is at present an epidemic. There are no real medical facilities. We should have a hospital. We have had 27 cases of illness since last month.

Children should be sheltered from the sun in the heat of the day, and should avoid getting wet. Diet should be regulated.

The Dutch appear to live as healthily here as in South Africa. I do not think Nairobi town favourable for the establishment of a boarding school. There must be a day-school in Nairobi. There might be a day-school established at the Thika.

The Trans-Nzoia valley is a fever-stricken spot, and if a school is set up for that district it should be further up the slopes of Mount Elgon.

The question of Latin should be left in the hands of the headmaster. I do not think the children here have the same power of application as in temperate climates. There is no winter, and a lot of rain.

Mental calibre compares fairly favourably with that of children in England. Memory is not as good.

The surroundings of the children are not conducive to morality. Children often live in the same room as their parents. They arrive at the age of puberty earlier than at home.

Minimum salary of headmaster at Eldoret should be £400 to £600 per annum. I do not think the positions of headmaster at Eldoret and supervisor of education for the district are at present worth dividing. I want one of my assistants to be a well qualified master that I may leave him in charge while I attend to the farm schools.

Medical attendance in primary schools should be free. It should include surgical and dental work. Medicines should be supplied at cost price. In secondary schools I am not so sure about free medical attendance. At present boarders get free medical attendance, but pay for medicines.

I am quite in favour of compulsory education where facilities exist. I would begin by making it compulsory in townships where there are schools.

If compulsory, parents would ask for it to be free.

Facilities for transport are reasonable, but they would have to be gone into most carefully for different localities.

In Cape Province there is a grant made to parents (based on mileage).

CASSUMALI JAFFERBHOI, Khoja Indian, Court Clerk to Liwali's Court,

Mombasa.

I have lived in Mombasa eighteen years.

Education should be compulsory for boys. Girls should be educated, but not under compulsion, because of social prejudice.

Education is being provided by Government "B" School and the Buxton High School both of these schools charge fees, the Government is higher than the Buxton. Mr. Suleman Virjee's school is a private school, there are about 130 boys in this school. The building belongs to the Liwali who draws rent for same. The teaching staff which is not trained (some of the men were dismissed from the Government school). Mr. A. A. Visram's offer is estimated to meet the requirements of about 400 boys. There are at present about 150 boys in "B" school. There are about 60 boys in the Buxton High School. Indian send their boys to the C.M.S. School. They do not like sending their children to a Christian school. But prefer doing so to allowing their children to lose the chance of education. The Buxton school is a Mission School, the basis of the education there is Christianity.

The classes of education: In Mombasa and Nairobi, High Schools.

Outlying places: Elementary Schools.

Places where there are few boys, parents should send them to centres where they can be housed and fed.

The cost of compulsory education should be met from the taxes and the taxes should be increased if necessary. I favour an educational rate being levied.

Children under seven years should be confined to a religious education. After seven years they should be properly educated.

1. Elementary education.

2. Higher education up to VII Standard.

After passing IV Standard, technical education to commence.

On the general lines of education as defined, children will follow their parents' trade. Sons of shop-keepers, etc. will not take to being carpenters, etc.

Pay of schoolmasters.

It is necessary to get qualified Indian teachers from India. The present head teacher is a Christian Indian, and he is considered satisfactory. Favours an English headmaster to be in charge of the school. This is desirable as it will mean better atmosphere particularly so in East Africa.

The present rate of pay is too low.

Present headmaster, Rs. 170/- per mensem, graded as a second grade clerk.

Present assistant master, Rs. 102/- and Rs. 85/-.

Should be:

Headmaster, Rs. 275 to Rs. 500 by Rs. 25/-, a free house furnished.

Assistant master, Rs. 125 to Rs. 350 by Rs. 15/-, a free house furnished.

I consider that the Indian home influence is good. The children are generally taught by their parents as to their duties to the State.

I have discussed the question of education generally with Arabs. Many of them are in favour of their children being educated. There is no caste prejudice as regards the Arabs being dealt with under any system of technical education. Suitable trades are engineering, telegraphy, general clerical appointments, civil appointments, school teachers for better class. Lower class, carpenters, blacksmiths, tin-smiths, masonry, boat building.

I consider that young Arabs might be sent to Egypt to be trained as school teachers. I consider Arabic essential as a language to be taught in the schools.

HASSAM, JAMEL, Khoja.

I agree with what Papat Premji has said.

Plots, five acres should be reserved by Government for school building. There are 110 children, 60 boys and 50 girls, in Kisumu and Kibos.

One headmaster and four assistants are needed.

English, Gujerati and Urdu should be taught.

First two to three years should be devoted to primary, and after that secondary education.

There is only need for a primary school now.

I look to Government to pay.

I do not want any extra tax the benign Government should pay.

There should not be an income tax in this country. It is too early. The matter of education is urgent.

Female education should not be compulsory.

REHMTULLA, KASSIM, Khoja, General Merchant, Kisumu.

Born in Tanaland. Thirteen years in Kisumu. There should be a school at Mumias. Fifteen children there and 10 at Yala.

Government should increase taxation as a whole and not put on a special tax for education. Customs duty could be raised to 10 per cent. It would be necessary to have four teachers in Kisumu. Two who know Urdu and two who know Gujerati.

Headmaster should know English.

Rs. 250 to Rs. 300 per mensem.

That would attract a graduate.

The Indian population will increase when the plots are auctioned at Kisumu.

There should be a primary school at Kisii there are 20 boys there.

There is ground near the Institute for recreation.

I object to direct taxation.

I learnt my English at Buxton High School at Mombasa.

KEDDIE, AGNES BRUCE, Teacher at Nakuru.

E.A.P. Service, 1st December, 1910, 7½ years at Nakuru.

I was with Miss Seccombe (in 1909). In Uganda four years. I have been in the Protectorate 14 years. As an average children are not so intelligent as at home. They come to school later than at home. Pupils come late because of lack of facilities. I think there is a lack of concentration. I think, Nakuru is the healthiest part of the whole Protectorate. I think here or Naivasha would be a good place for a central school. It is central for district reaching to the Plateau if the new railway is built. I think one central school would get unwieldy. There should be a school here for Naivasha to the Lake and one at Nairobi for Naivasha to the Coast. Children are not so keen on reading as children at home. I think that is because of the lack of facilities. Children at home are surrounded with magazines and books. There is no school library. I lend a few books of my own. Children have prayers and scripture for half hour every day. There is no doctrinal training. No catechism is taught. Mr. Cobham taught catchism before he was killed. Prayers are "General confession," "Lord's prayer," and "Creed" with a hymn. I think that at Nakuru good education should be given including French and Latin. The children are not those of poor people. I think Nakuru school should be developed in the same way as the Nairobi school. I think at present Nakuru can only go as far as the Standard VII. Latin could be made alternative to French. I have not met a desire for classical education in this neighbourhood. It is not encouraged. It would be deleterious to the country. I see no harm in mixed education. I was brought up in a mixed school at St. Andrew's. I should separate the buildings

for boarding boys and girls. Separate schools would multiply staff. The cost of living is as much for a woman as for a man. Living with another it costs at least Rs. 75 each per mensem. A schoolmaster is very necessary. It is not fitting that a woman should have to deal with older boys. Boys over 12 should have a man: they occasionally want a thrashing. The oldest boy is 11 to 12. There are applications for boys 14 to 15. The children are examined by myself and Mr. Orr. Reports are given every term. I think education should be compulsory for Europeans. I do not think the fees are too low: they pay Rs. 3/- to Rs. 4/-. The boarding fees are Rs. 5/- more than Nairobi. The boarding fee is Rs. 45/-. There are 14 boarders in the boarding house. The eldest boy is seven or eight. The biggest girl is 11.

FRANCIS LEITH KELLY, Forestry Department, duly sworn:—

I have been six years in East Africa.

Married, with four children. One child only here (4½ years). I would have sent my children away to Europe under any conditions.

I do not recommend educational facilities for European children in Mombasa. The climate is unsuitable for children. If it cannot be avoided, I consider that children over 9 or 10 years could be sent to Nairobi. The main duty of a parent in Mombasa is to see that the child is kept in good health.

There may be 40 English children in Mombasa and Kilindini.

I consider that natives should be educated in their Reserves to allow of him improving his general conditions, cultivation and hygiene. Also that industrial work should be taught in the Reserves. Government should work in conjunction with Missions as much as possible. I advocate formation of a forest school for natives in native Reserves. Such school should send out forest teachers to teach forestry in other parts of the Reserve. But not to be taught in English. I object to natives being taught in English except in the higher standards. Natives should be taught trades with the minimum amount of book education.

I consider that discipline amongst natives is largely due to the personality of the European in charge. I consider that corporal punishment judiciously applied is good as a corrective.

KER, JOHN JAMES, Manager of Messrs. Newland, Tarlton & Co., Ltd.,

Nakuru, Member of School Committee, reads memorandum:

I am adverse to masters having anything to do with girls. I am very much in favour of a technical side to a school. I do not think natives should be educated until the whites have been provided for. School Committee should have powers given to reduce rates to poor parents. Members of a school Committee would know resources of parents. School fees can be raised on Land which could be ear-marked for educational purposes. Tithes could be imposed or a general education tax. In ear-marking land, I was thinking of town plots. I have not gone into that question very deeply. A woman cannot live in Nakuru under £175 to £200. I think including house allowance the minimum should be £200. I would suggest a head mistress should start at £175 and go to £200. You would not get much of a head-master for £250. He should start at £300 and go to £600. The master should have a university degree and special teaching qualifications. Head master M.A., Junior master B.A. Junior masters should have £200 to £300. Same qualifications. Taking into consideration the fact that A.D.C.'s earn £250 to £400, I think junior masters should get the same and head masters £400 to £600. I prefer one central school for higher education. The small township schools should be for elementary education. I think in such township schools a mistress could take charge of them. I would not agree to having second class teachers in the country. I still think it is necessary to have a boarding school at Nakuru. Lack of accommodation and teaching facilities have caused a lower number of pupils to be presented. I have nothing to say on native education.

MRS. EDITH CHARLOTTE KNIGHT.

I have two children, boys, at Nairobi school, aged 11 and 12 years, respectively. I do not approve of mixed boarding school, my objection is on moral grounds especially for older children.

I consider that the children have too much free time and it is then that the few who may not be desirable will contaminate the rest. There has not been, until lately enough supervision in the dormitories where a great deal of foolish conversation has been carried on amongst the girls.

I think considering the low fees which are paid that the teaching is quite good. No one could expect a first class education with board and lodging, for Rs. 40/- per month.

The food supplied to the children is good and nourishing.

If the boarding school were really satisfactory, I would rather send my children there than to a day school, I think that the subjects taught should include Latin for boys and French and Singing for the whole school also elementary Drawing.

I intend to send my boys home to school as soon as possible, for two reasons:—

- (1) I think that the climate and general surroundings at home are better for children between the ages of 12 and 20.
- (2) To my mind no Colonial school, however well run, can have the same traditions as a good English Public School.

I think that children need more rest between school hours in this country than at home.

My children are all strong and healthy in fact I think that in the seven years they have been out here their health has improved. Of course this may be only due to the fact that they live in the healthy district of Limuru where people do not contract malaria and where no mosquito nets are needed. The altitude of our part of Limuru is 6,500 ft., and although my children are out of doors practically all day we are neither affected by the altitude, nor the sun.

I consider it a waste of money to do any unnecessary building for the present school, and that the new school should be started with the least possible delay, I think that Limuru is the district for a boarding school for reasons above mentioned and because it is within easy access of Nairobi.

My children are certainly not over worked, I do not think they have enough to do on Saturday and Sunday.

There is great need of a gymnasium in the school and organised games such as cricket, foot-ball, hockey and net ball.

At present, as far as I can find out, the children have nothing to do on Saturday but play marbles, etc., in the dusty playground.

I consider that the present staff are all underpaid and cannot be expected to take much interest in the general welfare of the school and children. I am a member of the Ladies' House Committee and come in contact with the staff and I must say I have gained the impression that there is a good deal of dissatisfaction amongst them. It is my impression that all this will be changed if the new head master is given a free hand.

MRS. LEAKEY, ELIZABETH.

I have no knowledge of the Nairobi School. I have no children there.

I only know about children in out districts. I think children should be educated by means of boarding schools because of the difficulty of getting today schools. I am much against co-education because there is the evil influence of the native which makes little boys much more knowing than they are at home. I do not know whether that sort of thing happens to little girls. It often happens with boys especially on farms. There are things which happen with animals which induce knowledge in boys. The native is often resorted to for information on such matters. I think there ought to be definite teaching on physiological matters. Teachers should be obtained who have been trained at Ambleside the Parents' National Educational Union Training School. The training is expensive and the teachers are usually of better class.

Mrs. Albrechtsen was trained there. I think it better not to have male and female teachers at the same school. A great deal of flirtation must go on, there are not so many temptations at home. Women who come out have their heads completely turned. It is the environment. I don't think co-education would be so unsuccessful in a day school.

I think little boys and girls should be kept entirely separate.

There is not the same harm at home even in village schools because there are no natives to initiate the harm. Separation will not solve the problem, but parents are more careful of little girls. You can't begin with the beautiful way out here. A boy of eight often has complete knowledge. Christian natives are far safer to have, because they know it is wrong. A raw native often does not. I would prefer married Christian natives with their wives as servants in a boarding school. It is worth paying the extra wage.

I am most careful in my own home. I try to keep my children from learning a native language. A trained heathen native would be as good a worker as a trained christian. I should like the boarding school to be away from natives because of disease. At Limuru in seven years there has been three epidemics of small-pox, one of plague, two of Cerebro-Spinal Meningitis, one of measles, two of whooping cough, and one of mumps, chicken-pox occurs frequently and also Ophthalmia, Tuberculosis, and Venereal diseases.

How can you prevent native servants going to native dances and houses where disease exists?

I would prefer the school to be somewhere where there is no resident native population. The chief thing is to have it away from natives.

I would prefer not to have native servants. You can't prevent natives going to nurse their native friends. They are much more likely to fall than whites who have been trained to self-restraint. The Alliance of honour should work among the boys.

The order of St. John does good work in examining schools in Natal. Private schools could go in for examinations on which a grant was given. I think it was £5 per month per child.

The order is sectarian, it is high Church. It did very good work among the poorer people. It had several schools in Natal and Bulawayo. It is a Mission to whites. Men came out for purely altruistic reasons. I think any school should be under Government supervision.

Roman Catholics if they want their own schools should be encouraged. I should like to send my own children home, if for no other purpose for the benefit of the lower altitude. Our altitude is 7,500 ft. Children do not sleep as well as at home. They are more restless and nervy. I have heard the same thing about Nairobi.

Johannesburg was considered bad for the same reason. I would rather have home influence. A public school boy has a better chance than a Colonial educated boy. I would send girls home too, mainly to get away from natives.

A bad Christian native at least knows the white man's attitude and knows he will be punished and therein lies the advantage of employing them. A savage native thinks that a small compensation will square most things. I think religious education should be well attended to. Many parents are too ill-educated to do it or have no time. It should be given by the staff. The Ambleside training is the only one I know. It was started by parents for private governesses. The head-master should have a good influence on both teachers and children. He should teach Scripture and take the religious side. The Ambleside teachers are I think only women. The system has been taken up by the Government in Elementary Schools in England and has been a great success. Masters should be of good character.

I know a case of a girl of eight talking in a silly manner about sweethearts. I do not think that sort of thing should be common in a school. I think children should be taught the laws of life very, very carefully. They would then refuse to listen to tales of debauchery from natives. The remedy to native environment is proper instruction.

I implore that the school should not be placed among a large population of natives.

Kabete reeks of natives. It has had dysentery and typhoid. I have had a good deal of experience of children at home and here. They are decidedly more nervy here. It is physical nervousness. At Limuru children get no excitement and it is a very healthy climate but still they get nervy. I think it is the altitude.

Children talk in their sleep much more than they do at home. I do not think it is due to heredity or drink. I find Mombasa does the children much good. I don't think its much use teaching parents their duty towards children.

Ever so many people have talked to the father of a boy who hardly knows English without success.

LEAKEY, CANNON HARRY, C.M.S.

I have been employed in missionary work for 17 years at Kabete. I have had two long furloughs amounting to four years.

I think the laboratory site is very healthy for a European school.

The Nairobi water supply goes by the laboratory. The supplementary supply is not good.

I don't think there is a good site except the laboratory site.

I think we are bound to give natives the Rs. 3/-. I think it would be easier to make education compulsory.

I think that as soon as we have carried out our purpose and given an education there would be no tendency to seek employment as clerks as opposed to manual labour. There may be temporary trouble of that nature. I am convinced that the greater bulk of African children can get to a useful standard of education. There would be a practical difficulty in providing the necessary machinery for compulsory education, but I think much can be done by the missions with Government help.

I have a mixed day school. I have a shelter for a few girls whose circumstances make it impossible to go home. I abhor the dormitory system, if it means a sort of gaol.

I think hostels should be provided for cases of home persecution but prefer girls living in their villages.

The school hours are 9-12 a.m. The afternoon 2-4 is for more advanced scholars.

If you have the apprentice system then you must have some accommodation for the pupils who come a-far. I have the Kabete Training Institution it is for training teachers for the Kikuyu country. I try to turn out a man who can be head-master of a school and who can also take on service and give an address.

I have only had it for one year, I then had 11. I could take 16.

The school is supported entirely by the C.M.S. We have no fees. I think the principle of fees is right but not at the beginning.

Some of my boys are interpreters, office boys, headmen on farms, railway work and are employed at the laboratory.

I get applications direct for boys.

I get complaints chiefly about house boys.

The desire for learning is growing very fast. The difficulty is the herding of sheep and goats. We realise that it would be unjust to take away boys from that duty, we suggest a six days turn. The chiefs are the greatest hindrance to both girls and boys learning to read. I think the time will come when chiefs could be drawn from a better type. Kinanjui is most reactionary. He is dead against women learning, he considers it useless. Boys herd till 10-11 as a rule.

Boys are day boys, but they have to scrub the Church on Fridays. The girls keep the approach clean.

I have made arrangements with District Commissioner that we should be responsible for the road from the farm gate to the Mission as a substitute for compulsory road work. I have made arrangement with the girls to help Mr. Cooper in picking coffee.

Hygiene is not in my curriculum. I am all for co-ordination between Government, missions and settlers.

I would welcome settlers on an education board.

On the whole we have been very fortunate in finding administrative officers helpful. There is no continuation of policy. They could assist us in helping boys and girls who wished to read in doing so. They could assist with reactionary chiefs.

The C.M.S. is not much in favour of technical education. They have lost money over it.

My settler friends have helped in providing funds for a small carpentry class, I have started. I cannot look after technical work myself. I must have a man to do it. I am in favour of technical education. Boys should not come in before 14. I am Secretary of the Board of Education of the Alliance, which includes:

The C.M.S.
C. S.
A. I. M.
United Methodists

The Board of Education has only had one meeting.

I produce a statement on native education by the respective Council of the Alliance.

I find that Swahili is the medium for teaching. In these years more can be done in that medium than it would be possible to teach in English. We teach the vernacular first then Swahili. Reading is learnt in the vernacular. English is taught in top classes. The Alliance has issued a code. Natives have a great desire to know both English and Swahili.

The Alliance hope to have a central institute where the medium of instruction will be English. It is intended that the school shall be very efficiently staffed. It is meant for the whole Protectorate. Our great difficulty at present is want of staff. It is partly due to the war but the question of funds comes in Government assistance in school and normal school work would relieve the situation. I have three out schools under my control, two masters are resident, the third walks over from my place. I try and visit them frequently. We give the District Commissioner full information of the place, name of teacher and other relevant facts. I always find out the attitude of the Ithaka owner.

I do medical work. I am not a doctor. I give out a good deal of medicine. I make them pay for taking out teeth.

LOW, ROBERT ALLAN, Headmaster, Government School, Nairobi.

I arrived at Nairobi, 29th September. I have been through the curriculum and have suggested slight alterations. I think the standard has been beyond what we could manage. I think the standard aimed at is higher than is necessary.

Promotions have taken place because of want of room in a class.

Curriculum is so detailed that it is impossible to follow.

The book in which the curriculum is printed is more on Board school lines. Junior Cambridge course was to be taken, a boy had to take Latin after one year's work. That is ridiculous.

The Junior Cambridge is a good all round education after that you can specialise. Grounding is not good. Mainly due to staff there were 17 changes of staff in 14 months, I am informed.

The staff is not what I hope to see. I want more men under me, if possible.

I should like English trained teachers. Men from Oxford or Cambridge.

I must have some *esprit de corps*. I don't want graduates to be specially trained.

I want the top part of the school to be like an English public school. It is quite possible.

I want pupils to specialise after 16½ in technical work or in science.

I think the majority of the boys will spend most of their lives here. One wants to qualify them first of all to be gentlemen and then useful settlers.

I am not in favour of external examinations.

A few took preliminary Cambridge last year.

Three boys are going in for Senior Cambridge.

It is not good to have an examination for three boys.

A pass in Senior Cambridge means nothing. I know boys in Trinidad who have passed who would not be half way up the school here.

All examinations are a cram. Some private schools take up external examinations mainly to please parents. At present the staff is collected from anywhere. Teachers are not attracted, owing to poor salary. Pupils have taken London Matriculation. I don't know anything about the London Matriculation. If it is as high as honours in Senior Cambridge, I doubt, if we should get up to it.

The classes, speaking generally have been not well-grounded in lower school.

Entrance 6½ to 7 years of age. We haven't got the building or the staff for kindergarden. I don't think it will be built this year. I don't know what the P.W.D. is going to do. We are having a new class room and a new dining-room.

I have 230 pupils with desk accommodation for 225. Thirty-six are in boys boot room. The Principal Sanitation Officer has refused to allow children in the room, but I have had to use it. I must refuse children, it will cause much dissatisfaction.

This room has a concrete floor. I want to use it as a music room. I think music is very necessary; at present no provision.

The room is hardly fit for a stable. The banda is not rain proof.

I have asked P.W.D. to build two more bandas, one for drill and one for the playing field. Now if it rains the children get wet.

I have heard no complaints about transport of children to school. Some stay to lunch, some bring their lunch.

A matron is always on duty. The staff lunch in the same room behind a curtain. I found the matron taking the head of the children's tables.

Seating accommodation for 96 in dining room. 82 boarders.

I imagine the matron would check the manners.

I have had no complaints about behaviour of the children.

I think there is no objection to a mixed school. I don't believe there is a word of truth in the reports of bad behaviour between girls and boys. They don't talk to each other very much. I think they should mix more. I think it is a sort of staff rule. They don't mix much at games. The girls at present have no games except a skipping rope. The boys play foot-ball. There is a cricket pitch, but little material. The ground is very rough. Work is being done on the ground gradually. A few girls play tennis. We are preparing the second court. Equipment is poor. A good racquet costs £2 to £3.

I am keen on physical drill both daily and as a punishment. I must have a drill Sergeant who could take charge of menial staff, do some office work and might take charge of the boys out-boarding house. I have now a native clerk

to whom I do not like to entrust some confidential matters. I think an old time Sergeant would be satisfactory, one who knows the modern Swedish drill. I don't see why we should drill the girls in separate squads, but it could be done.

We have a few dumb-bells and bar-bells. They are not used. There is plenty of space. We want a banda. All the staff used to drill, I have stopped that, it doesn't seem to do much good. The children get hot and dusty before work. I will enquire about the shamba boys, they may be paid out of the £105 —upkeep of playing fields.

The Government architect stated that he could not build a school of the dimensions I require in less than four years or so.

I think what we are doing now is absolutely necessary. We are destroying old and unsuitable buildings and re-building.

I should like to see the plans for New School got ready at once. I think, we should start in a small way and add on year by year, rather than wait for £65,000. I would rather begin at once with £10,000. The plans submitted to me have been condemned and the additions are on new plans.

In Trinidad they spend £60,000 a year on education. I was comparing it with here where we spend £8,000 to £9,000.

Education is a different proposition in Trinidad. I have no statistics on children who are of educational age here.

I have not a large waiting list at present. I think many people are tired of sending applications.

I think 50 more day-scholars can be accommodated, that is if the new dining room is built.

Proposition about half boys and half girls.

There would probably be great outcry if temporary accommodation were not increased to meet the needs.

The school site is quite a good site for a day school.

We had very little influenza there.

The salaries are very much too low.

I don't think people realise the responsibilities attaching to the post of head-master. The care of 80 boarders is a great responsibility.

I have submitted a scale of salaries for the present. Miss Marshall gets £135 and has had the same for seven or eight years.

The teachers are very reasonably dissatisfied.

In the holidays they have to shift for themselves.

I never heard of any staff being charged for meals in a boarding school. I pay the same as an assistant matron. I think the matrons, at all events, should be fed for nothing.

The staff are practically always on duty. They do the ordinary duties of a boarding school at home. The staff generally are not on duty on Saturday morning.

I should not care to be responsible for looking after the day pupils out of school hours.

At present one master of the scanty male staff will be away for a year at out schools. I don't see why one school should supply teachers to the out schools. I want this school to be apart from the others. I don't think it fair that any teachers should be borrowed for primary education elsewhere from a secondary school.

I did suggest fees should be raised with a view to getting more salary for the staff. I was told that the Committee would not sanction its use for the staff so I dropped it. The fees are ridiculously small.

Nairobi day pupils pay about £2-10 per annum, some pay £3, some £4, and some Rs. 5/- per mensem. Boarders pay £24 per annum.

Re: Raising Fees :—I put the suggestion forward to improve the condition of the Staff. I think people ought to pay for secondary education.

I want to put the school on a different footing to others. I have no objection to compulsory education. I should like to have a proper affiliated kindergarten started with qualified people for it.

The figures re: salaries were supplied by me tentatively.

I want reasonable salaries with increments, so that teachers can look forward to something.

I think the senior mistress might have the same pay as the second master.

I think with the suggested scales a good staff could be got for the present school.

Secondary education would start at about 11, below that primary.

Shorthand is not provided. There is no business side at present to the school.

It is my idea in the future school that after 16 a pupil could specialise in commercial subjects or engineering. I should let a girl learn with the boys after 16 anything she likes. Girls are often efficient as motor mechanics. There is hardly any limit to what they can do now-a-days.

I am opposed to the money for an out boarding house for boys over 14 years being spent. I think the matter could be arranged by re-allocation of houses. It would need a slight alteration to one of the houses.

I would only have one for boys. They are at present too far away.

I will go into the matter of the ground and what equipment is required. There is only one level space of small dimensions for everything.

The present system is that out of Rs. 40/- small children pay Rs. 3/- for education, bigger Rs. 4/- for education and biggest Rs. 5/- for education, therefore the elder children pay less for food.

I want to equalise it at Rs. 5/- all round for education.

The ordinary leave is after 2½ years. I don't think it would be better to increase the term of service to four years. The term of 2½ years is presumably fairer on a health basis.

In Trinidad educational officers and judges get three months' full pay leave every year. Judges get three months consecutively, masters do not.

Trinidad is rather hot but healthy.

My ultimate wish is to see a Boarding School for at least 200 pupils, erected at once at Kabete or some suitable spot in large playing grounds, say 200 acres, with facilities for the teaching of agricultural, chemistry, mechanical work, and all branches of domestic science to the children after the age of 16 or 16½, with qualified teachers from English Universities of athletic ability, as I feel that games conducted in the proper spirit are absolutely essential to the welfare of the children of B.E.A.

LOW, R. A. (recalled).

The K.A.R. lines site is unsuitable, it is mostly black cotton soil and is more dust swept than the present site. I prefer the present site to the King's African Rifles site. Nairobi is a small part of B.E.A. the boarders from other places should be thought of. There is a water supply at the Sanatorium. I do not agree that if the number of day scholars exceeds the boarders that the day scholars must be preferentially considered. There are at present 140 day scholars and 56 boarders. The limit for boarders is 65. At present day scholars come from 8 miles, some from 4 miles. Considerably more come from Parklands than from elsewhere. Proximity to Kabete is an important thing for the teaching of agricultural and domestic science. My scheme involves two schools. The junior and kindergarten schools would be left in Nairobi under a senior master. There are always applications for day scholars, which I have to refuse. I think the position is healthy. I think the necessary accommodation in material other than stone could be built at the Sanatorium for £25,000. Boys and girls could be separated by quite a long way. I think the Parklands children would be nearer the Sanatorium. There are only 50 in the upper school, next term there will be more. I would move six of the staff and leave six in Nairobi. The move would save the out building school. The junior school would go up to the age of 11. It would be possible to have a convenient class in Nairobi up to 14 or 15. I feel confident that the Sanatorium is the best place for a school. I have not met buildings with a roof and nothing much else.

LOW, WALTER PERCIVAL, Clerk in Holy Orders, Kyambu.

My idea is that we should need two or at least three schools in the country—boarding schools. One in the neighbourhood of Nairobi. I don't know if Naivasha is good enough. I think it is an extraordinarily good central place. One at Uasin Gishu. If Naivasha could cater for Nairobi there would be no need for one at Nairobi. I should like compulsory boarding schools. I believe in compulsory education.

It will be difficult to meet the expenses of sufficient schools within reach of day scholars.

I was told there were numbers of Dutch on the Plateau without education. I should like Dutch mixed with others.

I think you have got to have enough day schools for them if you can't compel them to go to boarding schools. I should imagine that most of the English children would go to the boarding school. There are a few farm schools.

I shouldn't think there would be any prejudice among English against sending their children to be with Dutch. I have always thought that 90 per cent. people who can afford it will send their children out of the country. I therefore think that good primary schools are sufficient. I think people would like to give their children what they have had themselves.

I think the primary school should be much more efficient than the primary school I knew at home 7 to 8 years ago.

I dare say the sort of thing done at secondary schools at home would suit this country. One would like to see a very much better paid staff than we get at present.

I think, masters should be trained either at some other school or at a recognised training school.

You will get University men if you pay them well enough.

I think the teachers should be selected personally by such a thing as a commissary.

I believe in compulsory education.

Games, gymnasium, swimming and physical exercises. It costs nothing to put up a gymnasium. Would not it be possible to get hold of a soldier before they leave the country?

I think a travelling Chaplain should be allowed admission to schools for purposes of religious instruction.

Head-master should be trained to give religious education.

It is a good thing if possible to have regular religious teaching by clergy.

I don't think, I have noticed any moral degeneration in children.

I am not fit to give an opinion on co-education. I have never heard the case for co-education put forward. Personally, I should prefer separate schools for my children. All sorts of kindergarten to 8 can be provided by parents themselves. I think a kindergarten school at Kyambu would be a move in the right direction.

FATHER EMILE LUTZ, Holy Ghost Mission, Mombasa.

I have been in Mombasa just over eight years. But have been in East Africa (including G.E.A.) 33 years.

In Mombasa we have three kinds of English elementary schools:

- (1) English elementary school, includes boys and girls from 6 to 10 years. (Europeans, Goans, and Seychellis are in this school) under the sisters. Teaching is in English only. Goan children who come to the school speak Goanese only, but all soon learn to speak English.
- (2) We have a native school for native Christians. This school is under a father who has native teachers under him. The teaching here is in Swahili.

We have a 3rd school for natives generally and this school is attended by 30/40 natives, natives coming into this school must have a certain knowledge already. The natives in this school are taught in English. The natives generally are keen to enter this school. All the natives in this school are from up-country, most are Kavirondo who are keen to learn.

I will produce the curriculum used in this school (attached). We had a technical school, but we have closed it down because as boys qualified and cleared out to jobs, we could not fill up the vacancies. There were no applications. The Government grant for technical education was not nearly sufficient. We could re-open the school if we could get sufficient money from the Government.

In G.E.A. the Government told the chiefs, etc. that they were to send all the children to the schools. The schools are supported by means of produce produced from the land. By more monetary assistance we could do more for the native populations in the way of education. We combine religion with ordinary education. With reference to literary and technical education, it is good to combine the two.

There is no Government inspection of our schools since we dropped technical education.

I consider that the Government should make a general grant irrespective of an efficiency grant. The latter to be additional.

The boys who leave our school if they are Kavirondo go back to Kavirondo where they come under the Mill Hill Fathers. I do not know what they do. We lose sight of them after they leave the Mission. We give the boys a letter showing what they have learnt. Kavirondo are possibly the most keen in acquiring education. We notice considerable improvement amongst particular natives after two years of education.

If living in Mombasa, after leaving the Mission, they come to services of Sundays. We have not noticed that they are addicted to crime after Mission education.

I consider that the chiefs and fathers should compel their children to attend school.

We have native night schools where we teach the natives when they are free from their work. We have two of these schools. There are about 300 natives attending these schools. The teaching in these schools is in Swahili. Women (about 40 in number) also attend these schools.

No school fees are charged, they pay for the books,

THE CONVENT SCHOOL, MOMBASA, B. E. AFRICA.

SCHOOL FOR BOYS AND GIRLS (4 TO 12 YEARS.)

Programme of Studies.

I CLASS.

English: Reading, Spelling chiefly on the slate, parts of speech pointed out in the words read. Nesfield's Grammar, Series I.

Arithmetic: Numeration, Multiplication Tables. The two simple rules.

Writing: Royal Crown Copy books I-III on slate and later on paper.

II CLASS.

English: Reading, meaning of words and sentences. Dictation of passages from the book read. Easy Parsing.

Nesfield's Grammar, Series II.

Arithmetic: The four simple rules and divisions with two and three figures in the divisor. Arithmetics for the Standards I-II. (Lock and Collar.)

Geography: Easy definitions form and motions of the Earth. Chief divisions into the Continents. Zones.

History: Bible History. Old Testament.

Writing: Royal Crown Copy books IV-VI.

III CLASS.

English: Reading with explanation and Parsing. Dictation. Repetition of Poetry.

Easy Compositions, Narrations. Letters. Nesfield's Grammar. Series III.

Arithmetic: The compound rules in English money reduction. Vulgar Fractions. Daily practice in mental Arithmetic. Arithmetic for the Standards, Part III. (Lock and Collar.)

Geography: Revision of Class II. Knowledge of the Maps of Europe and Africa.

History: Bible History, Old and New Testaments. Brief History of England.

Singing: Two lessons a week.

Sewing: One lesson a week.

SISTER JACKNES MARIE,

Directress.

MACKINNON, MURDOCH, DR.

I have been practising in Nairobi 4½ years. I am the School doctor. The present school building is quite unsuitable. For one thing it is a wood and iron building. Secondly the sanitary arrangements are not good although they are as good as they can be made. The site is a bad one, it is too near town otherwise it is quite all right. A Boarding School should be out of town.

The heat of a wood and iron building is great. It is trying to do mental work at a high temperature. There are thermometers in one or two rooms. I could let you have the maximum temperature in the class rooms.

The staff do open the doors and windows as far as possible.

I examine the children at the beginning and end of term.

I examine new pupils thoroughly. Old pupils are also examined. I keep notes of the results of my systematic examination of all pupils. Boarders weigh more at the end of term, because of better feeding, and more regular mode of living.

The effects that bad sanitary arrangements would have would be to produce epidemic disease and general ill-health. Once there was an epidemic of tonsillitis due, I think to the sanitary arrangements. Town epidemics do not take the school as a matter of course.

There is a marked difference in concentration. They can't concentrate as children do at home.

The comparison is with a similar school in London. I don't think the staff have anything to do with that. There is a difference in the afternoon. I don't think a child is fit for work between 1 to 4 p.m. Schools should end at 1 p.m., 8-1 with a break of ¼ hour.

They ought to lie down for an hour or two in the afternoon. If work is done, it ought to be manual work, e.g., drawing and singing. No home-work should be done in the afternoon.

I think it would be better for children to go home at 1 p.m. rather than 3 to 4 p.m.

There is a constant strain on the mental condition in the tropics which cumulates between 1-3.

I examine eyes. Defective eyes are in a greater percentage than in schools round London. The slightest eye defect would accentuate headaches.

I think day-children once. I think children walking about in the hot sun are inclined to get headaches. Play grounds should be covered for the middle of the day. Children are nervy. Teeth are better than they are in some schools at home.

In some of the county schools at home defective teeth are up to 85 per cent., that is comparing London children.

I think the Government dentist should regularly visit the school.

I do not think co-education is good here. The sexes ought as far as possible to be kept apart.

The development is quicker than in a temperate climate. A girl develops much quicker than at home. Unless, under perfect control co-education is bad. If under perfect control it would be sound. I think co-education at home is a very excellent thing. The first thing to be done is to get a good staff. An undue amount of responsibility is placed on teachers now owing to co-education.

The development of a conscience is a matter of education. I would not run the risk of co-education here in spite of the advantage. The site for the central Boarding School should be out of Nairobi. I think Limuru or Kabete would be a good place.

I think a site by Scott's Sanatorium would be ideal, it might be too near Nairobi. Kabete would be good.

It would be a disadvantage that children should be able to come into Nairobi frequently. I think school ought to be a distinct entity with its own amusements.

I don't think children ought to finish their education here. I don't say they degenerate physically. Children ought to go home between 3 to 5 years of age and stay two years and start school at 7.

The idea is to develop the nervous system. The actinic rays are destructive of the nervous system.

Four to five years after seven years of age, a child ought to go home for another year. Much better to keep a child at home all the time. I think every doctor would agree.

I don't think, you would ever produce a genius in a tropical country. It is much more difficult to concentrate here.

Boarding schools are better than day schools. They should all be boarding schools.

The influence of parents is not good and is not sufficient. I am quite convinced boarders have better a chance than day scholars.

Control of teachers and regularity of habits are better for children than home control. I put the disadvantage more to rays than to altitude. There is a book on the effect of the tropics on the European written by a South American doctor. I think, I discussed the daily time table with Mr. Orr. I have disapproved of the present time table. I think, it would be absurd to expect as much work from a child here as at home.

In the course of thousands of years nature might compensate effect of atinic rays. Cattle have few nerves compared with human. I think, 99 per cent. of people who come here suffer from loss of memory, that is the effect of the climate on the nervous system. I think kindergartens in suburbs would be useful in view of the difficulty of transport.

I think one hour's homework is sufficient. It should be done after 6 p.m.

I would recommend higher-grade teachers on better pay. I should prefer University men with a normal training.

I think the best class should be got irrespective of the salary.

Education should be I think compulsory. I have no opinion on school fees.

Education if compulsory should be free although on the other hand I cannot see why it should be free in this country.

No gymnasium or Swedish drill. I would have a drill Sergeant for boys and girls. I think the effect of drill would be good. I think bad figures are due to bad seating accommodation.

I think the pale and yellow appearance of children in Nairobi is due to climate.

I think corporal punishment should be abolished except by the headmaster who should have power to use it under exceptional circumstances.

It should be applied on the most fleshly part of the body. I have not heard bad language at the school. A new school building is very important. If I had my way I would close the school now until the new one is built. You can't continue patching up the present building. If a new school is started at once I would have no objection to continuing the present school.

The education reserve is a good place for a day school for Nairobi.

I am of the opinion that if possible all schools in this country should be Boarding Schools.

MISS MARSHALL, ELIZABETH ALICE S., Assistant Mistress, Nairobi

Government School.

I have been there since 1911, nearly seven years. I now get £135 per annum. I was sent to Nakuru once while a mistress was on leave.

I don't think the curriculum is too much. I found, I could get through it. If I could not always do it Mr. Orr was quite reasonable about it. I have the III Standard aged 9-12. Several years ago I moved up with this, generally I have the third. Sometimes masters and mistresses moved up, sometimes they have a new set of children.

I have not often missed much in the curriculum. The children have not been attending so regularly since Mr. Turner died. He had a wonderful influence over the children and parents. I have not taken Standard I. Elementary Science and Hygiene have been dropped since the war started.

We have never had a proper kindergarten, since Miss Claridge was married. There are children under 7 in the school, they are taken in Standard I. Sub. "A." Sub. "B."

Miss Hoar and Mrs. Bosworth have been taking them. We have just had anybody since the war began. I don't think the curriculum is injurious to health. I would recommend hours 8-1 with a break about 11 a.m. for half an hour. No school in afternoon. I think preparation of lessons at home from about 10 years of age is good. With boarders the work is allotted to take a specified time.

No help is given at school at preparation and no help is supposed to be given at home. Preparation is given in accordance with age. School hours are five hours.

In the afternoon easy lessons are given. I take such things as drawing, composition and history sometimes. It would be difficult to work the suggested hours 8-1, with a combined day and boarding school. I think it is good for children to rest in the middle of the day. I don't think there is much difference in mental attitude of pupils when they rest in the middle of the day. They are not quite so tired. The school hours were 9-12 and 2-4. Now they are 9-12 and 1-3. The change was made last year. One advantage of the present hours is that day scholars have less time in the sun in the middle of the day. The present buildings are greatly improved compared with when I first came. They are still wanting in accommodation and in staff rooms. No proper accommodation for school laundry. Indian dhobies live quite close to mistresses' bungalows in two little rooms. The linen is stored in the dhobies' sleeping rooms. The dirty water is thrown on the school compound and breeds mosquitoes, there being no drain to carry off the water. That is still being done. I think it is of advantage to have a school laundry but it should be away from the school. The matron wanted the things to be done at the school. Mr. Low wants to alter the present system. I don't find my class room very hot. It is quite cool.

The present insanitary laundry conditions were only started about four months ago at the wish of a matron who only stayed at the school about four months. Mr. Turner would not allow the washing to be done on school compound.

My class-room is near the dining room. I don't like my quarters, because the dhobies live and do their washing too near the house. I have moved out of a damp house with a cement floor. My bungalow is next to Miss Ridgill's the first in the school compound near the Y.W.C.A.

Miss Tunstall, who formerly shared the bungalow with me, applied for house allowance as she could not stand the dhobie nuisance any longer. I should have done the same, but my slight lameness makes it necessary for me to be near my work, so I have to go on enduring the nuisance till it is removed.

The upper school class rooms are very poor, they are small and some are very hot.

I agree with Miss Ridgill's views on salaries. Assistant Mistresses should be on an incremental scale as well as Assistant Masters.

Temporary people get same salaries and War Bonus.

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I agree with Miss Ridgill's views on salaries. Assistant Mistresses should be on an incremental scale as well as Assistant Masters.

Temporary people get same salaries and War Bonus.

I believe 9 out of 12 have definite teaching qualifications.

Mr. Lowe is Cambridge.

Mr. Wotton is Bristol, not full degree.

Mr. Harnett, B.Sc., London.

Mr. Pratt, I think no degree or certificate.

Miss Tunstall, Mrs. Margach and myself have English qualifications.

The Board of Education head teachers' certificate.

Miss Hoar has South African qualifications.

I think the senior mistress should be on same rate of pay as senior Assistant Master. Present head mistress does not teach in upper school. Two mistresses in upper school, Miss Tunstall and Mrs. Margach. I have found that degree women have no liking for lower school work. It would be better if head mistress took regular subjects throughout the school.

I think specialist teaching is sound but I do not think we have reached the proper stage for its introduction. I think it is of advantage for teachers to change classes so that children may have the advantage of getting lessons from teachers who are specially good in certain subjects. The classes are getting unwieldy because want of accommodation. 36 to 37 is the biggest. That is too many. It should be 20 to 25. I think it would be a good thing to have specialists for some subjects.

I think it would not be a good thing for children to have their own books. They would lose them. It is the practice at home for children to buy their own books.

I think the fees are too low. People could afford to pay a good deal more and the money could be spent in apparatus. I think more should be paid for tuition.

The charge for food does not cover native cooks, etc. I think tuition fees should be Rs. 10/- per mensem except perhaps for kindergarten.

I am in favour of co-education up to finishing stage. I don't think girls and boys should play together except on certain occasions.

I am in favour of co-education in a boarding school. I have not seen co-education in England.

It is better for boys to be with master after school hours. Games, football, etc., are different and boys should be under supervision of a man.

One must give girls more supervision than boys in this country. I have never tried putting boys to sit by girls as a penance or vice-versa.

Boys and girls are mixed up in the class. I know there is no truth in the scandal talked about the school. It all emanates in my opinion from outside gossip.

Most of the children are well trained at home. Parents have in some cases resented the gossip about the school, it reflects on them as well as the teachers. I would let the boys and girls have their meals together. They do not sit side by side. Children make their own beds. Girls do not clean their own boots. Mr. Turner was very strong on self help.

Girls do pictures for the class rooms. They go for walks and picnics. On the road when it is safe they are allowed to break up in groups. I don't think there is need for compulsory education. Parents are keen on education. Rev. T. Down or other clergymen give bible teaching. The children enjoy these lessons from the clergymen. The lesson is $\frac{1}{2}$ hour twice a week plus the lesson from the clergymen. There is a Bible reading every morning. The Roman Catholic priest visits the school once a week for his own children. The Jews and Roman Catholics do not attend the daily Bible reading. The usual period of lessons is $\frac{1}{2}$ or $\frac{3}{4}$ hour. Small children 20 minutes and $\frac{3}{4}$ hour lessons. I quite agree with everything Miss Ridgill said about the boarding school—too great distance from Nairobi having many disadvantages.

I think the children compare very well with children in England. There is no special memory training. I think we ought to have a sitting room for girls and one for the boys. They should have a sitting room. There is no objection to a combined sitting room. No general appeal has been made for a library. The headmaster censors the books in the library. We have many Dickens and Scott. The age goes up to 18. Some children come to school very late. The eldest girl is 17. I think some children stay away for lack of transport. Many children come from Parklands. They attend wonderfully well considering the distance. Children from private schools are backward in arithmetic but good in English subjects. I think it would be better in this country to have boarding and day schools separate.

I think it would be better to carry on with the whole day holiday on Saturday. The girls have to do their laundry lists, and mending, and take special lessons such as elocation, dancing and music on Saturday morning.

I think it would be better if all European schools were worked on a secondary school basis. There might be room for one primary school in Nairobi.

MARSHALL, MISS MARGARET.

The school in Nairobi should be run on the lines of Secondary education.

If a school is organised as a boarding school, the day children, as a rule, get a "thin time" of it.

A boarding school should be outside the town.

Teaching staff, if given occasional week-end or monthly leave, should be quite satisfied.

I have had no practical experience of co-education, but would consider it possible to make the experiment in this connection. I do not consider it possible in this country to run separate schools at all points.

I consider it all important to have an efficient and properly paid staff. Headmistress should be paid £500 on a three year agreement. Assistant Mistress should be on a par with salaries in South Africa. Personally I would prefer to be engaged on a basis of good salary, three years' appointment and no pension than on a lower salary fixed on a pensionable basis.

All important that teachers should be selected on a basis of personality and training. Personality the strong point. It is most essential to build up character amongst children.

I consider that a third class Honours Cambridge degree should suit much better than the present arrangement which allows for the employment of teachers without any degree. I approve of specialists being employed.

Headmaster or headmistress as case may be should have all power in a school. He should in fact be an autocrat. A headmaster should have the power to dispense with those teachers, subject to their agreement, who do not suit. The Director of Education should not interfere with the school. He should apply himself to dealing with policy.

I know nothing about the present school except what I have heard. What I have heard is that the staff is not good.

MAHOMED BIN ALI BIN RASHI, Arab of Mombasa.

Born in Mombasa, 25 years ago. Married with two boys and one girl.

It is very necessary to educate the Arab boys. Because the people at present are backward. They have no knowledge. If they are taught they will improve. The fathers want the children to be educated. Youths of 20 years want to be educated. I myself learnt at a Koran school and then went for three months to the Government school. I had to leave because I got married and I had to look after my property. I can write in Arabic characters a little. I can read.

Boys should be taught Arabic and the Koran in the Government school. Also English at the same time. I have learnt of the curriculum at Zanzibar, and would like the curriculum of Egypt introduced here.

It will be difficult for the Arabs to send their girls to school. It is opposed to our custom.

I would like to see compulsory education for boys from seven to completion of the preliminary course. If the child will not go to school the father should carry him there. If the father prevented the child from going, the father to be punished.

The members of the school committee who are not official should have some knowledge of school work and education. Education should be free.

MBARUK BIN MBARUK, Arab, Commission Agent, Mombasa.

Born in Arabia. I have been in East Africa 25 years. I was educated in Arabia. I am married and have a son who is in the Arab school. The Government should have an Arab teacher and teach the Koran in the school. I do not approve of the Koran schools.

If the Koran teaching is carried out in the Government school then the Koran schools be abolished. This will impose no hardship on the Mwalims.

If the Koran is taught in the English schools then education should be compulsory. If the child does not go to school the father to be responsible.

It will be difficult to bring education to the women. We are not sufficiently civilized for this.

First learn the Koran then be taught English and take Arabic as a course.

After the primary education the boy should be tested and if he is fit to go up for higher education to go to a high school, if not suitable then given technical education. From the higher education he should be able to qualify for the law, medicine and Government appointments.

A poor boy will not remain long in the school.

In my opinion the Arabs are not lacking in ambition. They are ignorant that is why they have sold their land. The Arabs want to get on.

MCDONALD, (MRS.) CLEMENTINA HARRIET RUTH, Lumbwa.

Trained registered teacher in England.

I have been in East Africa 10 years. Seven years teaching in Nairobi Government School. I think the education for Europeans should be compulsory.

For children living 60 miles or so from the Railway, I think some sort of parents' union should be established. The children should be inspected by the Government. It would mean more staff for inspection purposes. The syllabus should be set by Government. Compulsion should be the ultimate aim. The central school should be at Kabete. The Government Farm could supply milk and vegetables and some agricultural training could be given to the boys and girls. I think the friction at the present Nairobi school is due to the fact that the Headmaster is also head of the girls' department. I think the girls should be under a mistress. You should be very careful of over-crowding in a school. The Kabete school should take boarders aged seven to fourteen. If people want secondary education there should be a good secondary school to carry on. The secondary school should be separate to the primary school but the same heads could control both.

There must be a day school in Nairobi for children seven to fourteen. The secondary school should be purely boarding. I think that is so much better for the training and discipline of the children. There should be, in my opinion, primary schools with boarding establishments at centres like Nakuru, Eldoret and perhaps Kyambu. It would be a good thing to have junior grade schools at Parklands and Kilimani for children seven to eleven years.

I quite agree with an undeveloped land tax.

We must have education and we must get the money.

I think parents would not send their children home if education were good.

If the general revenue is insufficient I think there should be an education rate. It might be levied on the poll tax system. I think natives should be taught to work first and then reading and writing to make them more capable.

I think industrial schools should be started in all districts.

I think education would develop natives to take the place of Indian artisans.

I do not think you could make native education compulsory. It should be the ultimate aim. The principle of compulsion is sound.

I would centre education on those who could embrace education. I would start on the younger children and leave it to the individuality of the elder children. The surplus women could be trained to do house work and woman's labour generally thus releasing boys for more definite man's work. I believe in monogamy for the above reason.

I think the proper way of tackling native education is through the missions at the present time.

I think Swahili should be the medium between the natives and Europeans.

I think picked boys should learn English to become teachers, etc.

MCKENRICK FREDERICK HOWARD. African Inland Mission.

I agree generally with Mr. Downing's evidence. I am stationed at Githumu in the Fort Hall district. Some boys have come to Nairobi, from Kijabe school. One is an interpreter here. At present there are objections to opening out schools in Kenia. The reason is that missionaries are not able to supervise them. This is in fact not the case in two stations. There is one person set aside for supervising these schools.

In one case the people and headmen petitioned us.

We want to open three out schools. We have a lack of native teachers.

It is a hindrance to our work. The natives are keen on education.

I have heard it stated that Mahommedans at Government School at Machakos were allowed to exercise their influence.

This was some time ago shortly after school opened there.

I believe that if the general attitude of Government officials was to encourage both sexes to come to school there would be more coming. One little boy of 12 was beaten by a chief because he was a reader. We hear of threats to boys if they don't stop their reading. The chiefs are nominated by Government and derive their power from Government. I don't know of any chiefs who are actively in favour of us. Some are not keenly opposed.

MRS. MILLETT MARY EVELYN, Nairobi.

I have no experience in education of others beyond my children. My eldest boy is 12. I think, I have been satisfied with the Nairobi School so far as it goes. I don't think the curriculum is high enough. I think what has been taught has been taught well. I think Latin should be taught.

Children suffer very much from headaches. Dr. Gilks emphatically said it was coming home at 3 p.m. But it is difficult to arrange homes to suit everyone. My girl is 10. She sometimes comes home in a state of collapse. My eldest girl is 16, she sometimes has headaches. They take sandwiches for lunch. If they wish to do so they may stay at the school until later. They leave me 7-30 to 7-40 a.m. My children went to Mrs. Pailthorpe until they got too advanced. A Government kindergarten at Parklands would not affect me. I think it would be an advantage to the neighbourhood. Mrs. Harrison has opened a school there. I don't know if Mrs. Pailthorpe is a trained teacher, but I believe she is as she was teaching at the Railway schools.

I think the great fault at Government school has been the prejudice of teachers against children. I think punishment should be controlled by the head-master. In my own case two of my children were kept in to 3-30 till they got their sums right. They had no lunch and I asked that they might, in any event, have lunch.

My daughters were heckled about that by the mistress for months. I don't know that co-education does any harm. If boys and girls are forbidden to speak to each other it only makes them break the rule. It is a rule of the school. I think it is a good thing for boys and girls to be together. I think the out boarding house is a great mistake in many ways. It is far off and hasn't proper supervision. If the fees were higher they could be given. They are absurd. If better education were given there would be no objection to higher fees. I think they are too low for secondary education. At present it is nothing but a glorified board school. I think the present buildings are dreadful. The junior girls' bath-room is a disgrace. The defect is structural. It could be improved with supervision. The bath-rooms are too small. The bath is all right. I believe that is being changed. I am on the House and School Committee. The House committee reports to the school committee which offers recommendations to the Director of Education. Up to now we have had a great amount of sympathy and nothing else. It would not be inconvenient to me personally, if the hours 8 to 1 were adopted. There are few average parents. Parents think rather of themselves first and the children after. I don't know if the headaches are due to the glare of the roads. My children have never had lunch at the school. In many cases the children's lunch is stolen. They keep it in their desks. I was told by one of the teachers it was the custom of the country. I have not found the children here less truthful or more dishonest than at home. I don't think my eldest daughter who is 16 suffers from loss of memory, she is very hard working, I don't think my boy of 12 is deficient in memory. He is backward but that is the fault of the curriculum. My eldest girl has, I think, too much home work on some nights; some nights she has none. The children generally do their home work by themselves. Sometimes my eldest girl goes to me or to her father for help. They tell me they are supposed to do it alone. My eldest girl tells her master she has had to ask. Sometimes my eldest girl has had 10 to 15 sums to do, history to prepare and a map to draw. I don't think the time taken is due to weakness in any subject. I used to find the two youngest sitting up in bed crying, because they could not do their home work. My children play in the garden. Excess of homework only twice a week. On other days a couple of hours is sufficient. My children get up at 6-0 a.m. I think it is a good thing to have joint games at school. That is lacking at present. Boarding fees are very low. I would be willing to encourage games for the sake of *esprit de corps*. It is a mother's duty to be up and prepare the children for school. I have no views on the system of education which should be adopted.

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I think the white population should be well educated if not they could not control the black population. I think the school here wants a better staff. I think transportation is a difficulty with some children. I know of no children who are kept from school because of transportation. I would not use public

MCDONALD, (MRS.) CLEMENTINA HARRIET RUTH, Lumbwa.

Trained registered teacher in England.

I have been in East Africa 10 years. Seven years teaching in Nairobi Government School. I think the education for Europeans should be compulsory.

For children living 60 miles or so from the Railway, I think some sort of parents' union should be established. The children should be inspected by the Government. It would mean more staff for inspection purposes. The syllabus should be set by Government. Compulsion should be the ultimate aim. The central school should be at Kabete. The Government Farm could supply milk and vegetables and some agricultural training could be given to the boys and girls. I think the friction at the present Nairobi school is due to the fact that the Headmaster is also head of the girls' department. I think the girls should be under a mistress. You should be very careful of over-crowding in a school. The Kabete school should take boarders aged seven to fourteen. If people want secondary education there should be a good secondary school to carry on. The secondary school should be separate to the primary school but the same heads could control both.

There must be a day school in Nairobi for children seven to fourteen. The secondary school should be purely boarding. I think that is so much better for the training and discipline of the children. There should be, in my opinion, primary schools with boarding establishments at centres like Nakuru, Eldoret and perhaps Kyambu. It would be a good thing to have junior grade schools at Parklands and Kilimani for children seven to eleven years.

I quite agree with an undeveloped land tax.

We must have education and we must get the money.

I think parents would not send their children home if education were good.

If the general revenue is insufficient I think there should be an education rate. It might be levied on the poll tax system. I think natives should be taught to work first and then reading and writing to make them more capable.

I think industrial schools should be started in all districts.

I think education would develop natives to take the place of Indian artisans.

I do not think you could make native education compulsory. It should be the ultimate aim. The principle of compulsion is sound.

I would centre education on those who could embrace education. I would start on the younger children and leave it to the individuality of the elder children. The surplus women could be trained to do house work and woman's labour generally thus releasing boys for more definite man's work. I believe in monogamy for the above reason.

I think the proper way of tackling native education is through the missions at the present time.

I think Swahili should be the medium between the natives and Europeans.

I think picked boys should learn English to become teachers, etc.

MCKENRICK FREDERICK HOWARD. African Inland Mission.

I agree generally with Mr. Downing's evidence. I am stationed at Githumu in the Fort Hall district. Some boys have come to Nairobi, from Kijabe school. One is an interpreter here. At present there are objections to opening out schools in Kenia. The reason is that missionaries are not able to supervise them. This is in fact not the case in two stations. There is one person set aside for supervising these schools.

In one case the people and headmen petitioned us.

We want to open three out schools. We have a lack of native teachers.

It is a hindrance to our work. The natives are keen on education.

I have heard it stated that Mahommedans at Government School at Machakos were allowed to exercise their influence.

This was some time ago shortly after school opened there.

I believe that if the general attitude of Government officials was to encourage both sexes to come to school there would be more coming. One little boy of 12 was beaten by a chief because he was a reader. We hear of threats to boys if they don't stop their reading. The chiefs are nominated by Government and derive their power from Government. I don't know of any chiefs who are actively in favour of us. Some are not keenly opposed.

MRS. MILLETT MARY EVELYN, Nairobi.

I have no experience in education of others beyond my children. My eldest boy is 12. I think I have been satisfied with the Nairobi School so far as it goes. I don't think the curriculum is high enough. I think what has been taught has been taught well. I think Latin should be taught.

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I think the white population should be well educated if not they could not control the black population. I think the school here wants a better staff. I think transportation is a difficulty with some children. I know of no children who are kept from school because of transportation. I would not use public

transport while the children have bicycles. My elder children do not read much, they prefer music. They are interested in literature lessons. I think they are interested in their lessons, they are not bored with them. I have not thought of the situation for a boarding school, I prefer a day school, I like to have my children with me. I don't think my children have overgrown their strength. They have been very well for seven years, I think children are left very much to the servants and people blame the country when they ought to blame themselves. My youngest girl was $3\frac{1}{2}$ when we came out she is now 10. She has nothing wrong with her except headaches. I think children want a change to another climate, if not the blood is bound to be impoverished.

MORRIS, EVAN.

Effect of black on white.

A white population resting on a black population suffers in moral principles.

The tendency of boys and girls is to make native boys do everything for them. It can be counteracted by education. It will be necessary to have a day school in Nairobi. I advocate the present site which I think is quite good. I think the present buildings would serve as a temporary day school. The medical records are extraordinarily clean, probably cleaner than any public schools at home.

In some class rooms the roofs are too low and should be altered.

Until the Protectorate can afford it the present school should be continued as a day school.

I think my own staff should be increased.

MORRISON, ROBERT WILLIAM, Manager, National Bank of India, Nakuru.

Member of School Committee, 45 children in school, 15 applications and more to come if room were provided. When we want anything either staff or building we come up against a stone wall. We got £500 for extra building, the P.W.D. could not tackle it. No attempt to put the work out to public tender. The question of European education has not been seriously considered. There are numbers of children going up to the ages of 14 to 15, but the barest board school education is provided. No commercial education. There should be elementary education to VI or VII Standard with a central school where higher education could be obtained and pupils could specialise. We want elementary schools at Nairobi, Nakuru, Limoru or Kyambu. There must be boarding accommodation at Nakuru for 60 children. We want a head-master with two or three mistresses. Two mistresses are sufficient at the present moment. The children in the town are now about 25. No encouragement is given in school to sports. The Government should supply gear for games and introduce gymnastics. Games should be organised. After V or VI Standard, French, Latin, Book-keeping and Shorthand should be taught. I would teach Latin in a school like Nakuru. The head-master should be highly trained both in teaching and games. I think it most important to have properly held examinations and prizes. At present proper medical attention is not given to either day pupils or boarders. The doctor has not up to the present considered it necessary to examine pupils. I think it important that new pupils should be examined and periodical examinations should be held by a Medical Officer to see that the general health, sanitary arrangements and feeding are satisfactory.

The salaries are less than are offered at home. For Nakuru the head-master should get at least £500 with prospects. Head-master £500 per annum. Assistant masters £300 to £500. Assistant mistresses £175 to £300. All should be trained teachers. The Director of Education should be given more powers in his own department. He should have power to engage and dismiss teachers and buy material without having to go through the Secretariat. Capital charges should be provided by loan. As regards native education we have a large potential labour supply if they are taught to be good workmen. Literary education sufficient to enable them to read text books would be sufficient. The training should be by competent white workmen. The Indian fundi should not be resorted to. I would rather train up white boys for clerkships. There is no doubt that a number of children will be brought up in the country. White clerks could be employed instead of Parsees and Indian clerks. I think some natives are keen on technical work. I do not say that compulsion should be resorted to. Much could be done through chiefs to persuade the natives.

-ORCHARDSON, IAN QUILLER.

Settler Kericho, 8½ years in East Africa. I have taught science at Leeds and Manchester. For years I have been very interested in the Education of the native, because the country will only go ahead if the native is trained properly to take the place of Indians.

The Lumbwa are in my opinion ripe for learning. I would not like to see a complication of missions teaching various brands of Christianity.

I should like Christianity to be taught in a fundamental form. I think the native mind is fogged especially the Kavirondo who is not very intelligent. The mission alliance is the sort of thing that I like to see.

Mr. Hotchkin does very good work among the natives. Natives must be taught with religion. I am very keen on the moral teaching of the native.

I think Christianity the best means of teaching morals. The good part of Mohamedanism is that it allows polygamy. I have boys on my farm who won't go to a mission school because of the monogamistic teaching. I think the Government should work at first through the mission schools but should eventually take over the whole thing. I am getting an engineer brother out and hope to start a business to which boys can be apprenticed.

I do a certain amount of teaching myself.

I should think a five years' apprenticeship would be sufficient. The natives learn farming naturally. I do not think apprenticeship necessary. Squatters pick up better methods. I would not make education compulsory for squatters. It would be difficult to work. You would have everyone up against you.

Very few undertake that much work for natives. I think it would be reasonable to expect farmers to give equal opportunities to those given by Government in the Reserves.

I think most people are beginning to be of opinion that education is essential for natives.

I am very keen on a graduated undeveloped land tax. You must have some taxation if you are going to do anything. I think a direct tax would have good effects because it would give a feeling of citizenship.

Undeveloped land might be assessed through District Committees.

The Committee would give settlers a feeling that they were performing a duty to the country.

I do not believe in a flat rate tax.

I would not tax exports at all.

I think the question of secondary education can well be left for a few years. There are insufficient children of the right age and it is very expensive if it is to be of any use.

In any event I think one school is sufficient.

One good school at a central place.

I should try voluntary education first before introducing compulsory education. Compulsory education might prove to work hardship for people living in scattered places.

Mr. Orchardson further elucidated his opinion by the following statement:—

My opinion of the value of Christianity to natives is roughly as follows:—Christianity as a whole is quite beyond the grasp of the vast majority of natives. Honesty and unselfishness are the two qualities which require most cultivation in all human races being the basis of a perfect life and qualities which are most usually lacking. The gist of the teaching of Christianity and most other religions is the inculcation of these two fundamental virtues. The religion which teaches these with the fewest complications and the least admixture of ancient superstitions is the best, for if one wishes to wean the natives from *his* superstitions one must be careful not to try and do so by replacing them by others which by familiarity to us have lost their absurdity, whereas the native with wonderful logic asks why he should accept these beliefs rather than his own. This vitiates the fine moral teachings hidden amongst the controversial religious beliefs. The moral teachings of Christianity are undoubtedly the finest possible but often embodied in such language as to appear unpractical more especially to the native, who for instance finds it decidedly humorous to be told that when a thief steals his blanket he is to give him his shorts also.

Christianity suffers from one great disadvantage as compared with Mohamedanism as regards its acceptability to natives, viz:—that most of its exponents maintain that it insists on monogamy. The recognised polygamy amongst the natives is surely preferable to the semi-surreptitious variety general amongst Christian communities. The majority of the Lumbwa natives refuse to go to missions chiefly on account of the insistence on monogamy. The majority of the Kavirondo who come out to work now all professed Christians, but I have not noticed *any* improvement in their morals. Whilst on the other hand they have largely lost their old characteristic of generous hospitality.

From the foregoing therefore I would say that the *simplified* teachings of Christianity leaving out controversial miraculous details is very suitable to

teach to the natives, but as I said before the Government will not be able to find sufficient teachers and therefore the missions will probably have to carry out much of the teaching which they will no doubt do as heretofore along sectarian lines.

I believe the Government contemplates a compulsory literary education for natives. I think this is undesirable and a waste of time and money. Only a small percentage of natives is capable of benefiting by or making any use of such an education. The natives to be taught must be carefully *selected*. Some to be trained as clerks others as mechanics, carpenters, masons, etc. Only the first would be required anything more than a rudimentary literary education. I think it is important to remember in making the selection that honesty of character is of greater importance than sharpness of intellect. Otherwise more harm than good may be done by this proposed education.

ORR, JAMES RUSSELL, Director of Education, B.E.A.

The accommodation in schools is never equal to the demand. There is no educational policy. I have had no sanction for secondary education.

I took up a scheme in 1913 to limit elementary education within certain defined boundaries and build up on top of that a further scheme for boys between 12 to 18. The Chief Secretary said he could not consider it; notice should have been given; it could not be included in the estimates.

I have stretched out the curriculum and got it up almost but not quite to London Matriculation Standard.

I have taken Cambridge Senior that in some cases equals Matriculation.

Latin is optional at London Universities with modern languages.

There is no modern language teaching in the school.

The curriculum in my opinion needs altering completely.

I complied the curriculum with Mr. Turner.

At home elementary education goes up to 18 unless a full time education to 16.

I should like Commission to recommend education on similar lines and not confine education to elementary education. I should like to divide education into "sides." At present I am rather in favour of two sides, one a general education and one which would give a modern and commercial education.

I should like to be provided with buildings for teaching of science.

General education would include Latin and one modern language and a certain amount of Science with English.

Modern side would deal with technical and commercial training, two modern languages and a certain amount of science. I don't think I include geography in English. Modern European history is most important. I should take Latin as optional in Modern Side. Very few of my teachers are capable of dealing with nature study which is foundation of elementary science.

I would specialise in the teaching; it is absolutely imperative that we should have masters in the school. The present position is very serious. The present provision is ample for the school as it at present stands. The staff is not up to strength, nor up to qualifications.

The most urgent need is men. Board of Education in London have told us men cannot be supplied till after the war.

I want if possible men who are thoroughly educated and who have had professional training.

Puts in A.

Opinion in England is against specialization before 16 years of age.

Put in B.

In elementary schools, English Mathematics, Drawing, Elementary Science are taught.

The ordinary master in English Preparatory Schools has no knowledge of child nature. I would prefer university training with normal training. A trained teacher is a more efficient person than a public school master. Impossible to mix University and Board of Education teacher. There is a good deal of discontent as to salaries.

Pratt has no teacher's qualifications other than those acquired in teaching in a grammar school. At a later date I do not propose to recommend anyone for promotion except he has a diploma for teaching.

Harnett is a B.Sc. of London. He has no teaching certificate.

He wishes to leave because of low salary.

Mr. Low is Cambridge B.A. Eighteen years' experience in same school at Trinidad. His subjects are classics.

Wotton is not a degree man, Inter B.Sc., Mathematics, Science and English; has Bristol Diploma in Education.

He was a student teacher.

Teachers are trained to handle the same subjects in elementary education: in secondary education teachers are usually specialists in the various subjects.

I attach very great importance to kindergarten. There was one, closed in September, 1914. The reason I am anxious to have one is to save children from the boys. I should have more than one kindergarten. The effect of kindergarten is seen higher up in the school.

Could get a kindergarten at Kyambu.

You can't have a Kindergarten Boarding School.

Children outside Nairobi would have to be dealt with separately. I would recommend subsidised governesses as in Rhodesia.

The Southern Rhodesian Report on Education would be extremely useful to the Commission.

I think the present school fees are just about right.

I am in favour of compulsory education. It is compulsory education in South Africa, but it is not free.

Education is no longer an individual necessity but a necessity for the state.

In New Zealand secondary education was subject to the paying of fees, but in 1916 it was found that owing to free places and bursaries 84 per cent. of the pupils were receiving free education.

I am of opinion that education should be paid for in the Protectorate for the present.

In the British Empire you will always have private schools.

I have supported a suggestion to raise the fees to get further funds.

The majority could pay £2 per term. In England £3 to £6 per term. Until a system of taxation for education comes in I certainly think the fees should be higher.

In England Kindergarten Schools have fees amounting to 3 guineas per term.

All private schools should be under Government supervision. No school should be opened without a licence, and teachers should be qualified as in Victoria.

I think children should purchase books. I found the present scheme of free books in existence. If children buy their own books they get spread. Books are now handed out without any disposal or receipt.

I had great difficulty in getting books from the Crown Agents. Books are obtained by the Crown Agents from the Educational Supply Association. Prices of local firms are prohibitive.

Boarding of children living near Nairobi is a difficult question. Many prefer boarding system and want the right to send them. There are a number of children living near Nairobi who do not come to school but who would if they could board.

Put in C.

I have asked for offers for a similar service to that in (C) with no results.

I should like Commission to take a census of children in Nairobi. My effort to obtain it was a failure. I don't think there are many Eurasians outside the Railway.

Eurasians want attention immediately.

There should be a central boarding school which should be a paying boarding school.

I think people throughout the country should be consulted, before the site of the central school is fixed on. I am absolutely opposed to co-education, because I have seen a co-education school at home.

It appeared to be exotic, and unnatural. A co-education school staff had meals with pupils. I don't approve of young men teaching girl pupils. Co-education to be a success must be in a small school in the country; selected staff with a great deal of religion in curriculum. To attempt it in a Government school is impossible. The Nairobi is mixed education, not co-education.

A co-education school is one big family: sexes in Nairobi are not allowed to speak to each other.

I have given a lot of attention to co-education. I believe America is veering from co-education. Number of separate schools is increasing.

I have had trouble in the staff in one case.

I have heard stories which have not been substantiated about conduct of pupils.

I object to women teaching boys of 14. It is a question of discipline. It is the result of experience at home during the war.

I would rather older boys were taught by men. I think there will be a great demand for trained teachers; suitable salaries must be provided. There will be a tremendous shortage of trained men for some time. Normal schools and Universities have been empty during the war.

Put in D.

I am in favour of increasing pensions and providing a pension scheme for widows. Pension is a bait which attracts many people. The Board of Education has a committee which selects teachers for us.

I have tried to obtain teachers through personal friends by asking Dr. Gow to select a head-master for Nairobi; he failed. That was owing to the war.

What would help would be to have definite training colleges from which the Board could select.

Put in E.

Boys gone to South Africa and England have been well reported on. Universal cry is lack of Latin. W. P. Martin's boy was at Edinburgh Academy before he came here. He was at school here and has gone back and been put in a higher class than boys with whom he was in class before. I have always heard that there is a tendency for children to be less truthful.

Head-masters at home are averse from accepting boys who have been at school in India or the Colonies because intercourse with natives changes a boy's moral tone. Therefore important to get masters of good stamp to counteract native influence.

No. 1629/18.

EDUCATION OFFICE,
Nairobi, P.O. Box 120,
5th December, 1918.

CHAIRMAN,
Education Commission,
Secretariat,
Nairobi.

IMMEDIATE REQUIREMENTS, EUROPEAN SCHOOL, NAIROBI.

1. I believe that I omitted two important points, yesterday.

- (1) *Uniformity of Fees*:—It is desirable that the present varying scale of fees should be abolished and a uniform scale introduced throughout the school. If a fee of Rs.10/- per mensem were charged throughout the school, it would increase the revenue from 250 children by £900 per year.
- (2) *Books*:—Until the department has a store keeper, it is not right to insist on children purchasing their books, as the books are not in the country and I cannot deal with the matter.
- (3) *Buildings*:—It is desirable that houses adjacent to the European School should if possible be reserved for the school.

J. R. ORR,
Director of Education.

ORR, J. R., recalled.

There is a great demand for a normal school. Many teachers trained by missions go to other occupations. Government trained teachers would be used in Government schools. Mission teachers would endeavour to evangelise natives. Teachers are wanted for Mohammedan schools. Native education should be secular. At Machakos Government school 18 months to two years literary education is given then three years technical. I think Swahili a waste of time. Swahili and English are inefficiently taught. I think teaching in the vernacular absolutely necessary. All natives should come under education. The village school is a great factor. I do not think any parent would send a child to school if he knew he would be punished for the child's non-attendance. I am in favour of District Commissioners telling parents to send their children to school. The chiefs should be induced to encourage education. Only educated headmen should be employed. Education must depend on moral suasion and not compulsion. It would help if Government helped by directing that natives should go to school. School age is 8 to 18. Literary education should go up to 12. The cost at Machakos averages out about £140 Rs. 15/- per head.

THE OBJECTION OF THE EUROPEAN SCHOOL.

1. The object of education generally is to develop a child's faculties in every direction. Paramount in British Education—amidst the development of the faculties comes the training of the moral faculty or the formation of character.

2. Now there are three distinct factors in character: the appreciation of moral Goodness: the discernment of Truth: and the cultivation of a sense of Beauty. How are these connected with the curriculum of an elementary school?

- (a) The appreciation of Goodness takes its rise from religious and moral training, with which we may also class physical culture: these should give us a beautiful mind in a beautiful body and the distinction between Right and Wrong.
- (b) The discernment of Truth takes its rise from a study of the laws of Grammar, the laws of Mathematics and the laws of Science all those subjects which compel a child to reason and develop the logical faculty of the mind. The distinction between True and False.
- (c) The Sense of Beauty takes its rise from accuracy of diction, from beauty of style in literature, from noble ideas clothed in fitting language: from beauty of form, as shown in drawing, painting and sculpture: from beauty of sound as shown in the rhythm of poetry and the cadence of music. The distinction between Beauty and Ugliness, Goodness, Truth and Beauty—the spiritual the intellectual and the emotional—are merely three aspects of the Eternal Perfection after which humanity strives in vain.

3. Perhaps therefore the Committee will agree that the object of Elementary Education is the formation of character and that the appreciation of Goodness, the discernment of Truth and the cultivation of a sense of Beauty form an adequate criterion of any elementary curriculum. How far do the lessons given tend to this threefold object? If they do not contribute to this object, they should be omitted.

Those of my friends, therefore, who continually urge me to insert in the curriculum for children under sixteen—such utilitarian subjects as shorthand, type writing and book-keeping will perhaps understand how they are digressing from the ideal which we should keep in view. These subjects are purely mechanical: they can be mastered in a few weeks and contain none of the influences on character which should be utilised during the years of childhood. If required, they should be taught out of school hours or when the time for specialisation has arrived.

CAREERS IN LIFE.

Secondary and Vocational.

Commercial, etc.

Ecclesiastical, Legal,
Educational, etc.

Scientific and
Engineering.

CHARACTER. (Age 16).

Goodness.
(spiritual).

Truth.
(intellectual).

Beauty.
(emotional).

Religious,
Moral,
Physical.

Training

The laws of:
(1) Language.
(2) Mathematics.
(3) Science.

Literature:
Art.
Music.

The School.

Primary—Elementary and Secondary.

6. The following subjects are included in the examination :

GROUP I.

SECTION B.—Principles of Teaching.	}	Compulsory.
„ C.—Music.		
„ D.—Drawing.		
„ E.—Needlework (for women only).		

GROUP II.

SECTION F.—English Language, Literature, and Composition.	}	Compulsory.
„ G.—History.		
„ H.—Geography.		

GROUP III.

SECTION I.—Elementary Mathematics (including Arithmetic)	}
„ J.—Elementary Science.	

GROUP IV. (Optional.)

SECTION K.—A language other than English approved for the purpose by the Board.

SECTION L.—A language other than English approved for the purpose by the Board.

SECTION M.—Hygiene and Physical training. (See Regulation 10).

SECTION A.—Reading and Practical Teaching : (For certain candidates only. See Regulation 7.)

Reading :—

Reading aloud with ease and clear enunciation. Candidates will be expected to read passages from two books selected by them from among the books prescribed for general reading in Section F. The inspector will hear candidates read from these books, and also at his discretion from any other book.

Practical Teaching :—

A lesson to a class in the presence of the inspector. The lesson may be in any compulsory subject included in the syllabus, at the discretion of the inspector.

SECTION B.—THE PRINCIPLES OF TEACHING :—

I.—(i). Successive stages of child life from infancy to adolescence, their characteristics, physical and mental : interests and activities natural to each stage : connection of these with attention and with the means of securing it.

Backward and precocious children and the means of dealing with them. Fatigue and the usual signs of it. Other common and avoidable causes of inattention.

(ii). Types of school buildings and their connection with school organisation and health. Conditions of healthy work in school : cleanliness and the means of securing it : dangers arising from infection and the means of avoiding them. Detection of fatigue, distress, mental deficiency : methods of dealing with them.

Forms of organisation : classification and promotion of scholars : the proper use of the school staff.

(iii). The problem of discipline at various stages of school life : discipline and order : the right treatment of younger scholars.

The formation of good habits. The value of a good school tradition : the cultivation of corporate life.

School institutions : the library : games : reading circles, etc.

II.—(i). Subjects of the curriculum and reasons for their inclusion : their relative importance at different periods of school life : possible variations to meet different circumstances : the importance of securing connection and continuity.

(ii). Means of learning at the disposal of the child at various ages : opportunities for using them both freely and under guidance : imitation : observation : the use of senses : forms of expression and their importance.

(iii). Methods of teaching in general : the characteristics of the collective lesson : possibility of individual teaching and of teaching classes in sections : place of exposition and of catechetical teaching : framing questions and dealing with answers : method of dealing with mistakes, oral and written : methods of encouraging private study and self-help in scholars : variations in methods to suit different stages of school life.

(iv). Scheme of work : preparation of single lessons and series of lessons : rough or working notes : various aims and methods of revision : the arrangement of the time-table.

III.—*Methods of Teaching the following:—*

(i) Language : means of securing clear articulation and accurate hearing : use of stories : continuous speech and written composition : reading aloud : silent reading : training in the use of books : means of securing correct spelling : place of Grammar : cultivation through prose and poetry of a taste for literature.

(ii). Numbers and elementary mathematics : methods and apparatus : practical instruction and its relation to handwork : means of securing accuracy.

(iii). Manual occupation, including drawing and writing : their educational value and right use in connection with other subjects : methods and materials at various stages : needlework.

(iv). Observation lessons and nature study : place of investigation and of information : indoor and outdoor work : selection of material for schools differently situated : connection with gardening.

(v). Geography : association with nature study : descriptive geography and stories : cause and effect in geography : use and construction of maps : school journeys.

(vi). History : aims and methods at different ages : use of chronology : great men and their connection with great events : place of local history : citizenship.

(vii). Singing : simple voice training : sight-singing : choice of songs.

N.B.—I. There will be no set book for formal examination but candidates will be expected to display in their answers an acquaintance with the "Suggestions for the consideration of teachers, etc., issued by the Board.

2. Questions will be set which bear directly upon methods of teaching in junior and infants' schools.
3. The paper will include special questions for sighted teachers in Certified Schools for Blind Children, and for teachers in Certified Schools for deaf, defective, or epileptic children. While it will be open to such teachers to attempt questions in any part of the paper, they will be able to answer the full number required from the special section appropriate to their case.

UNIVERSITY OF BRISTOL.

Teachers Training Course.

SENIOR CAMBRIDGE RECOGNIZED AS MATRICULATION.

Mathematics—Arithmetic, Algebra, Geom. Tregon.
 English—Literature, Grammar, Composition.
 History—Periods.
 Geography.—
 Music.—
 Drawing.—
 Physiology.—
 Hygiene and Physical Training.—
 Psychology.—
 Logic.—
 Theory and Practice.—
 School Organisation.—
 History of Education.—
 Physics and Chemistry.—
 Phonetics.—
 Practice—both in Secondary and Elementary Schools.

} **Compulsory.**

PUBLIC WORKS DEPARTMENT,
Nairobi,
No. 1/107.
January 31st, 1917.

COLLECTION OF SCHOOL CHILDREN IN NAIROBI.

SIR,

I have the honour to provide you with the following information as to the cost of running a motor to collect children from their homes in Nairobi and take them to and from school. Vehicles of the type of some of the motor ambulances which we have been seeing of late months could easily be arranged with four rows of seats accommodating six children each, a total of twenty-four children, if nothing could be got on indulgent terms from the Military at the close of operations, the purchase and equipment of a new machine might perhaps cost as much as £250. The recurrent expenditure per annum on such a service as suggested would cost not more than £375 as follows:—

European Driver (who, if suitably qualified, might take a class of boys in the handicraft of the fitter)	£150
House Allowance	£ 40
Taking mileage of car at 40 miles a day for 200 days, or 8,000 miles a year at 15 miles to the gallon the petrol bill at present prices would be	£ 66
Oil, waste and minor repairs	£ 22
Depreciation on car at 5 per cent. on a £250 car	£ 13
Tyres. A re-issue of three 810 x 90 m.m. steel-studded covers after 2,500 miles at £7 per cover	£ 84
	<hr/>
	£375

If the receipt from fares average four penny trips per day from 20 pupils the total receipts, if the car did run for 200 days a year as suggested would only be £66 which would about pay for the petrol consumed. As a commercial project the system would, therefore, need to be subsidised by Government, as a public health project for avoiding exertion by children under a mid-day sun the project might be held to be of some value.

2. I may add that the estimate of running charges is altogether an outside one. For instance the car might do more than 15 miles to a gallon of petrol and the tyres might possibly do more than 2,500 miles before requiring to be replaced.

I have, etc.,

(Sd.) MCGREGOR ROSS,

Director of Public Works.

CIVIL SERVICE COMMISSION.

EDUCATION DEPARTMENT.

Grounds of Dissatisfaction.

All ranks complain of lack of prospects and in many cases of absence of incremental scale:—

(a) Women: Salaries fixed at £150, £135, £120, and £100. One woman who has served the Department for eight years complains that her salary is still £135 that there is no reward for length of service or meritorious service: that she is on an equal footing with the youngest woman engaged and that there is no prospect of increment for pension.

The only exception to the above is one post at £180 rising to £200 by £20.

(b) Men: Assistants £200 by £10 to £250. Complaint that the maximum is reached after five years and there are no further prospects: that the salary is not sufficient for an educated man to marry in reasonable comfort.

The only exception to the above is one post at £250 to £400 by £15.

(c) Headmasters: £250 to 400 by £15. Complaints that men of all types of education and qualifications are upon the same grade, *e. v.*, elementary teachers, technical instructors, University Graduates are all on the same grade as Office Superintendents—in other Departments.

(d) **General:** that lower salaries are deemed adequate for the teaching profession than for any other department: for instance, a teacher with a B.Sc. degree is paid £200 to £250, officers with the same degree are paid £400 to £500 for routine work in the Government analyst's office. The salary drawn by the Head of Department is not considered adequate for any other Head of a Department nor even for the second—in command thereof and until this is improved, it is difficult to attract good men in the lower grades.

Remarks: on above: The shortage of staff throughout the Department mainly owing to the lowness of salaries offered is becoming extremely serious and should be dealt with immediately. It may be asked why no action has been taken, the reason is that for over two years Government has been considering the re-organisation of the Department. The Education Commission was first publicly mentioned in March, 1917, and it was thought advisable to deal with all matters under one head. When application is now made for the improvement of salaries, Government replies that the Secretary of State has ruled that no individual salary shall be improved until the report of the Civil Service Commission has been received.

CLASSIFICATION OF SCHOOLS AND SALARIES OF TEACHERS.

FIRST GRADE SCHOOLS—OVER TWO HUNDRED CHILDREN.

(Nairobi European School.)

Headmaster	...	...	£500 to £700 by £25
Headmistress	...	...	£400 to £500 by £20
Assistant Masters	...	...	£400 to £500 by £20
Assistant Mistresses	...	...	£300 to £400 by £20

SECOND GRADE SCHOOLS OVER HUNDRED CHILDREN.

(None.)

Headmaster	...	...	£450 to £550 by £20
Headmistress	...	...	£350 to £450 by £20
Assistant Masters	...	...	£350 to £450 by £20
Assistant Mistress	...	...	£250 to £300 by £10

THIRD GRADE SCHOOLS—UP TO HUNDRED CHILDREN.

(Eldoret and Nakuru).

Headmaster	...	...	£400 to £500 by £20
Headmistress	...	...	£300 to £400 by £20
Assistant Masters	...	...	£300 to £400 by £20
Assistant Mistresses	...	...	£200 to £250 by £10

Teachers of Farm Schools to be rated as Third Grade Assistants, preference being given to women.

Note.—Where extra supervision work is involved in Boarding Schools, no charge should be made for board and lodging.

MR. LOW'S RECOMMENDATIONS.

(European School, Nairobi.)

Headmaster	...	...	at least	£600 to £800
Second Master	...	...	„	£300 to £500
Four Assistant Masters	...	...	„	£250 to £400
Senior Mistress	...	...	„	£200 to £400
Five Assistant Mistresses	...	...	„	£200 to £300

The salaries of Matrons should also be revised and a European Drill Sergeant appointed who who could do some office work and control the menial staff.

RECOMMENDATIONS FOR IMMEDIATE ADOPTION.

- (1) That Mr. Low's recommendations for the European School, Nairobi, be accepted.
- (2) That if possible men and women with University degree only be admitted.

- (3) That no appointment be confirmed nor increment given until an officer can show a diploma of any recognised in the History of Education, Psychology, Theory and Practice of Teaching and School Organisation.
- (4) That on confirmation of appointment previous increments be paid in a lump sum.
- (5) That it be clearly recognised that the work of all officers is subject to an extended review every five years before further increment is sanctioned.
- (6) That assistants who can show fifteen years meritorious service may proceed to a maximum of £600 for men and £500 for women.
- (7) That the above apply to all Central Schools carrying Education up to the age of 18.
- (8) That in cases where schools carry education only up to the age of 14 the scale recommended to the Education Commission for Elementary European Schools be adopted.

CENTRAL SCHOOL, ELDORET,

No. 1000/13b.

August 27th, 1917.

Circular No. 13.

DEAR MR. ORR,

Please accept my thanks for above circular and accompanying letter. I will pass the circular round among my staff, and personally impress its points upon them.

Replying to your personal letter of August 20th, 1917, I would say that I have frequently discussed with Mrs. Humphries the abilities of the pupils here as compared with those of pupils in schools catering for the same or a similar class in England. We have dealt with such questions as health, physique, mental calibre, probability of maintaining fair educational standard, and I have collected approximate data as to length of residence in this country, place of birth, parentage, etc.

(1). *Question of Lack of Intelligence.*

We allow for the facts that many of the children here are being taught in what to them is practically a foreign language, that their home-life contains few of the aids to intelligence which are so freely found in connection with English homes, i.e., conversation with well-read, intelligent persons, books, pictures, newspapers, sights of home and surroundings, concerts, lectures, etc., etc.

Bearing these in mind I cannot find any trace of lack of intelligence.

Children on the whole are about as interested as children at home are during the summer. We always relied upon the winter term for strenuous work, and "eased off" in the hot weather.

We find that work done in the afternoon is less effective than in the morning. Indeed if it were possible I should like to see school conducted between the hours of 8-0 a.m. and 1-0 p.m. The afternoon might be given to rest and lighter literature, and the evening to sports.

(2). *Teaching Staff.*

We are, of course, looking forward to the appointment of teachers from England, but those we have, have industriously supported us, and whenever in doubt, have freely availed themselves of our experience.

(3). *Curriculum.*

We understand that the curriculum published is suggestive rather than rigid, and we do not think it is beyond the grasp of most of the pupils. It is, of course, quite possible that further experience of the circumstances of the pupils' subsequent life, will lead you to add to or delete portions of the syllabus. But a future date will, I think be more suitable for alterations, than the present time is.

I will leave it entirely to your discretion to use this reply as official or private. I would if I made it official, preface it by pointing out that the white man's experience of this country is too limited for anything like dogmatism. We really need the experience of some generations to enable us to come to a final decision, but that is no reason why we should neglect this and the following generation. If we did, the next would inevitably suffer, and our own neglect would vitiate our findings.

With kindest regards,

I am, dear Mr. Orr,

Yours sincerely,

(Sd.) F. W. HUMPHRIES.

EUROPEAN SCHOOL, NAIROBI.
PROPOSED REORGANISATION.

The present junior school consists of Standards III, II, and I, together with two sub-standards or Transition classes.

It is proposed to constitute it in future as follows:—

The two sub-standards will constitute the First Form.

The First Standard will constitute the Second Form.

The Second Standard will constitute the Third Form.

The Third Standard will constitute the Fourth Form.

The curriculum adapted to each class will comprise: Arithmetic, Reading, Dictation, Composition, English Grammar, History, Geography, Hygiene, Drawing, Singing, Needlework and Handwork and Physical Drill.

Hours of work: 9-0 to 12-30 a.m., and 1-30 to 3-0 p.m.

Kindergarten and Transition classes when created will work in the morning only.

The present senior school consists of Standards IV, V, VI and VII. It is proposed to reconstitute these as follows:—

The Fifth Form, The Remove, The Sixth and The Seventh. The curriculum will comprise: Arithmetic, Algebra, Geometry, Geography, History, French, Latin, English Grammar, Literature and Needlework.

It is not proposed at present to introduce Latin into the Sixth and Seventh Forms as only a smattering will be obtained before pupils leave. More time will be devoted in these classes to English Literature and Latin will be introduced later.

The desirability of introducing Science is recognised but it is not felt that teaching can be efficient until accommodation and apparatus is provided.

Examinations.—It is not proposed to take any school examination except the Junior Local Examination of the University of Cambridge.

Fees—The Committee is asked to consider the raising of fees for day scholars to £2 per term. The fees in public day schools at home are from eight to ten guineas per term: in Government Secondary Schools (from 12 years upwards) from two to six guineas per term: in Kindergarten, three guineas per term.

It is not anticipated that Government can do anything for Education until the reports of the Civil Service and Education Commission have been adopted which must be a long time hence. It is therefore necessary for the Education Department to rely on self-help and ask Government to sanction an increase of salary by raising the fees. It is imperative that a better staff shall be obtained. It is anticipated that an increase of Rs. 6-00 per mensem on 250 scholars will bring in about £900 per annum. This would cover an improvement in scales as follows:

Headmaster, £600 to £800 by £20.

Second Master, £300 to £500 by £20.

Four Assistant Masters, £250 to £400 by £15.

Senior Mistress, £200 to £400 by £20.

Five Assistant Mistresses, £200 to £300 by £10.

The immediate increase in cost would be £785.

The question needs careful consideration, as Eldoret, Nakuru schools must also be considered.

ORR. MRS. JOAN MARGARET RAIKES.

This witness read her evidence and informed the Commission that she would put in a copy of same.

Discussion on her evidence.

I am opposed to co-education. Conditions in this country do not tend to make this desirable. Children here precocious both mentally and physically. I am of definite opinion this is due to climate and surroundings.

There should be ample Boarding School accommodation in Nairobi. The school should be in Nairobi, where there is more opportunity for social intercourse for children. I advocate children going to places of public worship, to lectures and the "pictures," if the latter decent.

Necessity exists for providing Hospital accommodation for infectious diseases.

The present school dormitories are too large and too crowded.

It is necessary to provide recreation room, library and sitting rooms.

When children are trained for theatrical plays, such should form part of the curriculum.

Recreation should be regularized.

I am in favour of Kindergarten classes or schools being opened in different districts for children provided properly trained teachers can be obtained.

I lay particular stress on necessity for keeping children out of hot sun.

Teachers should not be compelled to supervise the children out of school. A separate staff is necessary for this.

Two half-holidays a week preferable to one whole day.

I consider that a Grammar-School class of education should be our object.

In my opinion the public expect too much assistance from the Government in the way of education. The public should consider their responsibility in the way of undertaking higher education.

I favour class education, e.g., Boer and different classes of European children to be educated at different schools.

It is necessary for children to have change of climate during their holidays and I think the Railway Administration should arrange for cheap Railway fares for children going away on a holiday.

I consider that there should be a recommendation in the Syllabus that children should wear proper head-gear and clothing so as to be protected against the sun.

Bible lessons are necessary each morning. The Head-Master should read the lessons.

With reference to teaching the children proper respect for their seniors, I consider any faults in this connection due to home influence and I point out that there is a general tendency all over the country to be slack in this connection.

OWEN, WALTER EDWIN, Archdeacon, C.M.S., Uganda and B.E.A.
13th year. 13½ years in Uganda, 10 months in Kavirondo.

The Kavirondo are behind the Baganda. He is not intellectually behind. It is due to lack of facilities. I think Government should work native education through mission schools and provide others to supplement these, secular or otherwise, those who pay should settle which Government should aid mission schools by influencing chiefs and men to send children to school.

We don't find dormitories generally necessary in Kavirondo. We have girls in the day school. We have not arrived at stage when a boarding school for girls would be a success. Government should give grants. In Uganda the grant was on attendances at an accredited school, i.e., one at which fees were charged. The fee was Re. 1-00 per mensem and therefore no one would attend simply to escape poll tax.

Government first exempted teachers from poll tax, then a grant was made by Government and the exemption was withdrawn.

Baganda boys from Budo can get Rs. 30-50 per mensem. When they come to us as teachers they get Rs. 16-00. Other teachers get Rs. 2-00 per mensem generally, but not always with food. They accept low wages from motives of devotion to their religion. Saville gives Rs. 4-00 no posho. I am starting a system this year of bringing 12 teachers for a year's instruction.

We consider it better to spread the net wide and teach the rudiments than to give a few intensive education.

The education is in the vernacular. We are starting Swahili this year

I am inclined to think the education should be carried as far as it can be in a Bantu tongue.

Six years since teaching was started at Butere 800 could read fluently, 400 could read and write and about 2,000 could read slowly ordinary colloquial books.

Messrs. Leech and Chadwick were alternatively in charge.

We came from Uganda with native teachers.

I can't say education makes the Kavirondo shrink manual work. In Uganda it has made some shrink from it. It has not taken the Kavirondo off his shamba.

Education robs natives of their fear of spirits and things which made them obey their animistic customs and religion.

The inference I have drawn is that if no moral code is substituted for their own the effect would be disastrous.

The only thing I can suggest to take the place of religion (i.e. Christianity) is the *kiboko*, and that is not possible.

I cannot think of anything better than the simple precepts of Christianity.

OWEN, REV. RECALLED.

Co-ordination necessary. Standardisation of teachers necessary. Certificates are given by Kavirondo Mission Council, but there is no differentiation made between standard teachers. Suggested that a local Education Board should be formed of all missions including Roman Catholics. The Provincial Commissioner or District Commissioner should be Chairman. It would not be an alliance but deal entirely with education, could deal with qualification of teachers, sites and equipment. Not intended to deal with the religious side at all. December, January and February I have been getting pupils for examination over 60 per month. I hope there will be 800 in one year who have been taught fluent reading. The native work costs £100. The teachers get Rs. 2-00 per mensem. Writing is not taught in bush schools save in a few cases. Evangelists or bush teachers are taught up to Fifth Standard. The £100 covers all expenses. The expense will increase. The teachers are not inclined to go off to other work.

If they go off it is nearly always a question of money. It is sometimes a question of morals. I should always hope to keep the pay behind the commercial rate for their attainments, I want to keep alive the spirit of self-sacrifice. The pupils contribute largely to the food of the teacher. Rs. 5-00 is a living wage in Kavirondo. The course for first certificate lasts one year for Evangelists. They have some training in the art of teaching. There are separate classes for them.

We have started a boarding school for sons of chiefs. We ask Rs. 15-00 per term per boy. I think Government ought to pay something towards it. I have been told by a chief that the Government does not want chiefs to be educated. Government for many years has been in contact with chiefs, but it has not looked ahead and no permanent attempt has been made to educate the sons of chiefs in order to provide successors. There has been an agricultural school at Kibos but the chiefs have had to support their sons. In technical schools if a boy fails in the test we get no grant from the Government. There should be some grant for maintenance. Then again the grant is often delayed in payment. I think in the case of sons of chiefs Government ought to help us in some way. I think Government is glad to have us educate the boys. The fee for sons of chiefs is for the bare cost of living. Nothing is provided for buildings or white supervision. A grant in aid for buildings would go a long way. I want to build separate buildings for my boarding school and it probably means that I shall have to advance my own money in the hope of getting it back.

Ruri Decanal Council have recommended 1/10 of hut and poll tax be devoted to education.

A good building is necessary to teach cleanliness and for other matters good buildings are essential. They enter largely into native psychology. Government must work by itself in some cases where missions do not exist or are not successful. I suggest a Central Education body with district boards. The District Commissioner would have some position on District body either as convener or Chairman.

I don't think any grant could be given by Government without some system of inspection. Grant should not be based on qualifications of teachers or solely on the number of boys who attain a certain standard in the course of the year. I would not put the grant on capitation. I would put the grant on the efficiency of the school and the capitation combined. The District Commissioner might be the authority. I think compulsion might be used with regard to the chiefs' sons but I deprecate most strongly any compulsion with peasants' children. We prefer no violent interference with native customs.

I think if sons of chiefs are compelled to go to school the Government should pay for them. I regard that masonry and bricklaying can only be taught by missions while they have buildings to erect.

We could promise carpentry, black-smithing, tailoring and a certain amount of agriculture. Difficulty of apprentice system in business concerns is to make boys happy and comfortable. Government ought to look to industrial firms to provide technical instruction. Government should look after the boys' interests. The mission could undertake the literary side of education.

I can see no objection to forced labour if the conditions are properly supervised.

We have officially 5 acres on our Mission station. Ten acres would be sufficient. We would ask for more when that was insufficient.

JAMSEDJI NASSERWANJI PATEL, Parsee,
Senior Court Clerk, High Court, Mombasa.

Indian Education.

Gujeratti language to be the medium of primary instruction. English should not be commenced before the 3rd Gujeratti book; thereafter both Gujeratti and English should be taught concurrently. Course of education should be complete High School course in the principal towns viz. : Mombasa and Nairobi.

In other districts where there are small communities of Indians viz. : Lamu, Kisumu, Machakos, Mumias, etc., education should be elementary, i.e., up to the 3rd Standard English. Other stations where there are 30 boys or over to also have schools up to the 3rd Standard.

I do not support any special tax for meeting education. Primary education should be compulsory and free, but secondary education should have a nominal fee charged for same. Literary and technical education should run side by side. Technical education should be paid for. A small fee only.

Hostels should be attached to each High School and certain other schools for the purpose of accommodating children in whose districts there are no schools established.

All teachers should be properly qualified as such. In High Schools Headmasters should be European as the moral influence and discipline will be better maintained.

Teachers except European Headmaster in High Schools to be Indian and properly qualified.

Primary Schools.

Two lower standards. Salaries Teacher with free quarters furnished, Rs. 150 to Rs. 250 by Rs. 20.

Higher Standards. Salaries Teacher with free quarters furnished, Rs. 250 to Rs. 450 by Rs. 25.

High Schools.

European Headmaster, Rs. 600 to Rs. 800 and free quarters.

Assistant Master, Rs. 400 to Rs. 600 by Rs. 30 and free quarters.

Compulsory education for boys should not apply under seven years age.

Is in favour of a form of voluntary education for girls.

There are no Indian schools for Indian girls here. Indian boys should be encouraged to undertake agricultural instruction.

There are many Government schools in India which are maintained for the purpose of educating European children. Very few Indian merchants proceed to India either on leave or to retire. More than half of the Indian people here is occupied in trade. Many of the Indians who come here are compelled to leave their wives and children in India because there are no Educational facilities in East Africa.

Boys and girls should not be educated together.

Girls should to start with be taught in primary schools by Indian women teachers. Girls should be encouraged in every possible way to come into the educational schemes.

I suggest that the Indian Association ask the District Commissioner for census or Poll Tax list with a view to obtaining information as to numbers of children.

KISUMU, 22nd November, 1918.

PEARSON, JOHN MAURICE.

No interest in European education because I do not believe this is a white child's country. Rs. 510,000 hut tax from Kisumu District. Population 400,000. I do not believe in making education a first charge on hut and poll tax. I think medical comes first, and then industrial education, lastly literary education. I should like to see more institutions like Maseno and Tumu Tumu. In the recent epidemic we had 3,000 cases within 20 miles of Kisumu where there were two doctors. District is 64 miles x 50 miles approximately.

All the doctors could do to send out buckets of quinine. I should like to see Government dispensaries or Mission dispensaries under Government control. I think one medical officer and 10 dispensaries would be sufficient for the native needs of the district.

2. District Administration is greatly handicapped by lack of uniformity in education matters. All teachers should be certified by Government after passing a qualifying examination. The Education Department does not affect out districts at present. I do not remember having received a single letter from the Director of Education. Employers of labour ask us for clerks and so on, and it all depends on what mission the candidate comes from whether the mission certificate is any good. Many directors of missions are themselves almost illiterate.

3. I advocate both agricultural and industrial education. You could have agricultural schools at every chief's village to be visited by the Plant Instructor on tour from Kibos. I would not encourage the natives to plant crops which involve the use of machinery (coffee, sisal, etc.). I should rather encourage growth for export such as maize and beans, potatoes, sim-sim, castor oil, etc., in approved grades where possible. I would not encourage coffee growing in native Reserves because of the difficulty of control of disease

4. I do not think a District Commissioner is a proper person to inspect schools. So far as this district is concerned I am convinced that natives would pay an education rate. That would amount to £7,000 at Re. 1-00 per head of hut and poll tax payers. There ought to be local Government control. Asiatics are so keen on education that it would not be difficult to collect sufficient by an education rate to pay for it. Europeans normally pay a lot of taxes in Europe for which Asiatics for instance are not liable. Domiciled here I suggest they therefore should not get their education free. I have no chief whom I should like to see on a local education council at present.

5. The whole effect of education on natives tends to detribalisation. I would urge immediate legislation for detribalised natives, making their status definite and liberating them from tribal obligations e.g. educated natives would have their prestige destroyed if they were compelled to work on the roads, when visiting their homes.

6. I believe in bush schools, I do not think compulsory education is necessary. Compulsion usually involves distaste. The voluntary demand is unlimited. If the teachers in bush schools were certified it would be more satisfactory. I quite agree with what Archdeacon Owen said about school buildings. Assistance given by Government should be in the form of buildings besides a capitation grant. I would not object to the spread of education by uncertified persons but no Government assistance should be given to that object. I do not think natives should be taught English except for technical trades and clerkship. It is advisable that chiefs should know English. I think it would assist administration if Swahili were taught in all schools.

The most urgent point in the above is, in my opinion, adequate provision for the status of educated natives. If education is to prove of permanent benefit, it must lead to improved conditions. Desire for education is also a wish for social, and even political, freedom as well as intellectual emancipation. I consider legislation to this effect a first call on the Protectorate Government.

ANDREW PETER, Mission Clerk with the C.M.S., Mombasa, Rabai of the Nyika.

Born in 1888 about 31 years of age. Been with the C.M.S. 12 years, married, one daughter.

Educated at Rabai. Started about five years of age. Was about 13 years in school. My father sent me to school. My father was formerly a Christian but has reverted to paganism.

I think all natives should be educated compulsorily. Education should include technical and all should be compulsory. I have noticed that educated natives generally are more willing to work than the uneducated. I think that educated natives will come out to work better. I do not know whether the natives want ploughs and better agricultural conditions.

I would like to see all native people living under better conditions. Better conditions in the Reserves will be appreciated.

It is necessary to civilize the people. They must be christianized. It is necessary to also educate them to allow of them becoming Christians.

My education was free.

Women should be educated in domestic economy. To keep the home clean, look after the children, etc. I do agree with women being educated sufficiently to read and write.

The natives from the Reserves (who are uneducated) laugh at me and call me an European.

Compulsory education necessary for boys and the Government should enforce it. But I think the people in the reserves (all Nyika tribes in general) prefer to remain as they are. I know of one case of a Christian convert who went back to Giriama and reverted to paganism.

PLEYDELL, ALBERT EDWARD REV., C.M.S., Maseno.

I am in charge of the pastoral work. I have been there 12 years at Maseno and three on Nile. I began my work with Bishop Willis at Maseno and ran chaplaincies to Naivasha.

When Bishop Willis left I had all the education work. A building school of 100 boys until Mr. Britton took over 12 months ago.

Total catechumens 6,857 boys and girls. Nilotic Kavirondo all learning to read. 50% of the boys can read Swahili. Number of girls 2,992.

People who can read and write fairly well 2,500.

That is the total result of my labours for 15 years.

Total collections Rs. 3,685 last year. They are church collections. Apprentices are charged Rs. 10/- per annum. Others pay Rs. 75/- per annum. I nearly gave up the scheme owing to financial difficulties. Mr. Orr at one time cut off our tool grant. No grant is made if an apprentice fails the annual examination. There was a general education grant some years ago for one year.

It is difficult to get money from the Kavirondo. They are not rich like the Baganda.

205 teachers in the district. 103 are paid, the others are voluntary.

The danger is losing good men. It looks serious to me if we cannot get money some way. Senior teachers are paid Rs. 5/- per mensem.

Junior teachers receive Rs. 2/- per mensem. I think a senior teacher should receive Rs. 10/- per mensem at least.

I paid Rs. 2,496 in wages last year.

I paid for training teachers Rs. 500/-.

I paid Rs. 64-0 poll tax for teachers.

I receive Rs. 680/- from Uganda for school furniture.

We finished the year in debt.

I would rather pay the teachers more than remit hut tax. We get a different policy with every District Commissioner. Some District Commissioners have been in favour of natives discarding clothing. I have known a District Commissioner strip clothed boys and tell them to get their jembies and do work. That put the district back six years. Most of my teachers are exempt from public work. Scholars are not exempted. Chiefs have been made to carry stones in Kisumu. To degrade chiefs is not good. It was a punitive measure. One was in charge of 15,000 people. Some were educated. The result was to send the district back. The native idea was that Government did not want the young men and girls to be educated.

I think an education board for Kavirondo would be a splendid thing. This opinion is often not asked by the administration at present. A limit of 2-5 miles might be substituted for the 10 mile limit. I have several groups of 200-300 who are reading under trees because headman is not in favour of C.M.S. He is a Roman Catholic. The danger of protection lies with the natives themselves. Maseno is in a Bantu country. I am not working with Bantus. It is also in the middle of a sisal estate. The nearest people are 3-4 miles from Maseno. I want the mission to move more in the country. The only site I can find is within 8 miles of a Roman Catholic station. This site is now granted. Women's work has collapsed at Maseno. I think an annual grant should be made for payment of teachers who are doing the spade work of the country. I would suggest Rs. 500/-. The financial position at present is very serious. I do not think natives would be prepared to pay a general poll tax for education. The time does not seem quite ripe yet. I have not considered European education.

POPAT, PREMJI, Khoja, Manager, A. A. Visram.

100 children at Kibos and Kisumu.

There is a great necessity for a school to be opened as early as possible where English, Gujeratti and Urdu could be taught. Ages are 4-10. In absence of any school children have to go to Mombasa or India if they can afford it. I have sent one of my sons to India. The children are about half girls.

I recommend a small building be kept apart for the girls to be taught in it.

A qualified man should be sent from India.

A Parsec lady would do for the girls.

The man from India should be paid from Rs. 250/- to Rs. 300/- per mensem. and his assistant Rs. 150/-.

I am recommending this in view of the present state of affairs.

The Indian Institute would do for a building.

It would not be practicable at present.

The General Manager has sanctioned the use of the building during the day for children.

Afterwards the Government might erect a building on the Kibos side on a five acre plot.

I speak for all classes of Indians.

Most of the Kibos settlers have houses in Kisumu.

I am in favour of a boarding house attached to the school.

Punjabi Hindu and Gujeratti Hindus and Mohammedans would need separate accommodation. If the catering arrangements were kept apart it would not be necessary for separate buildings.

The standard of education in English should be at least to 5th Standard.

Common course in Gujeratti and Urdu for all girls.

Girls should not learn English.
 Education for boys must be compulsory.
 Girls should be taught sewing. Care of children should be taught to girls.
 The drawback to learning English is the age at which girls would have to stay at school.
 That objection does not apply to boys.
 An elementary school at Kisumu would be sufficient.
 Children could then go to Nairobi.
 So far as I know children over 10 are being educated at Mombasa or somewhere else.
 There are no spare buildings available for teachers.
 An agricultural school should be held at Kibos or Kabete for Indians.
 Although we are a trading class the majority of us possess land at Kibos or Muthoroni.
 Fees should be paid for education Re. 1/- to Rs. 3/- per mensem.
 I am not in favour of a special tax for education.
 We would not mind Re. 1/- a head.

PROCTOR, JOHN, R. C. Priest, South Kavirondo.

Nineteen to twenty years in Uganda and East Africa. We have no authority in making any arrangements without the authority of the Bishop.
 I would not be in favour of any combined arrangement with other missions *re.* education. It would cause friction.
 We can only open a school with the consent of the chief and the District Commissioner.
 I prefer to leave the matter where it is.
 I don't think the rapid spread of education is advisable.
 A bush school is not a permanency. If the chief loses interest the school dies out.
 I am of opinion that 90% will not go higher than elementary education consisting of the 3 R.'s
 In the event of a Government grant the question of inspection would depend on what was required.
 I would be quite prepared to welcome the idea of inspection by an inspector of our church.
 We have no technical school. We had one but the conditions were too hard. We lost money and the boys thought we were gaining out of them. I think the officials should have a policy and be sympathetic. Children generally go to school in spite of their parents' wishes.
 The native is a man of moods. He might like a school from me or a school from Mr. Britton. I am opposed to the 10 mile limit but the R. C. were obliged to accept it. I think money might be got by taxing exports such as sisal and coffee. I think natives should get something more out of the taxation contributed by natives.
 I would not be in favour of remitting poll tax to ordinary scholars, but to proper technical scholars and higher grade and commercial scholars, yes.
 The poll tax is not a great burden on the individual native. I should not be surprised if the poll tax were increased. I would have no objections if the natives received compensating benefits.
 I don't think the spread of education would lessen the labour supply. It would on the other hand increase it. Education causes wants and means that money has to be earned. I don't think it necessary for any law to be introduced to punish parents who prevent their children coming to school. There should be a general policy of persuasion by the officials. That would be sufficient. It is impossible to make a good Christian of a native without education. He must be taught to use his brain before he can understand the substance of the faith. I would insist on anyone not too old to learn to read and write before admission to the church. After a certain age the native mind gets set. I don't consider writing is any good to girls. They go through the course however, we insist that all pupils do two hours work every day. It is their own native work. Manual training is co-ordinated with literary education.
 It helps to build up the place. It affords some return for the education given.

Nakuru, 18th February, 1919.

RICHARDS, RUTLAND HENRY, Nakuru.

Eight years in B.E.A., farmer.

Two children: 1 girl, 14, at Nairobi school; 1 boy, 11 years, at Nakuru school. He was at Nairobi but I sent him to Nakuru, he comes in every day.

It would be necessary to have a boarding establishment at Nakuru. If there were one central school it should not be at Nairobi. It would be healthier at Nakuru or Naivasha. There is not so much wind here as at Naivasha.

The education at the boarding school should be as good as can be procured. I would not object to send my children to Nairobi to finish off.

The elementary stage should be provided in populated centres. I have heard no complaint about the present school in Nairobi.

My objection is to sending my children away it is inconvenient and expensive. The present term at Nairobi is satisfactory in my opinion. The children when they come back are washed out. They appear to be tired and without energy. My little girl has had fever at Nairobi. I have no objection to mixed schools boys and girls in the same class. The sexes were kept separate in classes: I think mixing sexes is good thing. The play grounds were separate. At meals the sexes were divided. As far as I am concerned I would subscribe to a good school. The fees at Nakuru are Rs. 3/- and Rs. 4/- per mensem. Education ought to be compulsory for all Europeans up to 14 or 15 years of age. Education should be free for those who could not pay, if people could pay they should. Government could devote farm land to provide the means for education. I would favour an education tax on the whole community.

I have not thought on what basis it should be placed. I have not thought how the education of the Protectorate should be organised. I have never thought of getting natives as apprentices. So far as I am concerned I have no difficulty with labour. My boys are Kikuyu.

RIDGILL, ALICE ELIZABETH.

I am Headmistress of Government School, Nairobi. I have been there 32 months on 3rd November, 1918. I had previous teaching experience in South Africa 16 years with exception of six months as Principal. I have been in primary, secondary and high schools. I was Headmistress of a primary school merging into secondary with 8 assistants under me. The line of demarcation was not very strong when I was down there. The pay at present in South Africa is excellent. Headmistress draws £350-£500 in a High School with 512 girls on the roll including kindergarten. That does not include bonus, she also draws a capitation grant on boarders. She is B.A., Dublin. Most teachers are English trained or South African who have taken their degree in South Africa and gone home to some English College and qualified. After five years teaching a certificate is given in South Africa on the teacher's work. The examination is *viva voce* but not very extensive. There are a number of technical and commercial schools all subsidised by Government. Some are on £1 for £1 principle. Government gives £1 for £1 of fees. The terms are 10 weeks long in a technical school. Pupils go out from schools to Government and Municipal technical works.

In South Africa if towns are big enough education is separate; in small towns there is co-education. They are mixed in school: out of school they are not mixed.

At Eastpark Public School when I was Assistant Principal there are 700 on the roll. They are allowed to talk to each other. They get places in class according to merit. I began the class with boys on one side and girls on other; they gradually get mixed. The difficult age comes about 13 or 14 when they become self-conscious. The girls here are more precocious. I think in a Colony there should be co-education. I think in Colonies men and women become more friendly and interdependent. In every suburb of Cape Town there is a high school the fees used to be £3 a term, 4 terms a year, and boarding fee £60 a year = £60 + 12. Fees vary in classes, music extra.

Climatic conditions are not as apparent as they are here. This climate tells on children tremendously. All schools close when the temperature is 90 deg. In the afternoon in December, January and February children are no good for anything in the afternoon. I suggest shorter terms and less hours, terms of 10 weeks and the abolition of the mid term holiday. Here in a 13 week term the first two weeks are employed in revision and the last two weeks are employed in revision. I suggest the forthcoming terms:—

10 weeks followed by 10 days.
10 " " 3 weeks in winter months.
10 " " 10 " "
10 6 weeks December-January.

The new year's work would then begin in a new class. No child lives further than $1\frac{1}{2}$ days away except Uganda children. There were no difficulties in South Africa when children lived further away.

Dr. Cowan is leaving the Uasin Gishu because he can not get secondary education for his four children. There were two vacancies in Nairobi owing to measles. The education at Eldoret is not good enough. Insufficient demand at Eldoret for special subjects to make it worth while for anyone to take them up. No staff on the Plateau to cope with the work.

Private schools do not provide good grounding. There should be subsidiary public schools. Want of transport does not affect any school. It does encourage private schools. No definite curriculum in private school. I have been approached to open private schools, I have refused because work could not be kept up to standard.

I think there ought to be a kindergarten 5-8 at Parklands and at the other end of the hill to prepare children for the Nairobi school. I should say these should be Government, if Government could afford it.

Here we admit at seven if no previous instruction it is too late and it damages the school. Kindergarten is not solid work, it is more learning by means of playing.

Nothing is done thoroughly here because it is too advanced.

The curriculum for Standard I is appalling for a child of seven who had no instruction. The only thing I could get Mr. Orr to modify was arithmetic.

I found the curriculum in existence when I came.

When I came there was room but my instructions from Mr. Turner were to admit no child under seven unless they read easy words, know the alphabet, count up to 20 and know the value of figures.

Thirty children in Standard I have grown to 90 in $2\frac{1}{2}$ years. Pupils have to undergo seven years work before they get to Standard I. The age limit must be lowered to 5.

We want 3 kindergarten Mistresses to cope with them. The syllabus is too overcrowded for a tropical country.

South Africa syllabus is a little advanced on the English syllabus in Arithmetic. In 16 months I have had 18 teachers. Memories are not as good as in South Africa. System of life does not tend to cultivate memories. I am beginning to find the climate telling on me. I think if school life were improved children would equal children of South Africa. I think they would tackle difficulties if properly trained. Native servants have a bad effect on their training. Things are done for them which elsewhere they would do for themselves.

The class of parents tends towards slackness in looking after children. It happens always in a new country. Men are too anxious to get rich quick to look after children properly. When things settle down more settled conditions prevail.

Teachers and parents could help parents if they worked together. I have had no time to examine matters with parents at parents "at homes."

My hours at 8 a.m. to 6 p.m. Latterly I have been freer the last six months, I think the present buildings are atrocious to put children in.

In South Africa we were expected to brighten the class rooms with plants and flowers. Day scholars bring flowers.

The site is the best in Nairobi for a big day school. The present site is better than the new one by Government House. The rooms are low and badly constructed. The lights are on all sides and on a level with the children. Light should be from above and preferably from the left and front. I don't think this country is ready for compulsory education. If compulsory it must be free and with free transport. In South Africa it is given within 3 miles of the school. The School Board is a local organisation. For every £1 the school board put up the Government put up £1. The high fees in higher schools are used for primary education.

In Nairobi there is not much trouble, children live near their school. The Catholic School caters for a lot of European children. The private school at Parklands caters for small children living in that neighbourhood.

Jewish children are generally in good places in a school. I think the boarding school should be near Nairobi. Parents can't outfit children in out districts and we are asked to do it. There would be much difficulty if the school is 150 miles off. Similarly Medical staff and special teacher could live in Nairobi. Staff must have some intercourse. I should say it should be nearer than Kabete. There would be great difficulties in feeding and stores. Must give girls some musical education and refining art. If near Nairobi could take them to good concerts, even the bioscope is an education.

One can see the difference in children from Eldoret. They are strong and healthy. The children develop normally here according to Dr. Mackinnon.

Fever is contracted in their own home. Since I have been here more epidemic disease among day scholars. Every epidemic is carried by natives and they would carry it to a boarding school anywhere.

We get health certificates from the home. If it is not brought the child is sent home to get it. No decent people will come as teachers unless the salaries are raised.

One can just manage to exist on £200.

The Senior Mistress should have the same salary as the Senior Master. Equal work equal wage. Women go into many little things.

Assistant Mistresses should be started at £200-£300 by £15 per annum. Senior mistress should receive the same pay as senior assistant master. One can't live under Rs. 75 per mensem that is bare living. We have to have our own servants. One can't get one under Rs. 15 per mensem, Rs. 7-50 for dhobie and one must pay for a shamba boy unless one wants the weeds growing up all round.

These things should be done by the school. Nurses are better off, they only pay for their messing, all else is supplied free. For Rs. 69-00 including Rs. 20-00 for a cook and Rs. 11-00 for wood, we lived very well including wines and liqueur. That was for a mess of 4 i.e. for food and drink Rs. 62-53. The food at school is not good. I don't think the country is ready for special teachers. I think there should be a Games Master. I don't agree with a girl being taught by a drill Sergeant. If a specialist falls sick it throws out the whole school. I think at present it is best to get all round good mistresses.

In junior stages it is better to have all round mistresses. Have to look to specialists in higher classes. I have not noticed any effect of religious teaching: it must depend on the teachers. The moral teaching must depend on the teachers. The morals of children are slack. This country is worse than South Africa which is worse than England. It is a question of time in schools. Impossible to get time if teachers are constantly being changed. There have been many improvements in East Africa during last 2½ years but still a great deal to be done.

The curriculum up to Standard IV is too advanced in my opinion.

Grading of Teacher. No grading. Salary should be graded. Secondary teachers should be on higher grade than primary. A higher grade teacher not be interchanged with a lower grade school. The Matrons at Eldoret and Nairobi receive the same pay.

KENNETH, HUNTER RODWELL,

Member of the Legislative Council, duly sworn, Nyalí Sisal Estates,
Mombasa.

Been on the Coast since 1912.

I consider that the present time is hardly ripe for introducing European Educational establishments on the Coast. I consider eventually that there might be a school established at the Coast in conjunction with the up-country school to which all the staff and scholars from up-country could be transferred during the cool season on the Coast. But the school should not be continued during the hot season.

I consider that the only possible way to meet the immediate requirements of the children on the Coast is by the Government paying the passage of a governess and then for the parents by a combined arrangement to pay the salary.

I consider that the requirements of the Coast children might be met by an up-country boarding school. There will always be a class of parents who will send their children home or at least endeavour to do so.

Indian and Arab Education.

There should be a general tax from which the expenditure on education should be met i.e. an indirect tax. Capital expenditure for schools, etc., should be met by a loan.

I think that technical education is most important for the Arabs and Swahilis. If a native has a fair knowledge of English and technical education he will be most valuable on the estates and factories. Technical education should be supported by primary education. The natives (all) should be utilised in every possible way in the economic development, and be employed on the lines for which they are best suited.

There is a big demand for trained natives. We employ natives on engines, etc., only one or two read or write. We run the whole estate practically by natives. I think it would be improved upon if the natives were educated.

I am in favour of Government subsidising Mission Technical schools.

We taught the natives to run our engines.

We have three native time-keepers. I am not in favour of a Government subsidy to Missions for literary education alone. But I am in favour of a subsidy to such Missions as run Technical education and primary education as a means of achieving technical education.

ROGERS, CATHERINE MARY,

Acting Assistant Matron at Eldoret 21 days.

There is no isolation ward for sick children. Out of 34 boarders 30 have been sick this term. They have had to remain in the ordinary dormitory. It is probable that 80% would have been preventable if there had been a hospital. A hospital was promised 2½ years ago but nothing was done.

ROSS, W. MACGREGOR,

Director of Public Works.

Produces plans prepared in September, 1914, for a boarding and day school for Nairobi.

Staff quarters and boarding houses were separate. Site was near Government House.

The school was to cost £42,000. Now any central school would cost £60,000.

There is a school reserve there allowing for a considerable playing field.

If outside Nairobi no existing buildings could be used.

Expense steadily rises as you go up country. The difference between Kabete and Naivasha would not be much.

I think it would be possible to proceed right away and get a hustle on. Any education programme would get the pick of the staff.

Nothing could be available inside 15 months.

Building depot would take two years to give a substantial amount of accommodation.

Head master, head mistress, school committee, Director of Education and Matron should consider the plans with Sanitary authorities.

Plans provide for 150 boarders and another 150. I should suggest 50 acres for a site.

Government House site and Military reserve afford ample sites.

I would suggest Nairobi for central boarding school because of water and fire prevention.

Naivasha has a berg wind and is colder than Nairobi. Kabete water supply is not filtered. Any filtration will take place in Nairobi. Expenses less and supervision greater.

Excellent murrum road could be made for £350 per mile to Kabete.

Nairobi is the intellectual centre and if properly managed better policed and drained than other places.

Medical Officer would not have to deal with infectious cases. Necessary that children should have access to e.g. good plays, peace celebrations, etc.

I think living in Nairobi will be better safeguarded in the future than elsewhere in the matter of food.

Naivasha buildings are not suitable for the staff.

One would not go to Naivasha to make use of the buildings. I don't think the plans are big enough. I think co-education is sound in any civilised country nowadays and even more sound in this. It would reduce boisterousness in boys. I was co-educated myself at school and University.

Marked tendencies acquired by contact with natives would be more easily eliminated in a mixed school. I think a different quality of staff is necessary. They should be recruited by a different method and be persons of breeding.

I think there should be an approved educationalist to select candidates for teachers here. Present salaries are farcical. I would not have a pensionable service for teachers, six months notice. There should be games' masters or mistresses. A games' mistress is desirable in a girls' school.

Games' Mistress could run whole school up to bigger boys. Nothing to prevent ordinary English games here.

The present buildings with few exceptions which are being dealt with are quite all right. I don't think staff has taken advantage of improvements which they could themselves effect.

If a building gets hot it can be improved by a double roof of iron. Accommodation is highly inappropriate.

I would not suggest bandas for class rooms, 92 wet days a year and a banda is not weather proof. It would be troublesome in windy weather. Bandas are expensive in maintenance.

I am entirely of opinion that temporary accommodation should be provided pending the construction of a permanent school.

I consider a banda would be justified in case of a gymnasium, tie beams could carry ropes.

The soil at Naivasha would get very dusty. Unable to keep school compound under grass.

SAVIL, HUGH OSBORNE.

Engineer employed as manager of Maseno, Limited, the object is to develop industrial work in connection with Mission. We have 982 acres. 700 in sisal. The profits are devoted to paying off the debts incurred on the East Africa Industrial Company. The profits are going to be devoted to the shareholders dividend and then for developing industrial missions in conjunction with the C.M.S. Freehold was given by Government in 1906 for the purpose of industrial Mission work. It may not be alienated without consent of Government.

My argument is that if Government pays for education it has a right to see that its education is properly used.

I don't think it is the slightest use to apprentice boys for three years e.g. for carpentry.

Grants to technical school should be based on capitation plus results.

I think English is important in teaching technical subjects.

SCHOLEFIELD, S. W.

District Commissioner, Eldoret.

I have been 13 years in Protectorate. I have been on the Plateau since December, 1914, including 10 months away on leave. I am in favour of compulsory education *i.e.* primary education if possible in boarding schools. That would have to be free. Boarding should be paid for save in those cases where parents cannot pay for it. I should let stupid children at 14 or 15 years of age leave school. After the primary education I should like to see education go up to a college standard. That would have to be paid for by parents. At first there would have to be a central college or school for the whole Protectorate. I should have a scientific and an agricultural side. I agree with Mr. De Wet on the Dutch question. By all means given lessons in Dutch for two or three hours a week if the parents apply for it. Some parents are of opinion that children learn enough Dutch in their own homes. I had a native school at Kitui for sons of chiefs they learnt the "3 R.'s" in Swahili and they were supposed to do some carpentering. It is very difficult to get boys who can write. There is a great demand for boys who have some technical knowledge. I am undecided whether or not English should be taught. As long as a certain amount of manual education goes with it I think education in native reserves is a good thing. Asiatics have asked for a reserve for a school for Goanese and for a school for Indians. On the whole Plateau there are only three Goanese children of age to educate and no Indians. I have had very little to do with boys educated at missions. There were three German missions in the Kitui District, one was an industrial school. Our labour on the Plateau is mostly imported. We haven't got anyone to educate natives on the Plateau. The Elgeyo and Marakwet have only recently come under administration. I would give the native the "3 R.'s" and manual work. Further education would come as a natural course of events if boys were apt.

STEVENSON, MARION, MISS.

Missionary, C.S.M.

I have been in mission since 1907. Four years at Kikuyu and the remainder at Tumu Tumu.

Seventy per cent. of scholars at Tumu Tumu are grown up. There is a difficulty in getting children. Those that do come only make 50% attendance. Fathers want them for sheep herding.

To meet that we have school over by 10. Fathers want it over by 9.

In the village schools at the beginning of term we find many of the advanced pupils have disappeared. Education will make no strides unless we are allowed to teach the young men.

I think if some sort of definite pressure could be brought on the headmen that Government desires the education of the young it would be better.

Something might be done in the Kiama.

With one chief who is favourable to education we have arranged that our pupils should wear a distinctive mark if they washed off their paint and made 80% attendances.

D.C.'s and A.D.C.'s have been extremely helpful in every way. Chiefs have been told to send their children to school. They have visited the school.

There was a misunderstanding with one officer which delayed our village school work for three or four years.

In three years natives can learn sufficient Swahili to read and understand what they read.

In English they can only read the simplest books. A number of young men cannot learn English. I am in favour of first the vernacular, then Swahili as the medium for instruction for a number of years to come.

It would not be practicable to have a school lasting all day.

We have both day scholars and boarders. There is much difference between day scholars and boarders, the former are pretty untrained.

There were 600 in out schools last week. All the small boys herd the sheep.

It would partly meet the case if the boys took it in turn to herd the sheep. We take on English after the three years. Vernacular training precedes the Swahili period.

We pay teachers Rs. 9-00 to Rs. 15-00 per mensem. The English trained boys frequently leave before they are old enough to have their characters formed.

If Government gave a grant for teachers it would help. I have never experienced any difficulty in maintaining discipline without help.

The girls are 15% to 20% of the 600.

Many of our best boys choose to leave English alone and take up other things. I think the teaching of English is necessary to a proportion of the natives. We only teach English to those who we think are going to be teachers or hospital assistants. A large proportion of pupils will never go beyond the 2nd & 3rd Standard.

Boys are keen in doing their usual agricultural work in their spare time. There is no comparison between the cleanliness and style of house used by mission pupils and others. I think secular teaching would be disastrous because it would destroy the natives' superstitions which help to keep them straight without replacing it by something else. I think if there were a Government school within reach a large proportion would go through fear of Government or something like it. They are nervous in our district of the wishes of Government and desire to follow them. They think it pays.

I think a non-Christian native chief does not make natives progress. I could not say if the Mohammedanism has any effect in the reserves from my own experience.

We can not make any advance until restriction on out schools is removed.

We can supervise the out schools at Tumu Tumu. I visit them twice a term of three months and the clergyman visits them twice a term. Our district is 15 miles square. I examine each school once a term. There is a set curriculum. The restriction makes our work very difficult. There have been cases of a mixture of superstition with Christianity; they have been dealt with by the native churchmen themselves. In the boarding school about 1/3 are girls. We have never refused any. We have very few married women in the out schools. The education of girls is the same as boys, but they are taught sewing and to look after babies and in no case are they taught English. They are taught practical hygiene. I think the women are interested. I think a literary education should go together with manual training. I don't think it would be a good thing to give literary education by itself. I think literature will grow and text books will increase. Books would have to be in the vernacular Swahili.

If it is allowable I desire to summarise my position in regard to two points:—

1. How Government may be able to assist education in our district.

If the Kikuyu are to be educated the children must be educated, but at present between 70% and 80% of our scholars are past childhood.

1. Education will not progress unless we are allowed to continue for some time to give these young men and women an elementary education, as they are the natural leaders of the children.

The children come extremely irregularly, frequently do not make 50% attendances. The fathers see no benefit in education and require them for village work, chiefly shepherding. School here is over by 10 a.m., but the children often leave at 9 a.m., having been, especially on the misty mornings, only an hour at school. Then those who do persevere until they are almost able to read frequently at that stage leave the reserve to go to work. Twice or thrice a year the upper class of a village school, which in most cases is only beginning to read a book, is wiped out. In some cases the boy wishes to go, in most it is the father who wishes rupees.

2. It would prove a great stimulus toward inducing the fathers to allow their children to come to school and prove to them that Government does consider it desirable that their children should be educated if no one is chosen as a petty chief or, in districts where schooling is available, a headman of an "itura," whose children (of the ages of 8 to 15) are not in regular (75 per cent.) attendance at

school. To have some one in their villages able to read and write would be of much assistance in their communications with Government. It would also tend to lessen the petty oppression exercised by reactionary chiefs towards scholars (e.g. calling them up for Government or other work with undue frequency).

3. The supply of younger lads willing to be trained as teachers, hospital attendants, artisans, etc. might be increased by a system of five years' apprenticeship beginning at an earlier age. It is found that many intelligent lads of 13 or 14 leave school because they cannot be apprenticed till apparently of the age of 16.

II. *English versus Swahili as a second language to be taught in schools.*

English is recommended by some Europeans:—

(1). In order to help Europeans who do not know Swahili.

English sufficient for this is more easily "picked up." Six months outside is worth a long period in school. It therefore seems foolish to spend valuable school time in catering for this need.

(2). To supplement the vernacular.

(a) In smaller tribes where the only vernacular literature will probably be simple reading sheets it will be very hard at that stage to pass to so foreign a language as English. Another Bantu language, Swahili, is the natural second grade.

(b) In larger tribes a large number can hope to acquire and retain Swahili who cannot acquire English. (1) Many, and these steady and reliable boys, cannot learn English. The two senior and most relied upon men at the Kikuyu Mission have failed to do so. (2) Many will find a real possibility of further education through Swahili who will not go through English because of the longer time taken to acquire it. (Here a girl after being taught Swahili 3 hours a week for 3 years can read and understand St. John's Gospel, a boy taught English 5 hours a week for 3 years has finished Reader II). (3) Many, particularly the married women, will speedily lose what they have painfully acquired through lack of use for it and their short time at school might have been much more usefully employed on other subjects. (4) There is the objection that in Swahili so much of the literature is bad. As has been found in South Africa bad literature in English is easily procured by an educated African.

(3). As the medium to impart higher instruction.

A large part of this teaching must in the future be done by African teachers. Has the African teaching Africans through English produced satisfactory educational results in South Africa? I understand not. Nor is it to be expected that it should, considering the experience in other countries.

(4). That the Africans may fill higher posts, such as clerks, station-masters, For this purpose I heartily agree that English should be taught to a limited number of the brighter lads who promise to become of good character. But it must be thoroughly taught and not of the "I not know" type. Therefore (1) the scholars must begin when they are young and unless pressure is brought to bear on fathers in the reserve this is impossible. (2) Their education must be continuous. Here during the past three years out of 20 learning English only four have studied continuously and of these 4 three are not yet out of their apprenticeship. A system of longer apprenticeship may help here. (3) Longer school hours must be allowed for these scholars than are possible under our system of combined manual and literary education. (4) As these scholars must, in the earlier stages, be taught by Africans we must be enabled to retain our teachers as against the attraction of higher wages and more freedom outside.

The great mass of the people will receive a better education by concentrating on the easier medium Swahili already the *lingua franca* in B.E.A. When the mass of the children of the country are in our schools then will be the time to consider the question of superseding Swahili by English. Along with their Swahili education a certain number of English *words*, which are likely to be practically useful (as we find the Swahili word "shauri" or "safari" useful while talking English) should be taught to all scholars; e.g. names of days, months, weights and measures, geographical terms used on maps, numbers, etc. These, I find, are easily learned.

TAIT, WILLIAM OLIVER.

Working in Scotch Mission in the industrial side.

I have been there nine years. I have 20 boys under training, 12 carpenters 7—12, five days a week.

They go to school 1-30 to 4-30.

They are apprenticed for three years. They have a probationary period before that. Only one boy has left owing to family reasons. They are indentured about 18—20 years of age. They are not all Kikuyu. Most of them have not been educated before. They are all volunteers. They work well if they are supervised. Some have a natural ability for work. I found one Kikuyu who liked work. Lord Delamere caught him. They go off in twos or threes.

I teach them the principles first and then gradually work them up. The Government examine them every year. They usually have joints to make as an examination. Quite a number keep to their technical work when they leave. Some start tea shops. I have had a boy nine years. I do not agree with Government attempting to make the men keep to their technical work.

The apprentices are paid Rs. 2-00, Rs. 2-50 and Rs. 3-00 during the respective years of their term.

I would tax natives for education and leave it free to them to take advantage of it. They would take advantage of it. There is no machinery to work compulsory education and I therefore do not recommend it at present. Kikuyu do not like to pay for their neighbours.

I think three years is too short.

I would like boys who have got up to the 3rd Standard in the vernacular then to take Swahili to 17 then English.

A general dormitory system is a failure. The best boys I have turned out as upright citizens and workmen have never been in the dormitories. The dormitory system seems to take the manhood out of them. It is a good system for turning out Christians of a kind but not for turning out men.

I could only get 1/3 value of the wages paid out of them.

I personally don't want anything to do with the Government. I welcome suggestions but do not want interference by Inspectors. I would like to have boys who have grasped their literary education.

I would make the boy feed himself and get no pay. I do not believe in Government interference in Missions.

I would tax the native for his education.

I think the boys would appreciate their apprenticeship more if they had to pay a premium. We should suffer at first but the Missions must combine. There is a limit to the class and amount of work Missions can do.

I would further suggest in the training of mechanic full advantage should be taken of the Government Departments such as Railway, P.W.D., Prisons, Forests and Agriculture Department and also private firms. The appointment of a real live Committee to spend the money set aside for this purpose to the greatest advantage with full powers to carry out in detail the whole scheme. The general education of the Native is being carried out quite well and rapidly enough by the Missions and it would be a pity to burden them with a burden grievous to be borne and damp their enthusiasm.

Re white education I would again suggest a real live Committee to spend the monies now in hand to the best advantage; appoint the teachers of the first-class order and give them a fairly free hand in an Education scheme. Give this Committee a fair trial and if found a failure drop Government control like a red hot brick and let the whites take up the education of their children or their own, only asking financial assistance from Government. I don't mind being taxed (within reason) for the education of other peoples' children. This would save "The bone always being thrown in the Education Bull Dog" teeth. I would like to suggest names for such Committees.

TARLTON, HENRY.

Fourteen years in British East Africa.

I have had three children at Nairobi School, one there now.—Two boys and one girl. The one now there is a boy.

I don't think the tone of the school is what it ought to be. The tone of the school is usually taken from the tone of the teachers.

You must have the equivalent of public school teachers to get good tone.

I think the buildings are quite the most unsuitable you can have. Wood and iron buildings are most unsuitable for a school, either boarding or day. They are susceptible to change of temperature.

My two elder children were day scholars, the younger one boarder. I don't think the long ride was a good thing but there was no accommodation. I think educating boys and girls together is not objectionable but I think boarding them together is bad.

I think the tone of the school in Mr. Turner's day was much better than since.

No co-education or mixed education in Australia in my day 30 years ago.

My children have done remarkably well in Nairobi. The boy who boarded did not thrive as well as those who did not. He came home pale every time and went to school rosy.

It may have been through overcrowded dormitories. I have had no complaints of punishments. There have been one or two scandals connected with individuals but no complaint general.

My boy at the school is now 15 years old. I think the salaries are not adequate to get the right type of men. I should have thought the type of man required here would command more than £400. Government should entice good men to come here whatever it costs.

I would prefer to pay higher fees and get more. Education is a thing for taxation. I do not say it should be entirely free. Good education should be at the command of the poor as well as the rich.

I am strongly against any class distinction in schools.

I think white people in this country should be able to afford a little for education. There is no poor class in the Protectorate.

I should not say that children here can do as good work as in South Africa. Children have not the same vitality here and I think there is tendency for the sun to affect their memories. It is a general impression I have. However willing children are they have not energy and vitality they have in temperate climates. The sun does affect them. You don't see the exuberant spirit you see in Johannesburg.

I should like to see education of a class which would bring the scholars to the doors of the university. I think there is no physical reason why children should go away from the country. School is trying in any country. The physical exercise introduced is a splendid idea. I think it is most vital. My opinion is that boys are more enervated though the curriculum is not more severe than elsewhere.

Perhaps the food hasn't been up to standard during the war. I have heard complaints about the food and have asked boys who seem to be of opinion that the food is not so good. My boy complains of the cooking, others say they do not get enough.

Mrs. Barry rather satisfied me that the complaints were groundless but my boy complained of the breakfast and supper and her sons only took lunch.

I don't think the tendency to slackness is very marked. The general health is quite satisfactory. I have not been so pleased with the progress of my youngest boy. I don't know if that is his fault or the teachers. I think the play-ground accommodation is inadequate.

I would have a properly equipped gymnasium. I see no difficulty in running a boarding with day school. If two separate schools it means two staffs and more expense. Grahamstown College is a sort of central school for Cape Colony. It is a high class school which has an effect on the whole country.

I think it's a boarding school for boys and girls. I don't know if they meet in the same building. It has an extraordinary effect in raising the tone of South Africans. One can meet a South African whom one may mistake for an English public school boy. Staff are all college men from England. The site of the present school is not all it might be. It is a rick on the side of the hill.

There should be a site for playing grounds. A boarding school should have bigger grounds than a day school. Five acres for a day school, better to have 50. A big area should be reserved for school. If there is a chance to alter I don't think the present education reserve is a suitable place. I should like to see a place where children could be taught gardening and be made to do some manual work.

MISS TUNSTALL MARY CATHERINE.

I have been at Government School, Nairobi, 27 months. I was at Southampton before I came out here. I was teaching there in an elementary girls' school. I prefer a class either all boys or all girls. I have had Standard 5th, now I have Standard 4th. I have had 1st and 6th and the babies. I don't think the curriculum is too much for Standard 1st, if taken simply and if a full knowledge is not required. In England there is much latitude. In England an Inspector listens to the teaching. Sometimes he examines sometimes not, he comes at any time, one does not know when he is coming. At some schools the syllabus is as full as here. I think memory is weak out here more so than at home. I don't think 10 days holiday is long enough for children here. I don't think children are very fond of reading, memory and concentration is improved by careful training at home. Loss of memory is due to climate. Children here don't care for learning. The school has given holiday tasks such as collecting butterflies. You find a big girl or boy reading quite a simple book. It may be due to delayed education. Very few parents come to school, at least I see very few. I think the present hours are better than going on to 4-0 p.m. The hour between 3 and 4 was almost wasted; rooms very hot and pupils tired. Miss Marshall's hours are very sound, there is the difficulty of the day pupils. I don't think any of my class suffer from evil effects of the sun. We had one boy about seven who knew English but did not like to speak it. He had spoken nothing at home, but native language.

I don't think the children are more untruthful or more dishonest than at home.

I think the air space of buildings is insufficient, they are too low and they get hot in the afternoon. When everything is closed to evade a dust storm they are unbearable. It is very difficult to do any teaching when it rains; one cannot make the children hear. I think boarded floors would be healthier than cement. In lower school long forms with no backs are provided. They are used for the little children who get tired. Probably it does affect their figures. They get physically tired and therefore don't do their work well. Two classes have these forms.

The reading matter is old. I have never had the requisite books for any class I have taken.

I have never had enough books. I have reported that to the head master. I suppose the requisition was forwarded to the Director of Education.

I think it would be a good thing for parents to buy books.

It would be preferable for children to have their own books. I think compulsory education is necessary here in view of Indian and Native population. I think fees should be charged for secondary schools. Compulsory education should be primary. In exceptional cases an elder girl has been used for a day to look after a class. I don't think the pupil teacher principle is a sound one. There are further no opportunities to finish training here.

The salaries are just enough to exist on if you make your own clothes. I think one should have more than you can just live on. The work is harder and the climate is more trying.

There is no allowance for experience or qualifications. An untrained person is paid the same as a trained teacher. Extra certificated teachers at home are often paid extra. I think £200-£300 is a good scale. Extra sums should be paid for persons with degrees.

I think the present fees are very reasonable. If viewed as a secondary school they are too low. The upper school is secondary and the lower is primary. I think half hour religious instruction should be given every day. Every class, I believe, has at least two scripture lessons a week, taken by a member of the staff.

I think it is a good thing to take scripture as an examination subject. Attendance at church is compulsory unless parents object. There is a special bible class on Sunday morning for English Church children. It is taken by Mr. James. I don't know what he takes, none of the staff are there.

ULYATE, RAYMOND, Farmer, 12 years in British East Africa.

In parts I knew of definite taxes are applied to education. I think the fees should be as reasonable as possible. The education is not for any individual's benefit but for the benefit of the State. I think it would be a good idea if reduction of fees on the number of children in a family at school could be had. I have four boys with me who were with me when I first came, they can do nearly everything I want them to in the way of building, sawing and erecting fence. They are getting Rs. 12/- and posho, nor I have never been short of labour. I am a stock farmer. I suggest that at different centres there should be primary schools and then pass on to the central school. I have six children, two at school at Nairobi, and third I hope to get in. The eldest is 10 years.

VARMA, BHAGWAN SINGH, Hindu, Barrister, Nairobi.

Free and compulsory education must be introduced. I mean elementary free education.

If people can pay it is quite a different thing. If compulsory it must be free. My views represent the views of all classes Mohammedan and Hindu.

Girls' schools should be established. The Indian Community is agreed on that. The Indian Community does not advocate mixed schools.

Up to 3rd standard the medium should be bilingual *i.e.*, Gujeratti and Urdu, after that English. I am not in favour of any particular nationality for the head master. I would prefer a man from Oxford or Cambridge. I would prefer an Indian because he would understand the pupils. Lady teachers should be utilised as far as possible in girls' schools. I think it would be better if pupils bought their own school material or at least pay something. Higher education should not be free. At present I think elementary schools should be opened at Machakos, Nakuru, Kisumu and Lamu.

I think there are between 40—50 children at Machakos of school going age. Caste does not matter. Indians must have a high school at Nairobi and Mombasa.

General moral training should be given not following any religious doctrine but dealing with the common moral teaching of all religions.

I would have no objection to the various religious communities providing their own religious instruction in the school but outside school hours.

I should like to see agricultural education given.

In the high school boys should be educated up to the Matric. standard of Bombay University and after that they should specialise.

Grants in aid should be given to schools which are started by private enterprise. They should be open to Government inspection. The curriculum should be supervised by Government which should see that the school is efficient.

I am in favour of 75% of the maintenance cost of such schools being defrayed by Government. There would also be the question of building grants to the same extent. I think Indians generally wish to settle down here and not return to India. I don't deny that a good deal of money is sent to India.

Trading and if allowed farming would be the chief occupation of Indian education here. I think there would be no difficulty about any Indian of whatever caste taking to farming. There should be a hostel attached to the High Schools.

I think grants would solve the question of Indian children beyond the limits of the central elementary schools I have suggested. If there is no restriction I anticipate an increase in the number of Indians coming over.

I do not think a tax for education would be welcomed by the Indian community because at present a fair share of the expenditure on education is not allotted to it.

The staff of the Indian schools must be trained teachers. The present head master at Nairobi has a certificate but he is not trained. If a man has spent many years at education he may be a good teacher. It is better to have young men properly trained.

I am looking forward to a time when we shall have our own normal schools and colleges.

There are five grades of trained teachers in India :—

Bachelor of Training *i.e.* B.T. which is equivalent to L.T. *i.e.* Licentiate in Teaching in Bombay Presidency.

There are Senior Anglo Vernacular Trained :

Junior	„	„	„
Senior	—	„	„
Junior	—	„	„

Bachelor of Training = Licentiate in Training.

B.T. of Punjab.

L.T. of Bombay.

Both post graduate degrees.

In India, Rs. 30/- per mensem, S.V., may be started at Rs. 100 to Rs. 150 per mensem, by Rs. 7-50 with free quarters.

In India, Rs. 50/- to Rs. 75/- per mensem, J.A.V., may be started at Rs. 160 to Rs. 210 per mensem, by Rs. 10 with free quarters.

In India, Rs. 75/- to Rs. 100/- per mensem S.A.V., may be started at Rs. 210 to Rs. 300 per mensem, by Rs. 15/- with free quarters.

In India, Rs. 100/- to Rs. 125/- per mensem, (no quarters) S.A.V. graduate may be started at Rs. 320/- to Rs. 400/- per mensem by Rs. 20/- with free quarters.

In India, Rs. 150/- to Rs. 200/- per mensem (no quarters) B.A., B.T. or L.T., may be started at Rs. 400/- to Rs. 500/- per mensem, by Rs. 25/- with free quarters.

The above is my estimate of what would attract suitable men.

I don't know the scale of women teachers in India.

N.B.—Question of recruitment of members of the Education Department may be left to the Indian Educational authorities.

Commercial and Industrial Education.

There should be bifurcation after passing the 5th standard in elementary schools. Carpentry and smithy and if possible mechanical engineering should be taught. Also masonry, tailoring and shoe making and gardening. Commercial classes should be attached to the High Schools, Nairobi and Mombasa.

There should be medical inspection especially in the boys' and girls' school.

Evening classes for adults should be started.

I don't know what the proportion of illiterates is.

I believe that the population of Indians in the Protectorate is 30,000. Take 8% as the number of boys that gives 2,400 of whom a considerable number would go to a high school.

I think 5 acres should be reserved for elementary schools and 10 acres for high schools. They should be situated outside townships free from the evil influence of township.

The education tax has been debated by the Indian Association.

VINCENT, ALFRED.

It is a great pity that children have to be sent home for education. I have one child of 8 and another about 4. It is the duty of Government to make certain that every provision should be made for education for this generation which is probably most valuable. Provision for education would attract people. The necessity exists for children living on the outskirts of Nairobi to be boarded in. I meet children who have to walk 3 to 6 miles. In one case it is not the fault of the parents. Some days I pick those children up tired out or wet through. Essential to have control of children by means of boarding in. If necessary to board children in it is essential that Government should make provision. People of the poorer classes have to leave their children to boys. I should say that pay is low in commercial undertakings and the wife often has to work. A great number of people can't afford to pay more fees. On £20/- per mensem one can't do much more than live. There has been dissatisfaction with and amongst teachers. I don't like my child to be taught South African. My child is acquiring South African accent. I think every teacher should be able to speak English. I believe the pay is low but privileges are given. I am of opinion that that principle is bad. A reasonable pay should be given. I don't think because we are few and money is scarce education should be bad or of a lower standard compared to other Colonies (Rhodesia). Teaching is like labour, better pay, better work. If we can't get best teachers for Rhodesian money then we must raise it. I see no reason why male and female should not get equal pay for equal work. I agree with the scale proposed by Mr. Low providing it is high enough to attract the right kind of teacher. But I don't know enough about it to express any definite opinion. I naturally would take into consideration the market value of teachers. I think the head mistress should have same pay as the first assistant master it depends on responsibility. It is wrong to confine the curriculum to elementary education. Education here should be at least secondary. I believe in compulsory education for Europeans but only if the schools are good. Half education is worse than nothing. No reason why parents should have to send their children home to pay a high premium to learn engineering when the Uganda Railway workshops are here. I do not think it necessary to have an Engineering College at the immediate present. In my own firm the apprentices do not work with Indians who take instructions from them. The position would be more difficult in the Uganda Railway Shops but practical instruction should be given there. On farms boys get pay according to their ability. In commercial life Rs. 50/- per mensem is given to an office boy. Farm life appeals to boys. Very necessary to have a Gymnasium Instructor. The greatest care should be taken of children's physical development. A play master should be on duty to assist in the games, the same thing with girls.

I don't believe in co-education. There should be a girls' and a boys' school which would create a great deal of competition between boys and girls in examinations. That is good. Boys get more manly if brought up together. Children get wiser earlier in life than at home. I have no experience of co-education at home. Present boarding school is insufficient and inadequate. Something should be done forthwith.

There is a very good site for a boarding school by the French Mission. If run properly children should be kept apart from all natives. Children get spoiled by having things done for them. Something should be done at once for a boarding school. Any convenient spot if healthy. No reason why it should be put out in the wilds. I would rather see it near Nairobi. Every centre should have its boarding school. Facilities for boarding should be considered at Nairobi at once and increased for people living near Nairobi. My own child is constantly getting wet or tired out. I have applied for boarding accommodation but there is no room. I live 4 miles from the school. One of my neighbours' children has greatly improved after six months at the boarding school. Private schools will come with larger population. Kiddies have long holidays and get sufficient influence from parents, even if they are boarded. Tone of school must be high. Many people can't afford more fees. I think we can go on until the population increases, however, other good schools will come privately.

If Government has two schools greater number will use the high school. Some scheme of exemption or scholarships might meet difficulties if poor people want the best education.

I see no difficulty about all classes going to the same school providing tone is kept high. There is always England for those who wish to send their children to finish or to go to the university. It is a great thing to give the middle class a good opportunity, *i.e.*, people earning £20 per mensem. There would be cases of hardship in isolated cases if fees were raised to Rs. 10/-.

Building could be quickly erected by piece contract on percentage basis, if materials are difficult. If permanent building can't go up then provision must be made for boarding accommodation.

I am of the opinion that the matter is so urgent that it is the duty of this Commission to expedite the action taken on their findings which should *not* go through the usual channels but be cabled to the Secretary of State for Colonies for immediate action.

WAKEFORD, FRED WILLIAM, Loco Foreman, Nakuru.

Two children 13 and 4 years old, respectively, both boys. The older is at Nairobi, the younger is here. There is no master here and we thought the older boy should be under a master.

I agree generally with Mr. Ker's remarks. I could afford to pay more fees. We don't mind paying more, if we can get the education. The remission of fees could be left to the School Committee. We thought the school board should be increased so that representative of every locality should be on it. Remissions might bear out especially if women were on the Committee board. If masters can't be had the children must go home then Government should assist in getting them home. I don't think it is a country for children to live in any more than it is for a man. It is both climate and environment that are unhealthy. A lad cannot learn engineering in the country. I have been 18 years in the country. I have been home twice. The climate affects every one's nervous system. We get 14 days a year, I take them, I don't think you would get more at home. I can't say if the climate affects children's capacity for learning. For smaller children it would be necessary to have a boarding school at Nakuru; for younger children, *i.e.*, under 11, I would prefer Kabete as the site for the central building school. My boy looks quite fit when he comes home. He is usually lighter in weight.

Natives who get high wages stay on in the shops, others do not stay. Drivers stay they earn about Rs. 100 per mensem. I think apprenticeship would be a good thing. Natives in 5 years would be better than some of the Indian *fundis* we have. Literary education would be helpful in assisting natives to acquire their technical training.

I think the Eurasians' difficulty could be got over by the Railway having its own school.

MRS. WATSON MINNIE, C.S. Missionary.

I have been out 19 years now in 20th year. I have been in Kikuyu, except for leave. I am a fully certificated teacher. I am at present in charge of the educational work at Kikuyu for the last three years.

It takes approximately three years to teach a boy to read in Kikuyu and Swahili, working 3 hours a day. Senior classes are taught English.

It would be possible to teach from Kikuyu to English. I am in favour of that from a teaching point of view. There are no translations of English classics into Kikuyu. There are persons who could do the translation.

English is begun at 4th year on an average.

Younger ones are smartest. The girls are not more backward than boys. In 250 at school there are 100 girls, that is in the afternoon junior school.

The advanced school of 30 pupils has 3 girls.

That is due to the fact that the girls did not come as early as the boys, and to the fact that we do not keep the girls. Their morals are improved by education. I would not educate without religious instruction. Ours is the dormitory system with a number of day pupils. I do not think their discipline is worse than village girls, but on the contrary, much better.

They get nothing but native food. There are 60 girls in the dormitory now and 75 boys. The boys are meantime brought down to a minimum. No fees are paid they work in lieu from 7—11 a.m. for girls, boys 7—12 a.m. The work does not altogether provide food. Useful work on the station is done by both boys and girls, *e.g.* cleaning and carrying fire wood. That is done by the girls.

A few are taught laundry work. In my own house all the work is done by girls. I think it is better for girls to live in the Mission than at home. We have both systems at work.

I think compulsory education is a good thing from a moral point of view. Boys and girls get used to being together without thought of wrong doing, they take it all as a matter of course. I think teachers should be taught how to teach before they are allowed to teach.

I think Kikuyu have difficulty in understanding Swahili. English would be more difficult, but I think it would be worth trying to teach it even in the lower classes. Girls learn the ordinary elementary subjects. The girls do as much manual work as the ordinary girl and more. When they are married they all do the ordinary work such as shamba work. Their houses and children are kept clean and well looked after.

Hospital training for girls is to enable them to help, after they are married, in the reserve and influence other women. There were three girls who went wrong out of possible 150 girls. Only one of them was baptised. That is a much smaller proportion than ordinarily, although I think the proportion of heathen girls that go wrong in our part of the country is small. It is possible that the fact that girls have to break away from their traditions to come to us, may have something to do with their independent attitude toward native customs.

Girls come to us with the consent of their parents. I think they should be free to come of themselves to be taught.

Fathers know that the dowry is safe. I do not think any native would send his children to school simply for the purpose of education.

I have not seen any boys or girls who wanted education without religious instruction.

Village schools are under Mission control. We are training teachers. We have 10 at present. We have I think 7 trained native teachers who have served three years. We have trained far more, but they have gone out, mostly to Government service. There are three in the Uganda Railway and many others in various employments, Government and other.

The Government should subsidise these boys to enable us to keep them.

If a grant were given I think Government inspection would be welcomed. We should draw up the curriculum which should be approved by Government.

I would not agree to Government interfering with the religious instruction. I have not thought of compulsory education for all natives.

I think the District Commissioner ought to co-operate in inducing children to go to school. No Government official has visited Muturi's School in Kyambu District. It was started in 1913. I think certain District Commissioners have occasionally spoken against Missions. Immoral practices have not always been discouraged. I would not say they were encouraged.

They have at times encouraged dances. Dances have started in Kyambu since Mr. Northcote left.

I think the effect of educated children is good on parents. I should like to see all schools registered by Government and teachers being licensed by Government.

I think it is waste of time and money to educate boys and not girls. By so doing the tribe would not be raised. Respect can be obtained for women only by raising them with the boys.

WILLIS, JOHN JAMESON, Bishop of Uganda.

Eighteen years in Uganda.

Education in lower stages should be left to Missions supported by Government.

Higher stages should be left to Government. Missions have not got the facilities for advanced technical training. Government can give it in P.W.D. transport, etc., with Hostels attached. We want to educate people to occupy the leading posts in the country, e.g. chiefs, clerks and so on. I think it would be necessary for a further Government school to supplement the Budo High School. The education is fairly elementary.

I am very anxious for inspection of schools both natives and others for the purpose of collating the work.

I should like to see grant by results.

Capitation grants and contributions towards teachers and equipment.

Teachers should be certificated before grants are given.

The grant should be given to the Mission.

We lose a good many teachers because they are not properly paid.

Any normal school should be run by the Missions. A further course could be given by the Government. In Uganda the whole education is in the hands of three Missions. No Mohammedan school and no Government school of any kind.

We have 80,000 to 90,000 natives in Uganda in the C.M.S. schools.

Altogether there must be 160,000 to 170,000 natives being educated in Uganda and the number who can read is greater. No one except an old person is baptised until he can read.

I should strongly deprecate Government having separate elementary schools. I think education would be very dangerous. A certain part of the poll tax might be taken for the purposes of education.

I would have no objection to increasing the poll tax for the purposes of education.

I think it sounder that money for education should be taken from the general revenue. I think if taxation were associated with education it would make education unpopular. I think a grant of £5 for technical and higher education should be paid by Government coming down to a few rupees for the very elementary education.

In South Africa grant for natives is 2/1. Europeans, £4/-. Duty free school material would help. Grants for school material would come to the same thing. I think Missions should teach agriculture to natives.

I think in East Africa Swahili should be the *lingua franca*. I should make it compulsory in upper schools. It should be taught grammatically.

I think English is much too difficult for natives as a medium of instruction. All education has its obvious risk.

I would go from Swahili on to English.

I am in favour of teaching Swahili in European schools for the purpose of bringing the races together.

I think the literature in Swahili will increase.

A Government Board of Education could do much.

I think there should be a Government board with subsidiary boards representing the Missions. I would have no objection to others being on them.

WORTHINGTON, REGINALD T., REV.

United Methodist Church Mission.

I have been six years in East Africa. I have been in Meru country all the time. I started the station.

Those who come to school are very keen on education. I would not say the tribe is keen. I can't say the District officials have been useful in encouraging education. I have the impression that the influence has rather been adverse.

Mr. Buttler has been of more assistance. Referring more to famine than anything else. We have about 50 boys and girls in the school which is a boarding school. We have not had sufficient time to equip teachers for day schools.

We have 15 girls. We had the dormitories burnt on one occasion. The boys had an impression that the young men were coming to beat them so they nailed up their doors.

The fire started simultaneously at each end of hut, five lives were lost.

The number has fluctuated round about 50 for the last 2½ years. No fees are paid. We feed the scholars and clothe them. They have to work. My first year was futile and that made up my mind that we should have to offer inducements. I have an industrial agent with me. 15-16 young men are learning industrial work—carpentering. They are not apprenticed. I think they would be willing to be apprenticed. We have five acres for all purposes. There are no other Missions near enough for friction. We can't teach agriculture if we don't get enough land. We welcome and have asked for Government inspection.

Girls are there with sanction of their parents. As a rule, parents won't give sanction for girls to come unless part of the dowry is paid.

I have talked to native Councils but mainly on Evangelistic Work.

I have never had any hostility except the case of the fire and occasionally from the young men at circumcision time.

My oldest boy is about 21. About half the boys are circumcised. The ceremony unsettles them.

We have four stations in the Protectorate. I have not served at the Coast Golbanti and Tanaland is very unhealthy and that is a reason coupled with difficulties at home why it has not been staffed lately. I am in agreement with the policy of the Alliance as to the part Government should take in native education.

A more sympathetic attitude on the part of district official would be helpful.

WRIGHT, FREDERICK HENRY, C.M.S.

Chaplain, Kisumu. Twenty-four years in East Africa. Fourteen years in German East Africa.

Memorandum read.

Natives in Kisumu are very keen on a school there. I haven't a properly organised school for education purposes.

Rs. 2,000 have been collected for a school contributed by natives. Rs. 2,000 won't go far as there are so many township rules to comply with.

There was a Swahili who took classes until the food question became critical. My experience of all Boards and Committees in Kisumu is that they all die a natural death.

The climate has an enervating effect which soon kills all enthusiasm.

The Director of Education should give grants more freely.

There would be a demand for a Government school if the famine were over. I deprecate payment by results.

Germans gave a rebate of duty on missionary's goods.

Chiefs have been helpful in all cases.

South Kavirondo is in a backward state. C.M.S. have not been there. Seventh day adventist are there.

Mr. Pleydell had to pay over Rs. 600 for poll tax for his teachers who receive Rs. 2/- per mensem. I do not advocate remission but I think a grant may be made in such cases.

WRIGHT, GEORGE WILLIAM, REV., C.M.S., now in charge of
Muitira and Kabare Missions.

I came to the Protectorate in 1906. I have been the whole time engaged in education work of some kind. I was 10 years in Mombasa and the rest in Kenya. In 1907 I was teaching for some months in the Buxton High School of which I took charge in 1910, and shall again take charge of in June of this year.

Natives, Indians and Eurasians were educated there, and there was an English Department of 18 children. The English children were from 5 to 15 years of age. Natives and Indians 7 to 18 years of age. Most of the Eurasians of Mombasa Island got their education at the Buxton High School. The Eurasians were taught with the natives. Practically all were Railway employees.

I am of opinion that a central boarding school in a healthy climate would meet the case of European education at Mombasa. My experience was that the children who were brought gradually got duller and duller.

There is no difficulty with Eurasians if they are taught by a white man. The effect of an English teacher in Mombasa was to put up the attendance from 80 to 140.

I found Eurasians, Indians, and Swahilis were very keen. The whole class worked very well. We have a night school in Mombasa for natives. The 140 young men are of all tribes, Kikuyu, Kavirondo, Pokomo, Taita, Wachagga and Digo. I found that the more contact there was with Swahilis the more discipline was shown by up-country natives. The Kikuyu have no idea of discipline. The difference between native teachers is that the former simply imparts facts but does not educate.

I should have no objection to the Koran being taught in the Arab school if it is taught outside the usual hours and not paid for by Government.

I am not in favour of compulsory education for natives as it would involve much waste. If they won't come to school let them be, so far as education is concerned.

There are two reasons. It is waste to teach persons who make no use of their knowledge, and it is very depressing for a teacher to teach a black man who does not want to be taught.

The Buxton High School at Mombasa has not received a grant from Government. The idea of the Buxton High School was to work up to Matriculation standard. The school almost finances its Indian and African staffs.

The fees are Rs. 1-25 to Rs. 3-50 per mensem. We used to get Rs. 1,000 in fees. I should like to know the amount of control to be exercised by Government if a grant were given before accepting it.

The leakage of teachers is tremendous.

If Government control only made for efficiency and left the school free I would welcome it. I think a system of requiring the present staff of teachers to be licensed would not be satisfactory. If trained teachers alone were licensed it would close all the C.M.S. schools.

Mr. Martin runs a normal training class for teachers at the Buxton High School, Mombasa. He had a year at Cheltenham training college. He turns out up to 10 teachers per year.

In all Mission station schools, Swahili is taught in the top classes, in the other classes the vernacular is taught. At the present time I think it would not be possible to teach English. There would not be enough teachers. The German system at Tanga in 1913, when I saw it, was four years of Swahili and one year German.

I think we ought to aim at English becoming known otherwise there is very little literature open to the pupil.

At my school at Muitira I find that 60 young men have in nine months come to learn.

I inspected the C.M.S. schools one year and found the discipline good.

I would meet the need of discipline by drill, if possible by a drill sergeant in every school.

I think music should be taught to get order and rhythm.

I don't think it is safe to teach without a religious foundation. Secular education alone would cause natives to break away from their own moral laws, and something *must* be given in their place. Our aim is to teach without interfering with agriculture. At present in the Kikuyu country most of the land is wanted. A native school on an estate is a great attraction and retains labour. Many boys who signed on for six months signed on for another six months. We tried to combine technical with literary education at Freretown without success. I sent boys to be apprenticed at the P.W.D., Mombasa, but the teachers were not satisfactory. They were Indians. It is difficult to get Indians to instruct Africans properly. A good native fundi was the most satisfactory. We had one for a time at Freretown. We closed down owing to the expense. I would prefer to run literary and technical education together. We have a code in the C.M.S. native schools. In village *i.e.* out-schools the vernacular is taught, at the central schools, *i.e.* at the Mission station, Swahili is taught. Christian teaching breaks down the "morani" or warrior system. I would not abolish the marriage dowry. Many of our schools are supported by the people themselves by fees or offertories. We get about Rs. 3,000 a year. We get grants from home. Nothing from the Government. We should get Government grants if we had technical schools. We approve of it but it is a question of expense. We have spent thousands of pounds on it with little success. The pupils at my schools are chiefly married men and women. It would be useful if D.C.'s would make a point of telling chiefs and natives the value of education. The machinery necessary for compulsory education would be enormous, there would not be the money or the staff to carry it into effect.

European boys should be able to matriculate here. Schools should be affiliated to some University.

I think land should be reserved to form an endowment fund for the education of children of better class clerks to provide *e.g.* travelling scholarships.

YOUNGSON, REV. JAMES.

The Nairobi School should be divided into Junior and Senior divisions on grammar school lines. Teachers for the Senior division should be University men or women with the addition of a training at a Normal College. It is not necessary for Masters or Mistresses in the junior division to have a University degree, but they should have a Normal College training. In Scotland, we take the University degree of M.A., and at the same time go under Normal training.

The present teaching staff in the Nairobi School does not meet with his idea of what is necessary for the best education of the children. I consider the present staff sufficiently paid, but a better trained staff is necessary. A better trained staff should be paid more, and unless this is done it will be unobtainable.

As regards school-fees, I consider that most people can afford to pay Rs. 10/- a month for day scholars.

Where there is free education in Scotland, parents pay for books, etc. Free education is extended to 12 years of age.

Co-Education. I approve of boys and girls being educated together, but they should have their games separate, because the respective games played by boys and girls are not jointly suitable, *e.g.*, girls and boys in a "Rugger Scrum." Girls' influence on boys beneficial; boys become more truthful and gentlemanly. Also by mixing with girls boys are generally more fit for society, etc. I consider there is less danger of immorality in allowing mixture than in prohibiting it.

All children should be instructed in the laws of nature, but in this connection boys should be instructed by Masters and girls by Mistresses.

The boarding school should be in Nairobi, which is more easy of access. Parents visiting their children can find accommodation here. Nairobi is the centre of life, and it is good for the children to be in touch with the "throb" of the country's capital.

The main object as regards education in this country should be the making of a good citizen rather than imparting a high class education.

There is more opportunity in a place like Nairobi for coming within spiritual influence because you have churches here. We should also bear in mind that there are better opportunities in Nairobi of hearing music, lectures, etc.

Teachers would also be more contented in Nairobi than if living at a place some distance from it. Possibly more danger from epidemics in Nairobi, but if the school is decently situated and looked after in Nairobi really not much danger in this connection.

The school buildings should be on a good site with nicely laid out grounds, etc.

Religious Instruction. Children should be taught ordinary scriptural subjects by the teachers, no doctrine should be taught; that should be left to the church. I much prefer myself not to undertake scriptural teaching in the school.

KIKUYU,

British East Africa,

January, 17, 1919.

THE CHAIRMAN OF THE EDUCATION COMMISSION.

SIR,

The Representative Council of the Allied Missionary Societies desires to place before the Commission the following statement with reference to Native Education.

2. Mission schools have for more than forty years supplied the Protectorate with nearly all the native clerks, interpreters, telegraphists, school teachers, hospital attendants, and foremen; and have taught thousands of natives reading, writing, and arithmetic throughout the Protectorate.

3. The Representative Council earnestly hopes the Education Commission will ask the Government to increase the powers and assist in the development of mission schools; and most strongly feels that education, apart from character formation based on genuine religious feeling, would be disastrous; and that such essential character building cannot be supplied in Government schools, which must necessarily be neutral with regard to the religious side of education.

4. The Representative Council cordially appreciate past and present Government support of technical training, but feels that the very great amount of general elementary education supplied by mission schools deserves recognition, and with Government assistance could be very largely developed and made more efficient in method.

5. The Representative Council suggests as a broad outline of policy for Government support:

- (1). That all mission schools be registered and subsidised according to grade.
- (2). That school teachers be graded in accordance with examinations approved by Government, and subsidies be given towards the salaries of such teachers.
- (3). That normal and other training institutions should be specially subsidised and building grounds given towards their construction.
- (4). That scholarships be granted to enable students to take full advantage of the training institutions.

6. The Representative Council in proposing increased Government aid desires to emphasize its readiness to accept Government inspection of schools; it would suggest that a Board of Education be formed to deal with educational matters under the auspices of the Government but with adequate mission representation.

7. The Representative Council desires the Commission to collect evidence and deal with the subject of hindrance to progress of education owing to the attitude of reactionary chiefs and parents.

8. The Representative Council desires the question of payment of Poll Tax in the case of scholars attending approved schools who have made at least 75% of possible attendances during the year to be dealt with, and appeals for payment in such cases to be remitted.

9. The Representative Council takes this opportunity of assuring the Commission of its earnest desire that mission schools should be made as efficient as possible, taking into consideration the requirements of Government and settlers as well as the development and well being of the natives entrusted to the care of our Empire.

In this way the Representative Council hopes Mission Schools will take their full share in the development of this Protectorate.

R. S. MOMBASA,
Chairman.

JOHN W. ARTHUR,
Secretary.

It was further recommended that in connection with the educational policy to be referred to the Education Commission, the Alliance, while fully recognizing the value of English in the higher training of natives and emphasizing their readiness to develop the same, they strongly depreciate any attempt to displace Swahili from its natural position as the *lingua franca* of the great mass of the native population of B.E.A.

KABETE,
16th January, 1919.

MARY ANDERSON,
M.A. (Edin.).

It seems to me that the first essential, before school buildings or a satisfactory scheme of education, is the thoroughly qualified and trained teacher, man or woman, to whom teaching is a profession, honoured and honourable and not merely a means of livelihood.

We all know and realise the dangers to which a child's body is exposed if left to the care of an untrained incompetent nurse however well intentioned; the dangers to the child-mind in similar circumstances are just as real and far more lasting.

What we want is a staff of teachers, themselves educated, broadminded enough to realise the differences between this country and home (and this realisation will lead to change of hours and modification of time-table) who, above all, have learned the business of their profession and have a basis of reason for their method of teaching each subject on their time-table. And, as the labourer is worthy of his hire, it follows that adequate salaries must be offered, which indicates, I think, that the school must be essentially, and substantially State-aided and built at Government expense.

Private schools in this country are too risky an experiment, too prone to fail at critical moments through lack of funds and consequently the continuity of a child's education is in constant danger of being broken.

The school must be on the outskirts of the town, right outside if possible, but at least as far as may be from dust and traffic. If there are difficulties of transport to overcome, the authorities might arrange a special ricksha traffic during school hours or a motor omnibus, the expense of which could be considered in the school fees.

Schools must be large and cool, with verandah space and playing fields.

What is immediately wanted is, I think, a sound elementary education for those between the ages of seven and fifteen. Reading and writing (with all that each implies, and this includes an ability to set thoughts coherently on paper) Arithmetic, Singing, Needlework, Drill and Gymnastics.

If at the end of that period, parents cannot or will not send their children home to specialise, the embryo settler will have a fair equipment with which to start life on the farm, and if parents can afford to provide an English public school education, there is no reason why the children should not be withdrawn at the age of ten with a sound three years elementary training behind them.

The Classics at this stage are, I think, unnecessary but that is no reason why an enthusiastic teacher may not start a voluntary class in Latin or Greek or both, for those whose bent is in that direction.

We want three Departments in separate buildings:—

1. Elementary—Boys and girls, from 7 to 10 years of age.
2. Boys—(a) Middle—10 to 12 years of age.
(b) Senior—12 to 15 " "
3. Girls—(a) Middle—10 to 12 " "
(b) Senior—12 to 15 " "

Co-education after the age of 10 is too dangerous an experiment in so youthful a sub-tropical country.

Four or perhaps six boarding houses will be necessary, run by competent house-mothers or house-mistresses who, with adequate help, would supervise the food, clothing and home-work.

At present it is quite impossible to say whether the climate is entirely suitable for children. We are only experimenting and the climate is frequently blamed for many things which might well be traced to heredity, lack of sufficient yearly change of air, or the normal periodic variations in a child's life-history.

If a sound scheme is adopted, compulsory education will be found unnecessary, at least among the White population. Later on, for those who are too far away to send their children to school, the farm-school system will have to be adopted; compulsory education carries in its train, sooner or later free education.

Fees must not be too low; if good value is offered the purchaser is always willing to pay. This applies both to boarding establishments and day-schools. Economy was never yet effected by starving a child in mind or body. Moreover, in time, this will considerably help the revenue and as "To him that hath shall be given," the Government will probably turn a more benevolent aspect towards a Department which shows at least signs of self-support.

NAIROBI,

27th September, 1918.

TO THE EDITOR OF THE "EAST AFRICAN STANDARD,"

Nairobi.

SIR,

I have read with much interest Mr. Vincent's speech in the meeting of the Nairobi Chamber of Commerce re. the Education of the European Children in this country, for which I must congratulate him but I wished somebody should have also taken up the question of Indian Children's Education in this Colony which is hopelessly in a degrading condition, from the very fact that a very low quality of Educational Staff is employed to teach the Indian Boys in Nairobi Government School; from the Headmaster down to the sixth assistant not a single one has been passed as a graduate in any Indian University, although the salaries that are paid them by this Government is far more as compared with the average salaries drawn by the Superior Staff (Graduates of the Universities and others in Indian Government Educational Department.

Further the children suffer terribly owing to their absence from the school for an unlimited period of leave and holidays, say about six to seven months every year taking the mild average of holidays which so many abnormal holidays are never known in India.

Besides there is not a single Inspector with a knowledge of Hindustani or Gujerati language who can examine the boys at the end of the year and report the progress of the school to the Government. At present there is no moral check over the Indian teachers who make money by private tuitions and other businesses in shape of running Motor Cars on hire, etc., and the Director of Education has to depend on their report of the progress of the boys being himself ignorant of the Urdu or the Gujerati languages through the medium of which English knowledge is imparted. Neither the Indian School Committee members take any interest from the very fact that since their appointment they have had no formal meeting but once.

Dear Mr. Editor, if the Indians who are very much backward in the matter of education, you will surely take up the matter in the cause of the Public with a view to the replacement of the present Staff with a full qualified Staff to be recruited under the direct supervision of the Government of Indian's Education Department, and thus you will earn the everlasting gratitude of the Indian public.

Copy of this letter is forwarded to the Chairman, Education Commission for their information.

Yours respectfully,
AN INDIAN.

MOMBASA,

7th January, 1919.

THE CHAIRMAN,

THE EDUCATION COMMISSION,

Mombasa.

Respected Sir,

With a view to express our ideas with regard to Indian Education in this country. We the undersigned (one of the signatories K. N. Bhatt—has some experience of educational lines as he was an assistant teacher—in one of the High-Schools in Kathiawar and was three years in the Government B School, Mombasa, as the first assistant teacher), respectfully beg to approach your Commission and hope to be excused for not being able to present ourselves in persons.

When it is universally acknowledged that education is absolutely necessary for all human beings, we don't see any reason for any further discussing its necessity. We wish here to touch only the school education (which we believe is the standpoint of the present commission) and that too in connection to Indians only, when school education is the foundation of the after life as all admit, we should say it should be imparted to all children compulsorily from age 7 to 14 with an option for girls but as it would be rather inconvenient to force any person to spend some part of its earnings after the education of its children, we believe, the Government can only introduce compulsory education if it be free. This we strongly advocate in the case of Indians residing in this country.

We ourselves being Indians, know thoroughly the peculiarity of Indian parents strongly in favour of educating their children even at good expenses from their earnings if they at all can afford to do so. Now when Indians have so firmly settled up in this country, with their families, we believe, it is the first duty of the Government whose they have the pride and honour of being loyal citizens, to educate their children according to their requirements to enable them to prove still more loyal and helpful to the Government.—The expenses for this education the Government can easily afford from the general taxations (or otherwise). Now before we say anything as to what sort of education should be imparted to the Indian children. We most respectfully but earnestly beg to draw your kind attention to the fact that all most all Indian parents are quite dissatisfied with the present scheme on which education is being given. It is a general truth that unless a man knows thoroughly of himself, he cannot be expected to know well of others, and still if he tries to do so, we should say, he is nowhere. Now it is the sincere wish of all Indians that their children should first receive the necessary education of their vernacular language before they commence to learn any foreign language. We fully realize the importance of English language and are even ready to educate our children in same but with a preliminary sound knowledge of our own language. To educate any child in a foreign language without giving it any chance to know well its own one, would be a very difficult task to do for the teachers too and which would be nothing but to try to put a carriage before a horse.

In our opinion it is a great sin to forget one own's country however far he may have emigrated from his native place. It is as much important for any man not to forget his vernacular as not to forget his own country, so we humbly suggest that sound knowledge of vernacular must be given to Indian children.

Besides Indian parents are not at all content with the present education which only enables their children to know very little of their vernacular as well as of English; they don't wish that education of their children should finish if they know how to read or write very little of English as the Director thinks and has arranged accordingly; but they entertain great hopes for their children whom they intend to send for higher studies. They wish that their children should be educated up to the matriculation examination by introducing the curriculums of the Bombay University in both the primary as well as secondary school which should be opened in this country without any further delay on sound and proper basis and this we are sure, will enable the boys to prosecute their studies for any higher efficiency in arts or professions or mechanics. The present scheme of education debar many intelligent children to go for higher studies as they are being educated on no proper standard, we cannot understand when Bombay University examinations are admissible even for higher professional degrees in England and elsewhere why it is being hesitated to introduce its curriculums in Indian schools here.

We believe that an European head-master would be more profitable and all other teachers must be qualified and experienced and specially trained for this line, and they should be well paid.

The present school building is quite unfit for the purpose but we hear to our utmost satisfaction that a descent huge and well equipped building is going to be erected for this purpose. The vacations are enormously long and frequent; so we beg to suggest that a fortnight vacation after the terminal examination and a month's vacation after the annual examination should be arranged, Saturday holiday should be half and not whole as the practice is, hours being morning hours advisably can be devoted to weekly examinations. There should be only two (and not three as it is at present in a year) tests with regard to the progress of the boys out of which the second should be meant for their promotion to the upper standard. The first test should be after six months and the second after 12 months. The first should be called the terminal examination and the second the annual examination.

In case the Government is not prepared to entertain any suggestion as to the free-education, there should be a substantial decrease in the rates of the present fees which, we must say, are very heavy.

We have the honour to be

Sir,

Yours faithfully,

K. N. BHATT,
W. D. MEHTA,
JAFFER M. MOOSA,
D. MEHTA.

Office of the Superintendent of Police,
8th July, 1919.

THE HON. THE ATTORNEY-GENERAL,
Nairobi.

SIR,

I have the honour to enclose a further report in answer to your communication and a copy of statement made by me some time back before the Education Committee.

I have the honour to be,
Sir,
Your obedient servant,
(Sgd.) C. F. BRISTOW,
Asst. Superintendent.

There should be something by way of an European Kindergarten at Kisumu. There are 14 children in Kisumu fit for school.

I consider 2½ hours tuition during the morning would be sufficient.

The Director of Education supplied some material for Mrs. Jewell to teach with. The plan did not materialise (owing to Mrs. Jewell becoming sick and her husband being transferred to Nakuru). A Kindergarten mistress might combine her work with Post Office Work, and hold the class at her home.

I would be willing to pay Rs. 5/- per mensem for each child and buy their books, although it would be the better plan to have a Government grant in aid, and have the deficit, should there be one, worked out at so much per child per month attending the school. I suggest we all pay an education tax of £1 per annum (all male Europeans above the age of 18 years). In the Orange River Colony the tax was 10/- (shillings) per head for all male Europeans over 18 years of age. The Government servants were exempt from this tax, but I do not suggest such exemption for this Protectorate.

I suggest that every hut and poll tax ticket issued to the natives of the Protectorate, should have Re. 1/- deducted from each ticket and set aside by Government for native education and artisan teaching.

I would suggest that all natives be taught English and all Europeans be taught Swahili.

In all probability the majority of European children will leave this Protectorate as they get older for further and more advanced education. As a matter of fact this has already happened.

AUSTIN COOKE.

Retired, settled here for 3½ years—two sons farmers.

That the matter of elevation should be tested by having a school at the Summit beyond Molo—this might obviate the necessity, of sending children "home."

That no very big school shall be built until the best locality is found.

To allow for choice in the matter of "class," private schools should be financed on guarantee of local settlers; so that those who wish to pay higher may have some selection for the companions of their children.

Government schools to be free, subject to charges to be certified by the local Magistrate.

All could be charged at the same rate, but refund could be given at the Magistrate's option.

Native elementary schools in each reserve to teach and train masters funds to be paid out of poll tax. Industrial schools in several centers. And one for Railway to be charged to the Railway in part Education Revenue. But capital fund guaranteed by Government of the Colony, supplied by the Imperial Government, to be increased from time to time as the Colony progresses.

Practical not Classical Education including type writing and shorthand.

BY MR. MANGAL DAS.

1. The Indian population of this country is about 30,000. Of this number roughly one-half is resident in the area between Athi River and Kisumu and with this latter half I propose to deal.

2. In Nairobi there are about 7,000 Indians and between 600 and 700 children of school-going age, both boys and girls. There is probably the same number spread along the line and about the country.

3. The Government keeps a boys' school for Indian children in which there is accommodation for about 140 boys. Girls are not admitted. This school falls much short of the actual requirements of the Indians. Most of the teachers, including the head-master, are not professionally trained. Any man who applies gets a job if there is a vacancy. No attempt has been made to obtain qualified teachers from India. The quality of the education imparted is consequently very low.

4. Private efforts in this direction comprise a boys' school and girls' school started some years ago by the Sikh Community in Nairobi; a girls' school maintained by the Khojas and a girls' school maintained by the Arya Samaj. No fees are charged in these schools. Some ladies take girls for tuition in their homes, also for teaching them such arts as sewing, embroidery and hosiery making. But conditions on the whole are very unsatisfactory and call for immediate remedy. The Sikh community who have made the biggest effort are suffering from many drawbacks. The chief of them is want of land on which to build schools. Applications have repeatedly been made to the Government for the grant of four additional plots adjoining the Sikh Temple, but so far without result. The annual expenditure incurred by the Sikh community on education is about six thousand rupees. The head-teacher in the boys' school is trained, a new master and a mistress are on their way out from India. I know very little about the management and staff of the other private schools.

5. Education must be compulsory both for boys and girls. It may be argued that it is somewhat premature as compulsory education is not yet in vogue throughout India. But whereas the Indian Government has to face tremendous difficulties in dealing with a population of over 300 millions, a small population can be easily dealt with. Besides, in India the principle of the thing has been admitted and a start is being made in this direction. It is very necessary in a young country like this that the component of its population should be as enlightened as possible and this end can only be achieved by making education of each child obligatory on its parents or guardians.

6. It is most essential also that the children should have religious education given to them. The chief defect in the education imparted in the Government schools in India is that no provision is made for religious education. The Government is clearly not to blame as it is almost impossible to provide suitable religious instruction in a school in which there are boys professing, perhaps, ten different creeds. But the results of purely secular education have been most deplorable. We have a generation of educated youths who have entirely misunderstood education. Not having come under the softening and subduing influence of religion, many have shown utter disregard of God and disrespect for parents and in some cases for lawful authority. To remedy this defect the various religious societies have started private schools in which secular education of the same standard as imparted in the Government schools is given with the addition of religious education. Things have since shown considerable improvement.

7. But there are difficulties in the way of handling efficiently 1,500 children, half of whom are spread all over the country and who comprise Mohammedans, Hindus, Sikhs, Khojas, Christians, Arya Samajists, Maharattis, Gujerati Hindus, etc., etc. Not the least obstacle in the way of devising means of educating them will be the question of language. In the Punjab alone while the Mohammedans have their children educated in Hindustani, the Sikhs would have Punjabee and the Arya Samajists Hindi Bhasha. Then there will be the all important question of ways and means. While the most valuable time of the children is being irretrievably lost, the Government may not find it possible to provide education for all. Indeed it is a question whether the Government will be able to do so for a long time.

8. There is only one remedy. The Indians must take the education of their children in their own hands under the supervision and guidance of the Government. The various communities, Mohammedans, Hindus, Sikhs, Christians, Arya Samajists, Gujerati Hindus, Khojas should be invited to start schools for their own children. Free sites should be provided by Government on the conditions that a school building approved by the Government is erected thereon. Government should contribute a portion, say one-half of the building expenses. Government should also contribute a portion, likewise one-half, towards the recurring expenses. But a strict condition should attach to this contribution, that is the instruction in the schools drawing aid from Government comes up to the standard laid down by the Government and that only qualified teachers are employed, the Government to set the standard of qualification. The Government should also approve the rate of fees to be charged from the pupils, and if any community wants to give free education, the grant-in-aid should be commuted after taking into account the possible amount of fees accruing, although not forthcoming. Suitable provision should be made

in Nairobi for up-country children: These schools should be under the constant supervision of the Inspectors employed by the Government and should teach up to the sixth Standard.

9. The Government should keep a High school in Nairobi, which should be run, as far as possible, on the lines of a public schools in England, with an English headmaster and highly qualified Indian staff of teachers. The medium of instruction in this school should be English. The boys from the Sectarian schools will be advanced enough to join in one class for their further education.

10. Those requiring University education can do so either in India or in England.

7, Jackson Road,
Nairobi,
7th December, 1918.

THE CHAIRMAN,
EDUCATION COMMISSION,
The Secretariat,
Nairobi.

EDUCATION FACILITIES.

SIR,

I have the honour to submit the following matter, bearing on the subject of education in Nairobi, and beg that it may receive your earnest and sympathetic consideration.

In 1913 it was proposed—by the Director of Education I believe—that a "Railway" School for the European and Eurasian children of Railway Employees should be established. The subject appeared to die a natural death, until about two years ago when Mr. Eastwood, then General Manager, in a speech delivered at a function in connection with the Indian School and which was reported in the local press, referred to the future establishment of a central school, apparently for Goan, Indian, Eurasian and European children.

Within the last fortnight a circular letter has been issued by the Honourable the Acting General Manager, Uganda Railway requesting information of the age and sex of all European and Eurasian children of Railway employees; it would, therefore, appear that the question is being resuscitated and will, no doubt, in due course be brought before your commission.

As you, sir, are doubtless aware, the colour question in this protectorate is an acute one and, at the present time, there are practically no facilities for the education of the Eurasian element, of whom the Railway is practically the only Government employer. These children have always been rigorously excluded from the Government European School—no doubt rightly—on the grounds, apparently, that it was highly undesirable that the children of Europeans should have to associate with them at the age when their minds are most receptive. I agree with that policy as being the only one feasible. As, however, it appears to be the intention to provide a school to which European children of Second-class European Railway officials would be expected, and under a Compulsory Education Act, compelled, to go for their education I would beg to most humbly and respectfully, but not the less emphatically, protest against any action which could only be interpreted as a stigma on the European second-class Railway official and I would beg to assure you, sir, that any attempt to classify us with Eurasians would be most strenuously resisted.

No doubt the files of the Director of Education, if called for, will shew exactly what steps have been taken during the last five years towards the establishment of such a school, but I feel sure that, when the matter has received your consideration, the decision will be such as to prevent any future action ending to the introduction of invidious distinctions which no self-respecting European could tolerate.

Put concisely, my request is, that, under no circumstances should the European children of Railway employees be debarred from entering the Government European School on the same footing as the children of other Europeans in Nairobi.

I have the honour to be,

Sir,

Your obedient and humble servant,

D. CROCKART,
Catering Manager, ...
Uganda Railway.

GOAN INSTITUTE,
Nairobi,
5th June, 1919.

THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

EDUCATION OF GOANS IN BRITISH EAST PROTECTORATE.

SIR,

Goan parents are very anxious along with the other members of the various Communities of this Protectorate that Government should afford facilities for the education of their children.

From the figures taken from the 1918 Census of Nairobi the Goan population in this city is as follows:—

<i>Government Employees.</i>			<i>Others.</i>		
M.	F.	C.	M.	F.	C.
364	54	94	293	41	75

From the above figures it will be observed that the majority of the Goans are Government servants and it is only fair that the local Government should devise some means whereby the education of the Goan children should be attended to.

In British India the education of their children is undertaken by the Roman Catholic priests. The efficiency of the schools conducted in British India by the Jesuit Fathers and other Roman Catholic Missionaries has always been proved to be higher than that of the Government schools. These schools invariably receive State aid.

Such being the case there is no reason why such a system should not be followed in this country.

The present Roman Catholic School does not meet the requirements of the Goan community as the staff is neither adequate nor qualified, but it is suggested that the Government should subsidize the school and insist on higher efficiency of the teachers. It would not be too much to ask the Government that the Church be offered half the cost of the school and equipment. Such a school would be open not only to Goans but other Catholic children who desire that their children should be educated in it. There would be no objection to other Asiatics who care to attend such schools being admitted. Africans however should not be admitted.

Since 1913 the Goans in Nairobi have contributed by way of direct taxation the approximate sum of Rs. 62,000/- and it is only reasonable and just that part of it should at least be expended on the education of their children. If the Government will not make provision for the education of the Goan children the Goan community will have a legitimate complaint that they are being taxed for the benefit of other communities.

It is an accepted principle that the education of children should commence at least at the age of 8 years and this age limit will be equally acceptable and should be enforced in the case of Goan children.

The School should be a primary one based on the Primary Schools in India or England. The curriculum should be similar to that obtaining in the English teaching schools in Bombay. There should be at least VII Standards and the Standard should equal the Matriculation Examination of the University of Bombay. Among other subjects I would lay special stress that music be taught in the school. Its advantages are well known that they need not be recapitulated here. It would also be a great help to the Church Choir where one could always depend on good singing and the Parish priest would naturally take a keen interest in it.

The second languages should be Latin and Portuguese.

There should be separate teachers for each Standard otherwise the efficiency of the School is bound to be impaired. In the Bombay schools conducted by the Jesuit Fathers whose system of education is of the best, the Infant Standard has one teacher and from II to VIII Standard subjects for each Standard are divided among various teachers. This system has obviously great advantages and does not overwork the teaching staff.

The Government should insist that at least two teachers should be graduates of one of the modern English Universities and if recruited in India of the Bombay University. The rest should be undergraduates.

The education of both boys and girls could be conducted together as a temporary measure up to the age of 12 years when the classes for boys and girls should be separated. In British India the education of girls is entrusted to the sisters of the Convents which is admirably conducted and should sufficient

inducement offer, I think His Lordship Bishop Neville will be the first to establish such a school here to meet the growing needs of the Catholic Congregation provided some sort of State assistance is given.

It is urged that Government should make provision for a thorough Primary education. If the Goan parents desire to impart Secondary education to their children they should either send them to Europe or India where better facilities exist. The children at this period would be from 14 to 16 years of age and they could no doubt be entrusted to the care of the relatives or friends in India.

The fees to be charged, should not be very high and the following scale is suggested.

I	Standard	Rs. 2-00	per mensem.
II	"	Rs. 2-50	"
III	"	Rs. 3-00	"
IV	"	Rs. 3-50	"

and the other Standard Rs. 4/- per mensem.

Similar arrangements as proposed for Nairobi could be made with the Church School at Mombasa.

If the scheme as outlined above is not acceptable to the Catholic Mission it is suggested that the Goan community may be asked to establish a school which should be subsidized by the Government.

JOSEPH E. D'SOUZA,
L. D'MELLO.

District Commissioner's Office,
ELDORET,
9th July, 1919.

THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

SIR,

I have the honour to make the following observations on the memo. I handed in to you when your Commission was sitting at Eldoret.

I. Europeans.

1. There should be compulsory elementary education for children from eight years of age. At 14 or 15 if a boy does not shew any special qualifications to prosecute his studies further in College he should be sent to any of the following:—

- (a) Trade School.
- (b) Commercial School.
- (c) Agricultural School.

2. Colleges are necessary for those who aspire for higher studies, where draftmanship, survey, etc., should also be taught.

3. Trade schools should be established in order to turn out skilled workmen and good products.

4. Commercial schools are necessary to enable the good products to find the best markets of the world otherwise trade will suffer and the progress of the country be retarded.

5. British East Africa being an agricultural country Agricultural Schools are necessary, and as Government already has several nurseries and Stock Farms there could be no difficulty in starting these including Veterinary training.

6. Medical Schools for boys and midwifery schools for girls are essentially necessary here as there is a great lack of medical facilities. These schools could be attached to Hospitals in the big towns. Girl students could be taught and fed free as they could give their services as nurses, etc. when required. On finishing their course the boy students could be given diplomas as Sub-Assistant Surgeons and girls as midwives.

7. Cookery and needlework classes for girls of 14 years are essential.

8. Where Dutch population predominates Dutch should be used as a medium in the lower standards.

II Goans and Asiatics.

Same as I. Dutch to be replaced by Indian vernaculars.

III. Natives.

It is necessary to differentiate between natives who are in town and those who are in the reserves.

1. Town Natives.

- (a). To start with, natives in town between 9 and 14 years who are working as office boys, house boys, etc., should have 1 to 2 hours compulsory education daily (at about 2 p.m. or so) in reading and writing Swahili and English in a Government School.
- (b). When 15 years old if no clerical or suitable employment can be procured for this class of student he should join a Trade or Agricultural School, and should be fed free. When fit he should be employed, and the employer and the ex-pupil should keep in touch with the school authorities for at least five years or so. This will be found necessary as the native mind is apt to revert to its original lassitude the moment it is not under control.

2. Natives in Reserves.

- (a) For the present it will be difficult to educate the young native in his reserve unless a factory, saw-mill, brick-making, etc., is started, or some such work as flax-pulling, weeding is carried out. To train the native mind it is necessary first of all to civilise it a little and as the office-boys and house-boys in town of their own accord aspire after the first sparks of civilisation their education promises to be far more successful than that of the little savage imprisoned in his wild moorings where the rays of civilisation have never penetrated. The only way to get at the native in the Reserve is to induce and help him to get work as an office-boy or house-boy in a town, and thus having started to civilise him to educate him is only a matter of time. A certain number of suitable boys should be selected out of the Reserve for this purpose from time to time.
- (b). It will therefore not be advisable to force compulsory education in Native Reserves, for besides the difficulty that will be experienced in enlisting scholars, not to say anything of the expense of feeding housing and clothing them—as the schools will necessarily be in certain centres far from their grass homes—it is obvious that if the majority are educated there will be a great scarcity of porters and farm labourers, as those who know to read and write a little would like to pose as *karanis*, and when no job is available will rather loaf about than stoop to the traditional profession of their fathers of "diggers of earth and milkers of kine."

IV. Missions.

Missions should be encouraged in reserves if they can give religious instruction combined with Industrial and Agricultural education. Natives who leave the Mission precincts to work should be under the control of the missions for at least five years. Since I have been in Uasin Gishu I have seen many mission boys of the Catholic Mill Hill Mission of Kakumeg which is under Father A. Witlox, who have proved themselves very useful in brickmaking, carpentry, and masonry. Their behaviour all round has been very exemplary.

V. Coast Arabs and Swahilis.

1. Compulsory education to males from 8 to 14 years in the three R.'s., in English, Swahili or Arabic. If at the age of 15 no suitable employment is procurable they should attend the Trade or Agricultural Schools until they finish their course when a certificate of competency should be issued to them. They should be free to receive religious instruction either Christian or Islamism. Older boys could join Trade or Agricultural schools.

2. Females from 8 years should attend Arabic schools where reading and writing in Arabic or Swahili should be taught in conjunction with the Koran.

General.

Inspectors of schools should be appointed who without fear or favour should report on the standard of education in each school.

Teachers' salaries should be proportionate to their abilities and work.

I have the honour to be,

Sir,

Your obedient servant,

HECTOR D'SOUZA.

MOMBASA,
8th January, 1919.

THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

SIR,

I beg to submit the following matter to the Commission, fully trusting that it will receive a sympathetic consideration from the members of the Commission at the time when the report is framed.

I understand the Indian Association has deputed some witnesses to give their evidence before the Commission on broad lines. As one of the oldest residents of the place, however, I should be lacking in my duty if I failed to lay emphasis on certain facts, which are likely to escape notice.

In framing the future policy of education in this country the fact should not be forgotten that the majority of Indians in this country are not birds of passage but are permanent inhabitants thereof, and may be regarded as East Africans and sons of the soil for all practical purposes, and in framing a policy of education for their children the Government should consider it its duty to provide facilities for imparting Liberal Education, the aim being to give scope for the free development of the mind of the student. In all civilised communities provision for Liberal Education is regarded as the primary duty of the Government and I submit that it is eminently worthy of the serious consideration of the Government of this Protectorate. I further submit that in the imparting of education the utilitarian point should be given as much as possible a back seat.

I represent a family, which has made East Africa its home for the past 60 years and more, and I myself have lived in this country for 40 years and more. I represent large landed interests in this country and it is my home and native soil for all practical purposes. The majority of the Merchants and Traders, who have come to this country, have adopted it as their home and those who come here remain for good and gradually lessen their connections with the Mother country. I consider, therefore, that the Indian children are as much children of the soil as the children of what are called the natives of this place, and I am of the opinion that the Indian children should be given the same facilities for Liberal Education as the children of the European Community in East Africa.

As I have stated above I have lived in this country for the last 40 years and more and have made it my home, and like others I have been faced with the question of the education of my children. There is no provision up to date for giving sound education in this country and appreciating fully the advantages of education I had to engage private tutors for my sons as I could not make up my mind to send them to India. Until recently the schools in India were entirely Day Schools and even if there were suitable Boarding Schools there, in the absence of proper home supervision boys sent out to India would not be benefitted as much as one could wish. It is, at the same time, not to be forgotten that the Indian community is an important asset to this Protectorate and they contribute, in a large measure, to the General Revenues in the form of direct and indirect taxation, and the general feeling of the whole Indian community is that Government should make necessary provision for the education of Indian boys on satisfactory lines as soon as possible. Of course East Africa is not yet ripe for the establishment of a University but Government ought, in duty bound, to make immediate provision for full secondary education, so that by the time a boy qualifies himself for University education he will have attained a mature age, and those boys who wish to go in for Higher Education can seek entrance in either an Indian or an English University, and the parents will be more inclined to send such grown up sons to other countries for Higher Education. In order that this aim may be attained Government ought to provide high schools for Indian boys at suitable centres, which should be staffed by well-paid, qualified and trained teachers with salaries high enough to attract good men to this country.

The generosity of Mr. A. A. Visram and the readiness of Government in accepting his offer of a High School, for the secondary education of the Indian boys up to the full Bombay Matriculation Course, show that both the Government and the community have appreciated the importance of this question, and I hope that the Commission will make their recommendations in a truly liberal spirit and thereby carry with them the good wishes and the blessings of the whole of the Indian community in this country.

In conclusion, I pray to God that your labours may be guided in the right direction.

I remain,

Sir,

Yours faithfully,

JAFFER DEWJEE.

MEMORANDUM OF COASTAL ADMINISTRATION.

The population of the Seyidie Province can be divided into two classes the Coastal or Mohammedan and the Nyika or Pagan peoples. The ten mile zone over which the suzerainty of the Sultan is recognised is officially the area inhabited by the former class but the natural or more definite boundary is the line of (from the south) the Hill Mrima, the Shimba Range Mriale-Kizembwe-Sekoki Gadji Magarini.

In several cases the Wa-Nyika Kayas are situated on the summits of these Hills and the Wa-Hadji or Mohammedanised Pagan is first found on the Easterly slopes. The three principal divisions of the Nyika population are the Digo, Duruma and Giriama—the two former are closely allied, recognising the same laws of inheritance, etc., and the tribal constitution of all is sufficiently vital to justify every hope of success in organising an effective Administration based on Native Councils.

The Coastal or Mohammedan people however present a much more difficult problem. The original ruling class, the Arab, has degenerated and any existing efficiency has been minimised firstly through the loss of his slaves which has rendered him apathetic and secondly by the invasion of the Indian who in the first place providing a ready made and cheap clerical class has pushed the Arab aside and rapidly absorbed nearly all the activities of the Coast.

The older population of the Coast with its inherent respect for the Arab master is rapidly dying out and is being replaced by a "Young" Swahili Class. Further facilities of communication and higher rates of wage has fostered the immigration of natives of other tribes, Kikuku, Wanyamwezi, Kavirondo, etc. who in some cases become semi-Mohammedanised and in most, thoroughly detribalised. It is obvious that with such a heterogeneous collection of races any form of Tribal Administration is impossible and mixed councils would represent such divergent views that the strongest member would practically become dictator. The alternative is the individual or more autocratic form of Government, and if this principle is accepted selection must be made from either the European, Arab or superior Swahili.

To become intimately conversant with the workings of the Mohammedan mind in most cases demands a much longer apprenticeship than the climatic conditions of the Coast permit to the average European, therefore while the controlling power must be the European officer, the Administrative machine should be built of local material.

Of this the most profitable should be the Arab, but unfortunately suffering for the sins of his fathers he is still regarded in some quarters with a certain degree of suspicion which has lead to his faults being magnified. Whatever his shortcomings were in the past no student of East African History can deny that the Arab was a very just master to his slaves and an Administrator of considerable foresight as shown by the terms of his Treaties with the Wa-Nyika, etc.

It is true that it is difficult to name many Arabs who at this moment are fit for senior Administrative posts but I submit that the present generation for many reasons has become atrophied and that again given a suitable educational system and then a sympathetic training course it would become a valuable field from which to draw the Administrative Cadet.

Before considering how to prepare the existing material for the Administrative Machine let us consider the form that machine should take.

The Seyidie Coastal area to be divided as at present into three districts, administered by Liwalis having their headquarters at Malindi, Mombasa and Vanga. The two former to be assisted by two Mudirs each and the latter by one. The Mudirs would hold their existing magisterial powers and would stand in the same relation to the Liwali as an A.D.C. to a D.C. For the present it would be necessary to have a Kathi for each District but the education of Administrative Cadets should include such a course of Ecclesiastical Law as would enable them to discharge the duties of Kathi. For the performance of these duties they would naturally be responsible to the Sheikh-ul-Islam. In addition to these officers each Liwali should have two agents or Akida, retired Non-Commissioned Officers would probably be suitable, who would act as Intelligence Officers, etc. but who would have no executive powers.

The function of the European Officer would be identical with those of the "Controleur" of a French colony, he would guide and advise the Liwali and act as an Arbitrator in disputes where there were a confliction of interests of different races and of course as a Magistrate for all European and Indian cases.

Now to consider how to mould our material. It is obviously not the moment to put forward any costly schemes of education and training and I suggest that as an initial experiment selection should be made from the Arab School of some six or eight boys of good family. These should first undergo a two months training in Mombasa, attending Police drill in the morning, learning such rudiments of law and police procedure as are taught to sub-Inspectors, etc., at

the same time they would be taught typewriting and given an insight into book-keeping and clerical work in the Provincial or District Commissioner's Office. They would then be drafted in pairs to the various coastal districts where they would be attached for alternate periods of one or two months to the District Officer and the Liwali. They should in no way be regarded as clerks but, known as Cadets, enjoy the Heshima of being junior officers. They should wear the recognised field uniform of the Administration with a distinctive tab or badge and be entitled while on duty to the same salute as an inspector of Police.

In this elementary organisation it is impossible to lay down any hard and fast rules for training, this naturally must be at the discretion of each particular officer upon whose personal interest of course the success of the whole scheme depends.

Finally a sufficiently high emolument must be offered to attract the right type of boy. This considering the present competition for good clerks among commercial firms should not be less than Rs. 100/- per mensem.

Eight years' apprenticeship on the Coast has made me realise the trend of native opinion and the growing contempt for authority either official or domestic and while as a junior officer I am diffident of making any criticism, I feel that there is something wrong in our existing methods. I do not for a moment suggest the ideas I have put forward as a remedy but only with the hope that in encouraging the evolution of a class of native officials Government may perhaps find itself with a useful weapon to assist in combating a situation which promises to become very serious.

J. AINSWORTH DICKENS,
Acting District Commissioner,
Mombasa.

P.O. Box 6,
JINJA,
26-4-19.

THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

I am unable to attend your sittings at either centre. May I be permitted as a parent to offer a few suggestions?

Mosquito Nets. All three of my children had malarial last term. Two of them had it twice. Had they only have had it once it would be only fair to assume that they took it down with them from here: in their system a second attack suggests that malarial also to be found in Nairobi.

Drill. From the way in which my eldest son carries himself I imagine that this may be improved upon. A great deal depends in after life upon the way a young man holds and carries himself.

Library Books. I suggest a more careful supervision over the type of books in the library; some are in my opinion not a fitting type for young people. My son brought home a book of Kiplings called *Life's Handicap* which if a sample leaves much to be desired pages 149 and 381 present suggestions that are hardly fit for school children.

Yours faithfully,
(Signed) L. W. FULLER.

THE ARAB SCHOOL,
Mombasa,
December 4th, 1918.

THE HON. J. W. BARTH,
CHAIRMAN,
Education Commission,
Nairobi.

SIR,

With reference to your advertisement I have the honour to forward herewith copies of correspondence as submitted by me to the Director of Education on the subject of the immediate requirements from April, 1919, for Mombasa and the Coastal Area, a copy of a letter to the Civil Service Commission on the subject of Efficiency Emoluments, Scales of Pay, etc., and schedules of proposed scales of pay for European and native teachers.

2. In March, 1917, the Director of Education placed the Coastal Area from Vanga—Lamu—Voi in my charge. I have since visited all places of importance in that area except Lamu and Vanga. I have however communicated with the District Commissioners of the last two districts on the subject of local requirements. In all places the people asked for local schools and I accordingly submitted a scheme for elementary vernacular schools on the lines of those in Egypt.

3. You will notice that I have for several years specialised in native education and therefore confine my remarks to a consideration of those headings (Government Notice No. 208) which refer to Indian, Arab, and Native education:—

I. "Types of schools necessary for the education of Indian children in the Protectorate." With the development of native education the number of Indians in the country should tend to decrease as trained Arabs and natives will gradually take their place. I would suggest that the improvement of the existing central elementary schools, the institution of a few subsidiary schools, and the addition of the Allidina Visram school will cover the needs of the Indian population. When higher education is demanded by the wealthier man India is not far distant, and he could arrange to send his son to one of the many excellent schools and colleges in that country.

II and III. "The localities in which such schools should be situated and the standard of education to be established and maintained in such schools having in view the future development of the Protectorate," and IV "The provision immediately required for Indian children." The improvement and development of the existing central schools in Mombasa and Nairobi is essential. I would confine education in those schools to the syllabus of the Elementary Council Schools in England introducing hand and eye work in the lower standards and adding Industrial and Commercial sides to each school.

In places where the number of Indians is large enough for a regular attendance of not less than 30 boys I would propose the institution of local elementary schools containing 4 classes. After passing through these schools older boys would attend the central schools where boarding accommodation would be provided. For the Mombasa Indian School a new building, with a playing field large enough for all school games is urgently needed. A workshop and an office are also required.

The present building is small and overcrowded, badly-lighted, ill-ventilated, and insanitary.

V. "The extent to which education should immediately be introduced among the Arabs and Swahili of the Coast Area."

The attached copy of letter No. 20/18 of 4th March, 1918, to the Director of Education enumerates the immediate requirements for Mombasa Arab School.

The Estimates for 1919-20 attached thereto give the required expenditure on such improvements and also the cost of starting the subsidiary vernacular schools.

I have been urging improvements on these lines since April, 1917, and understand from the Director of Education that the scheme was disallowed for the year 1918-19 on the ground that it constituted "a change of policy." I cannot insist too strongly on the need for native education on a board basis.

VI. "The extent to which education should immediately be introduced among the native population throughout the Protectorate." Until native education has been developed throughout the country we shall continue to be dependent on India for our supply of artisans and clerks. From attached letter No. 28/18 of March, 26th, 1918, to the Secretary, Civil Service Commission, you will see that the Scheme for Native Education in Nigeria has been a great success. There is no reason why East Africa should not prosper as "our Great and Wealthy Protectorate" has done, but an immediate start means a great saving in the end.

Local vernacular schools should be opened throughout the Protectorate immediately and an opportunity given to all natives to improve themselves. What I am asking for is a practical education where each boy is specially trained for the work which he is best fitted for. Such special training naturally cannot be entered upon until the boy has done a little reading, writing, and arithmetic, and had his senses trained by hand and eye and technical work. Meantime natives in all parts of the country are developing into loafers. From my experience the Mombasa boy is more intelligent than the average West African native. In Nigeria as Acting District Commissioner at Ikot Ekpene, I had a large district with 5 Natives Courts, a Prison with 500 convicts, a brickfield, Post Office, and a complete road system suitable for motor traffic, and I controlled the whole with nothing but native assistance, the only other European official being the

Medical Officer. You will note that one department alone, the Prison, was twice the size of Mombasa Gaol. All this was possible because the natives were trained.

VII, VIII and IX. "The types of schools considered necessary for the education of the Arab, Swahili and Native population. The localities in which such schools should be situated.

The standard of education to be established in such schools.

Coast Area. Small local schools are needed at Vanga, Takaungu, Kwa Jomvu, Voi, Mida, Changanwe (and Rabai? C.M.S.). For the first two years two classes only are necessary, later up to four classes and workshops would be needed.

There should be central boarding schools at Malindi and Lamu on the lines of the proposed mainland boarding school at Mombasa. Similar systems of schools should be gradually built up with Machakos, Kisumu, etc., as centres.

X. "The Advisability or practicability of adopting a system of Compulsory Education." There can be no doubt that Compulsory Education is necessary and will eventually be instituted. At present in Mombasa there are over 300 boys of school age, the majority of whom loaf in the bazaar. The system of payment of fees in vogue in the Koran schools is a contract between parent and teacher whereby the parent agrees to pay a lump sum when his boy has read the Koran and leaves the school. The result is that many boys remain at such schools from the age of 8 to 15. By making education compulsory and allowing the Koran to be read in the schools—as is done in Egypt—boys would be able to read the Koran in a couple of years and at the same time be doing ordinary school subjects. As regards the practicability of compulsion I would suggest an Ordinance providing for local compulsion in small places and compulsory education for sections of the community in towns. The Arab, Swahili and Baluchi would be compelled first as they afford the best material for the training of skilled artisans, surveyors, and clerks. Such compulsory education should cover the years from 10 to 16, or 8 to 15. In certain small districts these limits might be altered to local requirements, and agriculture could take the place of carpentry.

XII. "The sources of revenue available and suitable for the purposes of education." School fees and profits from school workshops and shambas, together with a small Government grant, should cover the expenses of local elementary schools.

With regard to the Central Schools where boys are to be trained for Government work I do not think that lack of funds should be accepted as an excuse for neglecting education any longer. Government can always find money for those expenses which are considered necessary.

Education questions have so often been shelved because for many years our English system of education was defective. It was not practical enough and men were not trained to be experts.

Consequently the men who decided many educational questions were themselves suffering from this obsolete form of education. They were not educational experts and could not see the absolute necessity for expenditure on developing brains.

"The future demands education. We must prepare to supply that demand." Our Empire will stand or fall by the intelligence or ignorance of our people.

"We know that the rivalries of the future will be more and more the rivalries of education."

I quote from an article on the new Education Bill in England.

I trust that the Government will not longer excuse itself from its duty towards the native by saying that funds are not available and hope that you will press for a "change of policy" in the near future.

I have the honour to be,

Sir,

Your most obedient servant,

R. F. GAUNT,

Headmaster.

[COPY.]

Letter No. 20/18.

THE ARAB SCHOOL,
MOMBASA,
4th March, 1918.

THE DIRECTOR OF EDUCATION,
Nairobi.

SIR.

Referring to your letter on the subject of the development of Coast Education I take it that there is little hope of improvement during 1918 beyond the additions to staff of a European Assistant and some native teachers. Up to April, 1919, therefore it will only be possible to erect the additional class room and start a class for teachers. I still think however the local schools, as laid down in the schedule accompanying my letter No. 105/17 of 15th August, 1917, essential, and hope that the Education Commission will consider that question. Already one year has elapsed since I visited Takaungu, Kwa Jomvu, Malindi, etc. At that time the people were remarkably keen on the institution of local schools but if nothing is done they will lose interest and it may be difficult to fill the schools when they come to be opened.

2. The boys who joined the K.A.R. periodically visit the Arab School, when on leave, and most of them will probably return to school and form a Senior Class in which they can receive definite training for their future civil work.

3. I attach the following for your consideration and hope you will urge upon the Commission the advantages of opening up the Coast Area immediately, instead of waiting until 1919.

I have the honour to be,
Sir,
Your obedient servant,
(Signed) R. F. GAUNT,
Headmaster.

[COPY.]

MOMBASA ARAB SCHOOL.

IMMEDIATE REQUIREMENTS FROM APRIL 1919.

I. *Buildings.*

It is estimated that at the end of March, 1919, the number of boys will probably be too great for the capacity of the present building (including the additional class-room). I would suggest therefore that during 1919 the upper story be added to the school and at the same time the Central Arab Boarding School be erected on the mainland. In April, 1920, the Arab School would then be transferred to the mainland, where the Industrial side could be greatly developed and more attention paid to school games. The present school in Mombasa would become a Native Teachers' Training College and a Commercial School where classes would be held for boys wishing to obtain clerkships, or to enter the Survey Department.

II. *Staff.*

Headmaster and Inspector of Coast Education.
Two European Assistants, or 1 European Assistant and 1 Technical Inspector.
One Indian Teacher or Technical Instructor.
Five Native Teachers.
One Office Clerk.
One Office Boy.

III. *Curriculum* showing necessity for I and II.

I have already proposed that an Industrial Class be formed during 1918. I would suggest that Industrial Teaching be confined to Carpentry at first. From April, 1919, Masonry could be added and the boys could receive practical instruction in Carpentry and Building during the erection of the second story to the Arab School. The Scheme of Education from April, 1919, to March, 1920, would be shortly as follows:—

- Class I. (a) Kindergarten work. Letters, Figures. Tables in Kiswahili
New boys' class.
Class I. (b) Hand and Eye work. Reading, Writing and Arithmetic in Kiswahili.

- Class II. Hand and Eye work. Subjects as in I, plus Reading and Writing in English.
- Class III. Hand and Eye work. Reading, Writing, Arithmetic, Local History, Local Geography. Object lessons in English with a Swahili Teacher. On promotion from this class a boy is supposed to be able to understand spoken English and to write answers in simple English.
- Class IV. Ordinary school subjects including Elementary Science and Geometry. In this class the boy is encouraged to work entirely in English. Carpentry and Masonry would here take the place of Hand and Eye work.
- Class V. Ordinary school subjects including Algebra and Geometry. General Geography, History and Science. Carpentry or Masonry whichever preferred. Typewriting and office correspondence if required.
- Class VI. Same as Standard V, but here a boy is expected to state definitely what work he intends to take up on leaving school and is specially trained for that work.
- Class VII. This class will at first include the teachers' class and is intended for those boys who wish to go to India or England to complete their education.

From Classes VI/VII teachers will be selected for work in the Coastal Elementary Vernacular Schools. The work of Classes Ia to VII does not correspond exactly to that of Standards in English Elementary Schools and for that reason they are named differently.

(Signed) R. F. GAUNT,
Headmaster.
4-3-1918.

MOMBASA ARAB SCHOOL.
ESTIMATES 1919 AND 1920.

<i>Estimated Revenue.</i> (School fees, 1918-19, Rs. 1,630-00.)		
School fees, 1919-1920	...	Rs. 2,000-00
Trust fees will be abolished.		
<i>Estimated Expenditure, 1919-20.</i>		
(4) Buildings.		Rs. cts.
(b) Second story to school, full length	...	1,500-00
(c) Mainland Boarding School	...	2,000-00
(2) Staff.		
Headmaster Arab School and Inspector of Coast Education.		
Coast Education, £400 by £25 to £500	...	
do. do. Duty Pay, £50	...	475-00
European Assistant Master, £250 by £15 to £400	...	265-00
European Technical Instructor, do.	...	250-00
Indian Technical Instructor, £120 by £10 to £150	...	130-00
Six Swahili Assistant Teachers, including one clerk	...	340-00
Menials	...	20-00
(3) Equipment including industrial branch	...	100-00
(4) Books and Stationery	...	50-00
(5) Maintenance. (Water, Light, Washing, Conservancy, etc.)	...	60-00
(6) Passages (1 Return Headmaster), 1 single Assistant Master	...	255-00
(7) Teachers' and School Library	...	20-00
(8) House Allowances. (2)	...	120-00
(7) Rs. 20/- per assistant per month,	...	112-00

(Signed) R. F. GAUNT,
Headmaster.
10-9-18.

COASTAL AREA ELEMENTARY VERNACULAR SCHOOLS.

ESTIMATES 1919—1920.

MALINDI.

REVENUE.

Estimated number of pupils 25.
 School fees at Rs. 2/- per month for 9 school months ... Rs. 450.

EXPENDITURE.

Building would almost certainly be lent .
Equipment: Books, Slates, etc. ... Rs. 150.
Staff: One Native Teacher at Rs. 55/- per mensem ... Rs. 660.

TAKAUNGU.

REVENUE.

Estimated number of pupils 20.
 School fees at Rs. 2 per month for 9 school months ... Rs. 360.

EXPENDITURE.

Building: Liwali would probably provide a room.
Equipment: Books, Slates, etc. ... Rs. 150.
Staff: One Native Teacher at Rs. 55/- per month ... Rs. 660.

MIDA.

REVENUE.

Estimated number of pupils 15.
 School fees Rs. 2 per month for 9 school months ... Rs. 270.

Building: Liwali would probably provide a room.
Equipment: Books, Slates, etc. ... Rs. 150.
Staff: Junior Teacher at Rs. 40/- per month ... Rs. 480.

LAMU. The same as Malindi.

KWA JOMVU. The same as Takaungu.

REMARKS.

In these schools Reading, Writing, and Arithmetic (in Swahili) would be taught up to Standard II.

Teachers could be trained and sent from Mombasa Arab School and the schools would be visited periodically by the Inspector of Coast Education.

The number of pupils mentioned is the absolute minimum when the schools are opened.

R. F. GAUNT,
 Headmaster.
 10-9-18.

(COPY.)

Letter No. 28/18.

THE ARAB SCHOOL,
 Mombasa,
 March 26th, 1918.

To the Secretary,
 Civil Service Commission,
 Government House,
 Nairobi.

Re. Circular of March 5th, 1918, issued by the Chairman of the Civil Service Commission.

SIR,

I have the honour to forward to you my views on the various points mentioned in the Circular of March 5th. As my position in the Education Department is unique I am obliged to answer the circular personally instead of through a departmental committee.

The Department is at present only in its infancy but I trust that Education will soon take its proper place as the most important aid to the development of the country and base my suggestions under the heads of efficiency, terms and conditions of service, and emoluments, on that assumption.

Efficiency.

Up to now excluding the Headmaster of the Arab School, Mombasa, the entire staff under the Director of Education has been composed of men and women who have been trained in Elementary and Secondary Schools at home. As the department is opened up a staff of Inspectors, Examiners and Headmasters will be needed and I would like to suggest that such posts be closed to all except men with Honours Degrees of Oxford or Cambridge, a University teaching diploma

or actual teaching experience in lieu thereof, and a knowledge of the History of Education, Methods of Teaching, and Psychology. In West Africa Education has made great strides. In Southern Nigeria there has been for some time a staff of Provincial Inspectors (University Graduates) controlling the native schools, whilst in Northern Nigeria since 1912 fifteen or more Graduates have been appointed to deal with similar work in the Northern Provinces, I would suggest development or similar lines here. No one will deny that an efficient system for the control of Education must add enormously to the wealth and prosperity of the Protectorate. The actual result of a large Education department in Nigeria is shown by the absence of the alien clerk and artisan. All the work of the Protectorate is done by trained natives, engineers, carpenters, builders, tailors, etc., etc.

Terms and Conditions of Service.

Under this head I entirely endorse the views expressed in the petition addressed to the Right Hon. The Secretary of State for the Colonies.

Emoluments.

Initial Salary. In order to attract the right type of man an adequate salary is essential. For the higher posts in the Department experienced men have to be found and discontent can scarcely be avoided if such men are paid at the same rate as inexperienced beginners in the Colonial Service. For example the starting salary of the Headmaster of the Arab School, Mombasa, is the same as that of an Assistant District Commissioner although the present holder of the post had already served three years as an Assistant District Commissioner in Nigeria following on a period of several years teaching experience.

Scale of Pay.

I would suggest the institution of the following scale of pay :—
 Headmasters, University Graduates, £450 by £25 per annum to £600.
 Inspectors, do. £500 by £25 per annum to £700.
 Examiners do. £800 by £50 per annum to £1,000.

Duty Pay.

I should like to see Duty Pay abolished. Where an officer draws duty pay permanently he could have the amount added to his salary. In the case of an officer acting for a higher official he could be paid an allowance of say 20 per cent. of his salary, or of such amount as would bring his income up to at least the initial salary of the post which he is temporarily holding.

Extra Duties.

Where an officer is called upon to undertake additional duties quite outside his own department in order to save the Government the expense of making a separate temporary appointment I would like to propose that an allowance be paid commensurate with the amount of responsibility attached to the work and the extra time demanded of the official.

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

(Signed) R. F. GAUNT,
 Headmaster.

PROPOSED SCALES OF PAY FOR EUROPEANS.

Pupil Teachers	£100 by £10 to £150
Assistant Mistresses, uncertificated	£150 by £15 to £300
Assistant Mistresses, certificated	£200 by £15 to £350
Head Mistresses, certificated	£300 by £20 to £400
Assistant Masters	£250 by £15 to £400
Assistant Masters, University Graduates	£300 by £20 to £400
Headmasters, certificated	£350 by £25 to £500
Headmasters, University Graduates	£450 by £25 to £600
Inspectors and Examiners, University Graduates	£500 by £25 to £700
Senior Inspectors and Examiners	£800 by £50 to £1,000
Director of Education	£1,000 by £50 to £1,200

N.B.—Promotion to all higher posts wherever possible to be from within the department.

(Signed) R. F. GAUNT,
 Headmaster.

PROPOSED SCALES OF PAY FOR NATIVES TEACHERS.

Junior Teachers	... ..	Rs. 50 by Rs. 10 to Rs. 80 per month.
Assistant Teachers, 2nd grade		Rs. 100 by Rs. 10 to Rs. 150 per month.
Assistant Teachers, 1st grade		Rs. 160 by Rs. 20 to Rs. 200 per month.

Remarks.

When an assistant teacher is promoted to be Head Teacher of a local elementary school Rs. 20 to be added to his monthly salary.

Junior Teachers would be trained at the Central schools and for 5 years after appointment would continue their studies and pass yearly examinations before qualifying as second grade assistants.

(Signed) R. F. GAUNT,
Headmaster.

THE ARAB SCHOOL,
Mombasa,
11th December, 1918.

TO THE HON. J. W. BARTH,
Chairman, Education Commission.
Nairobi.

SIR,

In my Estimates for 1918-19 I inserted an item "European Assistant Master" £250 by £15 to £400."

2. In December, 1917, I received a copy of a letter from the Chief Secretary to the Director of Education (copy attached) which stated that the Acting Governor in Council had decided that the salary should "be on the scale of £200 by £10 to £250 pending discussion of the general question of Protectorate salaries."

3. The post is still vacant and in my 1919-20 Estimates I again put the salary at £250 by £15 to £400 adding a note that in my opinion £300 per annum should be offered as a starting salary. The appointment is a first-class one.

4. In a letter from the Ministry of Education, Cairo, dated 14th July, 1917, the Adviser, Mr. Douglas Dunlop, writes:—"I may say that in 1907 the Governor of the East Africa Protectorate communicated with the British Agent and Consul-General in Egypt with a view to the selection of an English speaking Egyptian for Service in a Mohamedan School at Mombasa at a salary of £200 a year, but the Ministry of Education was unable to find a suitable applicant for the post who was willing to accept the salary offered.

There are several vacancies in the Department and I believe that there have been one or two resignations. I do not think that it will be possible to obtain suitably educated men for the salaries at present offered.

I have the honour to be,
Sir,
Your obedient servant,
(Signed) R. F. GAUNT,
Headmaster.

No. S 17161/70.

THE SECRETARIAT,
Nairobi,
December 12th, 1917.

The Director of Education, Ref. his No. 1103/24 of 15/9/17.
The Hon'ble Treasurer, Ref. his No. 105A/753 of 27/9/17.
Mombasa Division "C" School Estimates, 1918-19.

The Acting Governor in Council has decided that provision for an Assistant Master for the Mombasa Division "C" School should be on the scale of £200 by £10 to £250 pending discussion of the general question of Protectorate salaries.

(Signed) T. S. THOMAS,
for Ag. Chief Secretary.

THE ARAB SCHOOL,
Mombasa,
12th December, 1918.

TO THE HON. J. W. BARTHE,
Chairman, Education Commission.
Nairobi.

SIR,

With reference to para. 3 (vii, viii, ix) of my letter of December 4th, 1918, on the subject of Koran reading, I had an interview with one of the Arab members of the school committee, Mbarak bin Mbarak, yesterday.

He said that the Mombasa parents did not wish to press for the reading of the Koran, but that they did want Arabic reading and writing to be taught. He stated that if Arabic were to be included in the curriculum compulsory education would be unnecessary, as all parents would send their boys to the school at once. He mentioned that in 1917 forty Arabs sent a petition to His Excellency asking for Arabic to be included in the curriculum.

He added that the reason why the Arab School did not develop very rapidly was because Arabic was not taught. The Arabs of Mombasa feel that their sons should be given an opportunity of learning their own language and reading their own literature in addition to English. I quite agree with him and should be very grateful if you would recommend the inclusion of an "Arab Assistant Master (£200 per annum)" in the 1919-1920 Estimates. If it is impossible to obtain a man from Egypt I have no doubt a teacher could be found in Zanzibar.

I have the honour to be,
Sir,
Your obedient servant,
R. F. GAUNT,

Headmaster.

No. 4/39.

Mombasa,
9th July, 1917.

TO THE DIRECTOR OF EDUCATION,
Nairobi.

SIR,

EDUCATION OF NATIVES.

I have the honour to acknowledge your No. 166/1 of the 31st January last and beg to forward the various returns as sent in by Missions and the various District Commissioners.

The returns from the various Missions need careful analysis and consideration, and the following points are referred to:—

Number of European staff. It would have been better to have headed this enquiry "Number of European *Teaching Staff*," qualified and unqualified, for instance.

Certain of the Missionaries frankly admit that there is no European teaching staff, others state that the schools are superintended by the District Missionary. Speaking generally, it may be stated that the bulk of the instruction is carried out by native teachers of mediocre attainments. The schools are, on the whole, consequently of little educational value. I have not had the opportunity of inspecting nearly all the schools, but this criticism is, I consider, generally correct.

The attendances quoted give an exaggerated idea of the magnitude of this class of school, but the attendance is intermittent, and I do not consider that education is gripping the Wa-Nyika in the same way as it does among the Baganda and also the Kavirondo.

I am aware that the low standard is mainly due to lack of funds, and it is a question for consideration as to whether it is wise to attempt to give a large number of children a mere smattering which they afterwards entirely forget, or to concentrate and give a smaller number a better education.

It must also be remembered that many of the Missionaries are not trained teachers and do not view education as of the greatest value *qua* education, but merely as a medium of transmission of the Christian belief. This is of course only natural, but it rather vitiates the outlook from an educational point of view.

Looking round generally I consider that the Buxton High School is probably the only educational institution of this class in which education is the primary consideration.

Speaking generally, I consider that Government support should only be given to schools where English is taught to all the pupils above say Standard II, and where the teaching staff is certified by the Education Department as being of a certain grade of efficiency after examination.

I generally deprecate the teaching of any local African language. Swahili is the *lingua franca*, and the perpetuation of Ki-Nyika, Ki-Pokomo, Ki-Teita, etc., is, I think, likely to check the economic development of the tribes concerned. Missionaries generally oppose the spread of Swahili, as they consider it aids the spread of Mahomedanism. Government cannot, however, lock up tribes in their reserves in these days of progress, and the language commonly used where labourers work and in commercial dealings must be the one in general use. The success of any particular creed will not depend on artificial aids. Uganda will probably come to regret that Luganda has been made the official native language of that Protectorate.

The following question has provoked varying replies, and I venture to give my views.

- (a) Native Elementary Education. Should it be free? should it be compulsory?

Theoretically I am of opinion that it should be free and compulsory, at any rate for a number of years. The organisation necessary to deal with the numbers will, however, be so vast that it is, I think, obvious to most of us that funds will be inadequate for a considerable time to come.

I therefore consider that unless there are cases in which groups of natives are financially able to subscribe enough to pay half the cost of a teacher and to erect a school, Government should postpone the general education of natives and concentrate for the present on secondary and technical education for a limited number, and also upon the education of a considerable number of native teachers.

- (b) Should secondary or high schools be established? Should fees be charged? Should technical training be compulsory at high schools? What industries are recommended?

I consider the use of the term high school unfortunate, as it presupposes numbers of elementary schools where the pupils graduate for the high school. I would advocate the foundation in each Province (not in each district) of a large educational establishment in which a considerable number of picked youths should be educated compulsorily under the apprenticeship system. They would all be boarders; some would have received no education and others may have received rudimentary instruction from native teachers at a mission or elsewhere.

All the pupils should receive a thorough education and in English up to say Standard IV. The continuation of their education beyond this would depend on the trade in which they specialised and upon their desire to learn more.

For instance if a boy was trained as a mason there would probably be little need to continue his literary education. If, however, he was picked out for training as a teacher or as a surveyor it would be imperative that his education be carried to a much more advanced stage.

All boys should commence to receive some training in handicraft as soon as they were physically strong enough. The education should be free and a portion of the receipts from native taxation should be allotted to these schools as a grant in aid.

The schedule of industries should comprise the following:—

- Carpentry and wood turning.
- Masonry.
- Brick making and lime burning.
- Smith work.
- Fitting and turning metal.
- Care of machinery.
- Motor driving.
- Telegraphy.
- Elementary surveying.
- Forestry.
- Agricultural methods and practice.
- Accounting, typing and shorthand.

Picked youths would specialize at a certain age, and, with regard to the more complex technical trades would have to go on to the Railway or Public Works Department shops to complete their apprenticeship. A young surveyor would, for instance, complete his training in the Survey Department, and would then probably receive a salaried appointment either there or with a licensed surveyor. In the same way with agriculture the youth would go on to one of the Government farms.

Considerable co-operation on the part of Government Departments will be necessary, but once they realise how they would benefit I do not anticipate anything but assistance. The choice of the staff to organize and run the proposed establishments will be one of some difficulty and until a number of trained native assistants become available progress will necessarily be somewhat slow. For that reason we cannot commence work soon enough.

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

C. W. HOBLEY,
Provincial Commissioner.

Provincial Commissioner's Office,
Mombasa,
January 4th, 1919.

No. 4/39.

THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

SIR,

I desire to make a few notes of points which I would venture to ask should receive consideration by the Commission.

Arab and Swahili Education.

- (a) The facilities are at present limited and it is non-compulsory. I would urge that it be made compulsory and that we should then enroll as many as we have accommodation for.

If it is compulsory it should I consider be free. The liability as regards irregularity of attendance should I consider be dual, *i.e.*, both on the male parent and on the boy, as regards the boy this should be effected by indenture.

- (b) Village Schools. I am of opinion that because a boy happens to be born outside Mombasa he should not be deprived of facilities of education. At the same time I am not in favour of unduly multiplying very small schools in outlying villages which would be very intermittently inspected. Village schools should I consider only be situated where they can be more or less continuously supervised by either a District Commissioner, Assistant District Commissioner or a Liwali.

There should for instance be a school at Vanga, Kilifi, Malindi and possibly at Gazi and Mambrui.

- (c) The native teachers at these schools and also at the Arab school at Mombasa should not be Mission natives who are nearly all Wa-Nyika and such like, often of slave extraction, but good class Arabs and Swahilis! It is unsound to have native teachers who the boys look down on. One of the great functions of the Arab school at Mombasa should be to turn out a supply of trained native teachers.

- (d) Teaching of Arabic in Arab schools. There has been a half hearted appeal from a limited section urging that this matter should receive consideration. I see no purpose in it myself, Arabic is a dead language as far as British East Africa is concerned. Government Departments and private firms do not need the language. They learn to repeat the principal surahs of the Koran and the various prayers in the Koran schools. The land documents which were occasionally done in Arabic will shortly be replaced by certificates of title in English. The addition of Arabic to the curriculum will prove an additional burden to the children's minds and retard progress in more useful directions.

The alleged demand is a spurious one and what the boys themselves really desire is to learn English.

- (e) Koran Schools. As is well known practically all small boys in the coast strip attend a Koran school in their early youth. I at one time had an idea of using these as a basis for a scheme of village schools. After careful consideration and consultation with my District Commissioners and with the people themselves I strongly recommend that they should not be interfered with at present. Any interference will rouse antagonism to our education schemes, they do not do any harm except delaying the age of entry to our schools and this is I consider of little consequence. All we might do is to insist on a register of date of entry to the Koran schools, so that we may know when we can reasonably demand that the boy shall come on to the books of a Government school.

- (f) Future of the Arab School. This establishment should I consider be divided into two sections, the Mombasa branch and the technical school on the mainland.

The Mombasa school should consist of two divisions :—

- (a) An ordinary elementary school.
- (b) A normal school for the training of teachers.

The mainland branch should be a boarding establishment capable of accommodating 250 boys and the instruction should in addition to secondary grade literary teaching be to a great extent devoted to technical instruction, agriculture, carpentry, building construction, dispensing, rudimentary surveying, type-writing, shorthand, morse telegraphy, etc.

Complete success in this training cannot be obtained with natives unless they are boarders and with the Arabs it is especially important to rouse their ambition and give them new interests in life.

2. *Native Education.*

A village school should be established at each Government Station where it would be under the eye of the administrative officer. A technical school should be founded at Taita when funds permit the Wa Taita have very considerable natural aptitude. Large concession holders should be encouraged to found schools on their estates to be under Government inspection and controlled by a Committee of the District Commissioner, the estate manager and any local headmen of standing.

C. W. HOBLEY,
Provincial Commissioner.

—: o: —

Lumbwa Industrial Mission,
KERICHO,
British East Africa.

SOME SUGGESTIONS ON NATIVE EDUCATION IN B.E.A.

Any consideration of the education of the native tribes of East Africa must have in mind the relation of those tribes to the white population of the country. For better or for worse the two are here and in the nature of the case they must become more and more dependent the one upon the other. The whole economic well-being of the white population is bound up with the development of the black races.

There are those who, honestly or not, believe that their interests can best be conserved by leaving the native in his present state. But it is to be hoped that the numbers who hold this view are very small. As a matter of self-preservation it is essential that the native races be educated and trained in those habits of industry, economy, self-reliance and integrity without which they must ever be a drag on the progress of the country. In proof of this statement one needs only to call attention to the extraordinary economic progress of the Southern States of America since the emancipation of the negroes coupled with the significant fact that in that same period, 1865-1900, literacy amongst the coloured people increased from 10 per cent. to 55½ per cent.

You cannot have an open sore on the body without its affecting the whole body. We have such an open sore in the huge native reserves with their ignorance, their superstition, their immorality, and their disregard of the commonest laws of hygiene and sanitation. You cannot allow these festering sores to remain as they are without grave peril to the whole community. It is useless to talk of segregation. You cannot segregate the wind. The remedy is education. The periodic epidemics of contagious disease would be lessened and when they occur would be more readily dealt with as the people are weaned away from their superstitions. There is also the possibility of sudden uprisings of such masses of natives, swayed as they are by unreasoning superstitions, excited by unusual physical phenomena, epidemics of disease, drought, etc., not to mention the machinations of witch doctors, whose cupidity is well known.

It would seem to be highly desirable, therefore, that steps be taken at once looking toward some form of compulsory education of the children of natives within and without the reserves. This is manifestly impossible immediately owing chiefly to the lack of adequately trained native teachers. I say adequately trained for I am convinced that to secure the best results our native teachers should have a course in manual training along with their literary training. That wise old proverb, "with all thy getting, get understanding" has peculiar application to the education of the native. The mere acquisition of knowledge, unless it is made a matter of understanding through practical application to the every day affairs of life may be far from desirable.

No less an authority than the late Booker T. Washington has stated that one of the great failings of his race was that "they are rarely capable of sustained attention and regularity of motion." It is just this fault that manual training will tend to correct, and it might be added that it can be corrected in no other way. All elementary education should, so far as possible, be accompanied by some form of manual training. This will balance and counteract the erroneous idea that the mere acquisition of knowledge is education. By training the eye and the hand along with the brain education will become a practical thing greatly adding to the usefulness and value to the community of the recipient.

In addition to this manual training there should be more extended and thorough industrial training provided in the following branches as a means of increasing their usefulness in (a) the formation of character, (b) raising the standard of living, and (c) making possible the self-support of church and school.

1. Agriculture,
2. Carpentry and building,
3. Cabinet making,
4. Masonry and bricklaying.
5. Blacksmithing.
6. Telegraphy.
7. Boot-making.
8. Simple book-keeping.

Under the last head attention should be called to the growing need for selected boys to be trained with a view to their becoming small shop-keepers and traders in the reserves. I think it is obvious that this would be much better in the hands of natives than as at present in the hands of an alien race. There is painful evidence that very many of these alien kept shops are schools of crime for the susceptible native.

In connection with the teaching of elementary physiology and hygiene it would be of inestimable value to the safety and wellbeing of the whole community were all pupils instructed concerning the cause, dissemination and perhaps the initial treatment of the diseases most prevalent amongst them, such as tuberculosis, pneumonia, smallpox and venereal diseases.

Girls should be taught simple dressmaking so as to be able to provide garments for themselves and children. Basketmaking, too, especially such as could be used in the various industries of the country. But above all they should be carefully taught the value of cleanliness both as to themselves and their children. Very much of the prevalent eye and skin trouble could be prevented and the appalling infant mortality lessened by attention to these elementary truths. Then again they should be taught both how to prepare suitable food for their children and how to feed them properly. Every employer of native labour is alive to the loss occasioned by the frequency with which boys lay off from work because of headache and stomachache, complaints that may be traced in most cases to the curious habit of native mothers of fairly stuffing their babies with food to the point of physical suffering.

Finally, I would suggest that at least one well equipped and adequately staffed Industrial School should be in each tribal unit while elementary schools should be scattered as widely as possible through the reserves.

Respectfully submitted,
WILLIS R. HOTEHKISS.

ELTRICK,
Eldama Ravine,
19-12-18.

THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

DEAR SIR,

The schools required for European children. They should be good boarding schools in central localities. Separate establishment for boys and girls, so children up to ages of 19 and 20 can be taken in or kept on as boarders. There are many children of that age living in the veldt who have had little or no schooling and also children of 14 and 15 years as the boarding terms are new, they get a year or two schooling, they must leave as are too old for boarders, because forsooth you have mixed establishments. Children whose parents live in town should not be taken as boarders. The sleeping quarter too should be different to those in the present schools. Instead of big dormitories, there should be bedrooms for two or at most three children to sleep in, on the American system, and as also in South Africa. Why herd the children together like a flock of sheep. Most if not all of them are used to the privacy of their own room, shared only with one or perhaps two brothers, in case of boys, or a sister, if girls, and do you think that they like being put in a room with a lot of other children or people. Its not fair to the children. How would you like to be put into a room, to dress and undress among a lot of others. Where children are in bedroom do they keep their little treasure photos, etc., and make it more homelike.

2. Localities, Nairobi, Naivasha, Nakuru, Eldoret, with one central college in the healthiest part of the highlands for higher education.

3. Education should be from Kindergarten through 7th Standard in all the schools. With one separate college for higher education not in Nairobi, it's not central enough nor healthy enough.

4. Before discussing Compulsory Education let Government build the schools and get the teachers. Then if pupils are not forthcoming or few, put compulsory education in force. Up to the present the cry is for schools to put the children, too many parents taking the children 4 to 5 days journey in bullock wagon and putting them to board with town's people, so the children could get some schooling. But it was and is an expensive, unsatisfactory way or doing it.

5. Revenue: If the authorities had had the future of the Protectorate before them that question would not have been necessary as they would have set apart certain lands to be sold for education purposes also as sites for school buildings in every township. But they ignored the rising generation young lads, and young men. Until the war broke out. Then the powers that be knew quick where in to call for help settlers and settlers' sons could ride and shoot, if they had no education, and could well drive the huns back from the border. Besides you are not discussing free education, parents and guardians pay the fees, which go some way towards expenses. Education in the Protectorate should be so that the youth of the country can be taught and become officials and help in growing their own country.

Yours truly,
(Signed) MRS. G. GREY IMPEY.

Nyakach Mission Station,
Kisumu,
February 17th 1919.

THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

DEAR SIR,

I regret very much at not being able to sit in conference with you, and to have the various points debated on this very important subject of native education.

If I may be allowed to give evidence in writing I would say, I have given the matter a considerable amount of consideration, having gathered information from various sources, in South Africa and B.E.A. and am of the opinion, that for the present, education without Christian teaching is very unadvisable.

If the heathen all be educated, may it be along industrial lines only.

We ought to consider that we are dealing with a very primitive race, whose progress and usefulness may be permanently crippled if developed in the wrong way.

I am,
Sirs,
Yours sincerely,
(Signed) H. W. INNES.

Africa Inland Mission,
Machakos,
December 27th, 1918.

THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

SIR,

At a public meeting held a few months ago in Nairobi the Honourable Director of Education said that "education without religion leads to materialism." I agree with this, but I would go further and say that as regards the nation—and this I say from experience—education without religion leads to roguery. I cannot emphasize too strongly my conviction that to educate a native without giving him religious instruction is most dangerous to society.

In his own environment the native—I mean the raw "shenzi"—is under a powerful restraint which he will not overstep. We generally call it superstition but it is more than that, it is equivalent to a religious belief. Its observance with him is more than a form or a habit. At times it is a matter of life and death to him.

Now then, as soon as you start to educate him, or to train him in industrial pursuits, you begin to undermine his faith in the old restraints, and bye-and-bye he is left as a barque on the sea without a rudder—in danger himself and a menace to others.

I contend that the native who is subject to his tribal beliefs is to be trusted, almost absolutely, within the limits covered by those beliefs. When, however, he is cut off from these he becomes a dangerous individual unless a new belief or faith has come in to guide him.—No other factor will here accomplish what the Christian religion does. I therefore *strongly* urge that in any scheme of education for the native religious instruction be provided.

P.S.—May I also add that it is, in my opinion, essential that the study of Kiswahili be added to the curriculum of the European School. It could, with great profit to our young people and to the Colony, replace the study of German.

Respectfully yours,
CHARLES F. JOHNSTON.

Eldoret, June 28th, 1919.

PETER WILLIAM JORDAN, Farmer, Sergoit, Uasin Gishu.

Statement made by the above to the Rev. J. Britton for submission to the Education Commission.

I have a school on my farm with 34 children under Miss Keese and a pupil teacher Miss Davis.

There are 20 more children who would enter if the school were able to take them.

The school is financed by the parents. Fees are paid Rs. 3-70 to Rs. 6/- per mensem. The balance is made up by voluntary subscriptions. I would like the Government to take over the school. But I want Dutch to be taught up to Standard IV (inclusive). At present Dutch is taught one day out of five. Education should be free. Twenty pupils have passed Standard IV. Twelve are now in Standard IV. The staff is insufficient. Parents agreed to the Central school being at Eldoret but desire to have a representative of Sergoit on the Eldoret School Board should the Government take over the Sergoit School.

We want a Protestant Teacher and half an hour daily of school hours to be given to religious instruction by him. This is done in South Africa children of other denominations withdraw during that half hour. If Government do not take over the school I suggest that they assist with grants of material.

I think the present salaries inadequate to attract the best teacher. A teacher should not be responsible for more than 20 children as they are divided up into so many standards. It would be a good plan if the teachers were not allowed to take charge of more than 3 Standards.

THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

SIR,

I would hereby beg to put forward our requirements for our children's education.

The Mission (C.M.S.) having kept out any useful English teaching from their schools have precluded any idea of our children's advancement. I note from the general trend of events that English is necessary nay essential for one's welfare in this Protectorate now and for all future times.

I would therefore beg that the Government recognize that the Mission boys as well as the others have the greatest need to educate their children outside the Mission schools.

I would only press for:—

- I. A fixed time daily be set aside for religious teaching.
- II. A hostel be opened by Government for boys from out-districts at reasonable rates (board and lodge).

or

- III. A Boarding School be opened on the Island or Mainland.

I would also favour technical schools for boys more than anything else. As I am aware that many boys would be more benefitted by "trades" than by mental education alone. I think that our girls should receive the same education as boys, and should be taught housework and general knowledge of how to keep house, etc. As past experience has proved that they become better helpmates when educated than otherwise.

I would favour the Government making it clear that the Government School at Mombasa is not built exclusively for Mohammedans by the deletion of that word "Arab" from the school. As that would only act prejudicially on the minds of many natives of out-districts who don't favour Mohammedanism and who might want to send their boys to Mombasa to complete their education.

I beg to remain,
Sir,
Your obedient servant,

W. M. JONES,
Assistant Teacher, Arab School.

QUESTIONS TO PUT BEFORE THE COMMISSION ON EDUCATION
SITTING AT NAKURU, 18TH AND 19TH FEBRUARY, 1919.

THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

SIR,

I should like to ask if the salaries here are to be on the same scale as Nairobi Government School.

I have been in Government service since December 1st, 1910 and since September, 1911, been Head of Government School, Nakuru. Since Mr. Turner's death I am *senior* in the Education Department; and yet I have *now* only a salary equal to the newest assistant Nairobi School, £135—with £15 so called duty allowance which brings the amount certainly up to £150 but which duty allowance does not count in computing war bonus and also I lose that when I go on leave. I consider the salary ridiculous for a *head mistress in charge*—with all the administrative work attached thereto—which work, in the last few months has been considerable in starting the new boarding house.

I started school in Nakuru with 15 children and before my last leave *doubled* my numbers. Owing to the war it certainly went down and I was for about 18 months: but up to date (and before I go on leave this year) I shall have *trebled* my numbers. I think without wishing to boast I deserve better treatment of the Government.

A short time ago through my committee I put forth a very modest request. It was that my salary should be £150 *substantive* salary (on which war bonuses are computed). It meant a difference in war bonus of Re. 1/- a month—Rs. 12/- a year! I have had no answer to that letter. My *substantive* salary is £135 (duty allowance doesn't count in war bonus) the *same* salary as the *newest* assistant Nairobi as I have remarked before and I am the *senior* in the department. Besides if I were to retire after doing the requisite number of years I should only be pensionable on £135. A pension hardly worth claiming. I put forth a strong protest.

Another argument as to the unfairness of my salary might be put forth:—during the greater part of the time I have been here I have had to cater for myself. I have had wear and tear to cooking utensils, crockery, etc., which the staff at the Nairobi School have not. They have had hitherto only Rs. 30/- a month (this term I understand it is Rs. 40/-). They certainly pay for electric light which at Rs. 1-50 a light may only be Rs. 3/- a month if they use two lights. A tin of oil is Rs. 8/- and needs management to last a month. There have been lights in kitchen, verandah (for washing up), sitting-room and bedroom simultaneously. I think I have been in the unique position of being the only female Government employee who has catered for herself hence the unfairness of it all. I should have been provided with the means to cook, etc. (pots and pans and crockery) if there was not a boarding house—or an adequate salary to meet the expenses.

If the salaries are on the same scale as Nairobi School, I hope when they raise them all that I won't be put on the lowest scale and the same salary as the newest assistant would start on after my eight years service (7½ in Nakuru as *Headmistress in charge*) and after what I have done in Nakuru in the cause of education by organising the new Boarding House and *trebling* my numbers.

It would be *most unfair*, I think. Also I should like to ask why our war bonus is only two-thirds that of the unmarried men. It costs us the same to live and if we go to an hotel we are charged the same.

A B KEDDIE

*Copy of Covering letter from myself accompanying letters from
Second Mistress and Matron.*

THE DIRECTOR OF EDUCATION.

SIR,

I have the honour to put before you two letters—one from the 2nd Mistress and another from the Matron re. their respective salaries. I quite endorse the statements contained in these letters and I hope you will be able to put the matter before the Chief Secretary.

I sent you a letter dated September 18th, through my committee about my salary of £135 + £15 "duty" allowance being called £150 salary this year. I worked out that it made only Re. 1-00 per month difference in War Bonus (Rs. 12 per year!) I hope the matter is receiving your serious consideration. I have not yet received an answer. Will you kindly forward my letter to the Chief Secretary.

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

A. B. KEDDIE.

Copy of Letter from Second Mistress Nakuru.

THE DIRECTOR OF EDUCATION.

SIR,

I find that my salary as Second Mistress is only £100 as it was in pre-war days. Even in those days it was difficult although practising the utmost economy to live comfortably on that salary. At the present time it is practically impossible to live on it at all. It leaves no margin for eventualities such as sickness, travelling, decent clothing, etc. and the mildest of recreations.

I understand that the assistant teachers in Government School, Nairobi, receive £135 out of which they pay the comparatively small sum of Rs. 40/- per mensem for board for nine months of the year. As you know I am a qualified teacher of many years' experience but putting this fact aside I think for the sake of my successors I am in duty bound to protest at the inadequacy of my salary.

I have read in to-day's paper the letter from Acting Chief Secretary, Hon. J. W. Barth stating that there is a sum of £500 already set aside (in the current year's estimates) for the purpose of *additions* to salaries if those were found to be inadequate. Does not the salary of the Second Mistress, Nakuru, come under this category? I respectfully beg that the salary be raised to *i.e.* the same rate as the assistants Nairobi school *this year*, as provision has been made in the estimates. I consider that the *status* of this school is quite as high as that of Nairobi, the teaching as thorough and the staff as conscientious.

In the near future our duties and responsibilities will be greatly increased by the addition of the boarding establishment.

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

(Signed) SIBYL ALBRECHTSEN.

Copy of Letter from Mrs. Tate-Smith, Matron, Nakuru.

THE DIRECTOR OF EDUCATION.

SIR,

I have the honour to put before you the following facts for your consideration.

When I was matron of Nairobi Government School I received £120 a year out of which I paid Rs. 30 per month for board. Here in Nakuru I am receiving only £100 a year out of which I have to pay Rs. 40 per month for board. I respectfully beg to have my boarding fee of Rs. 40 per month remitted or that my salary be raised to £125 rising by increments as the boarders increase. I have had considerable experience as Matron and I consider the present salary preposterously inadequate.

I see in to-day's paper that there is £500 provision "in the current years' estimates for additions to salaries if those laid down were found to be inadequate."

I beg respectfully to bring the above to your notice.

I have the honour to be,
Sir,
Your most obedient servant,
(Signed) A. S. TATE-SMITH.

MEMORANDUM BY MR. KER, OF NAKURU.

THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

SIR,

I understand this Commission has been appointed to enquire into among other things the provision immediately required for the purpose of providing education to European children.

In order that I may the more readily emphasise these immediate necessities, I must ask you to allow me to touch briefly on past history.

Growth and Progress of Nakuru School.

I have been a resident in Nakuru for over two years. In January, 1917, at the Nakuru School, under Miss Keddie—there were only nine children. There are now 45, ages ranging from six to fourteen, of these there are twenty boarders with a staff of three mistresses, and a matron.

Requests of School Board Committee, Headmaster.

In November 1917, the Director of Education promised, at a public meeting of parents, that a Headmaster capable of teaching up to form VII, would be sent to Nakuru.

Resignation.

The School Board Committee after fruitless requests to the Director of Education to send up a master, finally resigned on the 29th of November last, as they considered their efforts a pure waste of time.

Extension of Class Room.

This was sanctioned some months ago, and orders given to the P.W.D. to commence at once—a start was made yesterday. Want of *fundies* is the reason given for the delay.

Estimates Sanctioned 1918-1919.

Rent of Boarding House	...	...	£100
Salary of Matron	...	...	£100
Salary of Headmaster	...	...	£250—£400
Furniture	...	...	£250

Estimates put forward for financial year, April 1st, 1919-1920.

BUILDINGS. Boarding house to accommodate 25 boys, and 25 girls with quarters for two adults. House for Headmaster, with accommodation for thirty boys.

Two extra class rooms—furniture £250.

Staff. Two extra assistant mistresses, and one assistant matron.

Rent of a second house has been asked for, until the boarding house has been completed.

These estimates will probably not be sanctioned before next June.

Rapid growth and urgent need of a Master.

You will have seen from the estimates put forward that we are already approaching very near to the accommodation asked for, *viz.* 50, and moreover we have received applications up to the present time for 48 boarders, some of them ranging from Form III to IV and V. You will therefore agree with me, I am sure, that no effort should be spared in providing this school with a Headmaster, with as little delay as possible.

Nakuru as a Centre.

For your information, I wish to emphasise the fact, that this school has never been closed through sickness, not even during the Spanish influenza epidemic, which is I think, sufficient and conclusive evidence, that the suitability of this district for a large school is all that could be desired.

(1). *Types of School.*

This depends entirely on needs and the climate of the locality. There should be a fully equipped and well planned boarding school, for all ages, including Kindergarten which should be separate, also sanatorium, gymnasium, sports ground, with covered in tennis court, etc. Kindergarten mistress, a master or mistress to each form to the IV, a master essential from the V to the VII for boys.

(2). *Localities.*

Small European schools in every township, where there are sufficient children to warrant it.

(3). *Standard of Education.*

For children at present the type of education should be secondary, including Latin, Algebra, Geometry, French, and not forgetting the technical side.

(4). *Immediate Provision.*

This I have already referred to, and is paramount but, to reiterate—a properly qualified and numerically sufficient staff for schools already established, for our own immediate local needs, building of our board school to commence at once. The staff should consist of headmaster, and at least three other instructors, a matron and assistant.

(5). *Extent to which education should be immediately introduced.*

Industrial education should be compulsory throughout the Protectorate, up to a certain age, for natives, but I am entirely opposed to give this a thought, until the children of the white race have received first and foremost consideration.

(10). *Compulsory Education.*

I cannot see where the revenue is to come from to take any step in this direction.

(12). *Sources of Revenue.*

School fees could be raised, and further the Government could lease certain lands, and the revenue from this could also be applied to the maintenance of schools.

Finally, I would like to ask you, what University man would care to come to this country for £250 per annum or an educated woman for a paltry £135. It is a very poor return for money invested in educating your children and an insult to intellect.

African Christian Educational Society,
c/o. C. M. S., Frere Town,
Mombasa,
15th May, 1919.

To THE HONOURABLE J. W. BARTH,
Chairman of Education Commission,
NAIROBI.

Through The Revnd. H. K. BINNS,
The Missionary-in-charge,
Frere Town.

SIR,

On behalf of the African Christian Educational Society established at Frere Town, I beg to submit the following views and suggestions and request you to treat them as written statement of evidence submitted by this Society to the Education Commission appointed by the Government as per *Official Gazette* notification No. 208 dated the 11th July, 1918.

I am most anxious that these views as unanimously expressed by members of the above Society at a General Meeting held at Frere Town on the 21st April, 1919, which was thoroughly representative of all the Christian missions, namely, that of Frere Town, Rabai, Mazaras, Ribe, etc., would be considered in a sympathetic spirit, for inclusion in the Commissions conclusions before they are formulated and submitted to Government.

After mature deliberation and thorough discussion it was concluded that the present schools are quite inadequate to train pupils up to anything approaching a tolerably decent standard to start life either in Government or commercial firms and that the present standard is required to be raised and fully trained teaching staff provided to cope with any improvement that may be instituted. It is however not intended either to undervalue or disparage the Missionaries for what they have already so well done and are still carrying on in matters educational.

It was further resolved to represent to Government the desirability of confining Christian children to only accredited schools where religious teaching forms part of schools curriculum, for we all fully realise the value and necessity of such religious teaching to form part and parcel of our lives and we are right in stating that we owe everything to the religious teachings that we received in our own school-days; and in order to bring this about in a most effectual manner it is necessary to build and maintain a high school and boarding institution to accommodate at least 300 pupils at Frere Town (and not in the Mombasa Island) and this resolution is in response to para. 8 of the above mentioned *Official Gazette* notice.

In reference item 9 the standard of education should be at least up to the matriculation class to start with and include a system of industrial education (in theory and practice) in course of time.

In conclusion, sir, we trust that you will do all that lies in your power to further our humble views and desires as expressed above in order that a deserving community may benefit through your recommendations, by the incalculable blessings that would surely be conferred on the younger generation by an institution which would we venture to hope be a miniature sort of a University for the Coast and with the existence of which your name and that of the Government will ever be cherished in grateful memory.

I have the honour to be,
Sir,
Your most obedient and humble servant,

NOAH MANASSEH,
Vice-President,

African Christian Educational Society.

Copy submitted to the Hon'ble J. Ainsworth, C.M.G., D.S.O., Chief Native Commissioner, Nairobi, with an earnest entreaty for his assistance in our endeavours as set forth above, confident as we are in his magnanimity and paternal care that he bestows upon the Natives of this Protectorate.

NOAH MANASSEH.

EDUCATION OF NATIVES.

THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

SIR,

1. From reading articles in the local papers it seems not uncommon to regard the native merely as a "means to and end"; to use him as long as he has any use in him and then disregard him; to increase his taxation as much as is thought it will be possible to collect and only spend on him what is considered sufficient to provide machinery to collect those taxes.

2. Apart from the point of view of our obligation to the native this is wrong in principle and a very short sighted policy.

3. It seems clear that more attention must be paid to the Native Reserves than has been done up to date.

The majority of people who have considered the subject at all realize that there must be a segregation of races, in other words, that there must be Native Reserves, places which the natives of the different tribes can regard as their homes and which cannot be alienated except in the cases of a few small areas for Missions and Trading Centres.

4. This is not to say that the native should be allowed to live in idleness in these Reserves—far from it; for some years to come he must be regarded as a child and, as such, not allowed to decide what is best for himself.

5. It is our duty to educate the native whatever his inclinations may be.

A few are capable of higher education with a view of becoming clerks, etc.; many can be given a through technical education with sufficient literary teaching to make them experts at various handicrafts; but the great majority can only rise to be good unskilled labourers.

6. If it is assumed that the native must not be allowed to decide for himself then there must be compulsory education. If the majority cannot, in the present generation, rise above unskilled labour then labour must form an important part of education in this country.

7. It is obvious that any young native who, while remaining in his Reserve in idleness, can get all he wants, in the way of food and drink, women and pleasure, the price of luxuries (as far as he understands them) and the amount of his tax, has no wish to go out to work for a few rupees a month. Why should he?

8. But if it is decided that labour is to be an important part of compulsory education the native will go out to work to the benefit of himself and the whole country.

9. The present system, or lack of system, whereby only those tribes which are not averse to work (or are amenable to orders to work) supply the labour market is not as it should be and means that we are taking what is wanted from where it is most easily obtained and ignoring the wider question of the education of the natives.

It is true that tribes that do get most attention and more done for them and this is right up to a certain point; it is proved that the more the native is educated in his reserve the more he wants to go out and earn money to supply wants he never knew of before.

But why deal only with these tribes who show a desire to help themselves? As Government is responsible for the future of the native it is bound to tackle the whole question and not only the easiest part.

10. Industrial Schools should be started in every Native Reserve, and the large majority of young men who will not be able to attend these schools should be made to go out and work under the strict supervision of a Government inspectorate, and this labour should be regarded as an education of the native in improved methods of agriculture, stock farming and mechanical work as well as a solution of the labour question.

11. It is necessary that this education should be compulsory and affect every tribe which is sufficiently under control.

12. A good deal of money will be required to carry out the industrial education in the reserves but a Government Labour Bureau could be made to pay for itself.

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

H. R. MONTGOMERY,
District Commissioner.
Kitui, 15-8-18.

District Commissioner's Office,
KYAMBU,
March 11th, 1919.

No. 12/12/10.

THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

SIR,

I have the honour to inform you that a Committee of gentlemen from this district composed of the following:—

Messrs. R. E. Dent and P. J. H. Coldham, representing Kyambu.

Messrs. C. Hudson B. Cane and J. Hutson, representing Limuru.

Mr. A. E. Aubrey, representing Ruiru, and myself as chairman has held some meetings to discuss the problem of Education of younger children in this district and has desired me to forward to the Education Commission the following statements of the existing position in this respect and their belief as to the necessary measures to deal with the situation.

2. The gist of the recommendations is firstly that a system of Junior Schools (3) be instituted to undertake the Education of children from the ages of 4 to 12, the younger children being trained on the Kindergarten principle, secondly that education be made compulsory from the age of seven years, whether at these or other schools or at home, at the choice of the parents.

3. The matter under review has been subjected to the most careful examination.

4. The Committee asks that, if you wish to call witnesses to support or explain the attached memorandum, you will summon Mr. R. E. Dent, Kyambu P.O., and myself to appear before you.

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

G. A. S. NORTHCOTE,
District Commissioner,
Chairman. Kvambu Committee Junior Schools.

MEMORANDUM OF EVIDENCE.

Number of Children in District.

This was estimated at 145 children of all ages between the ages of 1 day to 15 years in January of this year: of these some 80 are of an age to come within the proposed scheme.

Present facilities.

Except for the Nairobi School no educational facilities exist in this district. Parents here are generally averse to using the Nairobi Government School owing to the fact that it is situated in Nairobi which they regard as an unhealthy town for children and being in a town where the child is necessarily brought into close contact with the less desirable class of native *i.e.* the semi-detribalized town boy.

What is required.

The Committee is concerned with the education only of children between the ages of 4 to 12 years old. The minimum age is set at 4 years because it is recognized that on many farms where the mother is busy with housework and funds do not allow of a paid governess small children are brought necessarily into day-long communication with natives to their own risk and moral deterioration. This Committee is so very strongly impressed with the utter undesirability and inevitability of this state of affairs that it feels that it cannot press too strongly for a system of schools where children of the early age suggested can be under continual European supervision.

It may be objected that parents are shifting unduly their responsibilities on to the State by asking for provision for children at an age when they are usually in the mother's care, but the problem must not be judged from the European standpoint: it must be remembered that in East Africa the average income is low, thus involving the mother in many household duties and at the same time preventing the engagement of paid governesses, who also cannot be relied upon to remain long in employment.

The recommendation therefore of this Committee is that a system of Junior Schools be instituted at such points in this district so as to be (1) within easy reach—say a maximum of 15 miles from the home; (2) capable of taking children from the ages of 4 to 12 years *i.e.* divided into Kindergarten and Preparatory School Sections.

The Committee's recommendation, at any rate so far as the younger children are concerned, is that the pupils shall be weekly boarders, being taken home at noon on Saturday and returning to school at noon on Monday, thus enabling them to pass two nights in every week under the parents' care.

Compulsory Education.

It is not felt to be necessary to argue the points in favour of Education being compulsory. The Committee was unanimous on this point and were unable to believe that any opposition to Compulsory Education would be encountered. It should be at the option of the Parents whether Education should be in the suggested or private schools or in the home.

The suggested age at which compulsion should begin is seven years of age.

Standards of Accommodation and Education.

If Education is to be compulsory the schools must necessarily be of a high standard both as regards accommodation and curriculum. The health and training of the children are of the utmost importance not only to themselves but to the State. The Committee has therefore recommended below high class buildings and first rate Teaching Staff: it deprecates most strongly as injurious and economically false any suggestion of cheap impermanent building or of untrained Pupil Teachers.

Sites.

This District divides itself naturally into three main areas Limuru, Kyambu and Ruiru, although it is recognised that a small portion of the alienated area of the district is not covered by this schedule *viz.*, the Mbagathi and Kabete farms. This last area has however no Association and it is difficult to speak definitely on its behalf but the Committee recommends that if a school is found necessary therefor it should be at Kabete. For the present the area could be served by the School in Nairobi, "faute de mieux" Limuru would certainly be served best by a school at the Tigoni Township: there are some 30 children who are ready in this area for the type of Education.

Kyambu: best site is undoubtedly Kyambu Township: there are some 22 children here requiring education.

The *Ruiru* site is more difficult: Ruiru and Thika areas are to be served by the Thika Railway and it is the opinion of this Committee that one school at Thika Township would serve the interests of both these areas.

Ruiru children 4 to 12 years, 12. Thika unknown but say 8.

No one central site would serve the whole district well, there being no Railway to Kyambu, which is the most central, and road communications being inferior and liable to interruption by heavy rain.

Attached will be found the following schedules:—

- (1) Scheme of buildings with Estimate of cost and of cost of furnishing.
- (2) Details and Salaries of European Staff.
- (3) " " " " Native Staff.
- (3) Cost of board of Children.
- " " " " Staff.
- Other recurrent expenditure.
- (4) Estimate of Capital Expenditure.
- " " Recurrent Expenditure.

Cost to Parents.

The Committee makes no suggestion as to the proportion of cost to be borne by the Parent. Obviously the Parent cannot bear the whole nor even the greater part: a sliding scale according to (1) income, (2) number of children at school is suggested.

The total cost is admittedly high and would be less per child as the number of children at school increased.

The Committee has however endeavoured to place before your Commission their considered belief as to the necessary expenditure involved not shrinking in alarm from apparently large sums nor underestimating in the hope of a more favourable reception of their views nor at the same time asking for a whit less than they consider desirable.

G. A. S. NORTHCOTE,
District Commissioner, Kyambu.
Chairman, Kyambu Committee Junior Schools.

SCHEDULE A.

Details and Total Cost of Building. Superficial area required per Pupil.

Dormitories	...	65	sq. feet.	
Playroom	...	25	" "	
Class room	...	17	" "	for rooms 13 or 14 ft. high.

*Main Building.
Children.*

2 Play-rooms	...	...	each	21 x 18
2 Dormitories	...	...	"	20 x 50
1 Dining room	...	...	"	20 x 38
2 Sick rooms	...	...	"	12 x 14
6 Bath cubicles (total)	...	...		18 x 10
4 Latrines ( " )	...	...		6 x 12
2 Class rooms	...	...	"	18 x 15
1 Cloak room	...	...	"	12 x 8

European Staff.

4 Bed rooms	...	...	"	12 x 15
1 Common room	...	...		22 x 16
1 Matron's room	...	...		30 x 15
1 Parlour office	...	...		15 x 15
8 ft. verandahs	...	...		80 x 8

Isolation Ward separate building.

Dormitory	...	...	"	18 x 14
Nurse's room	...	...		14 x 12

Quarters for Native Staff.

Married Christian Natives 2 men and 2 women.

1 Stone cottage, 4 rooms	each	10 x 10
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Small store and offices attached.

Other Natives: Servants.

4 C.I. rooms	each	7 x 7
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Offices.

Kitchen, Store rooms, Pantry, etc., etc.

Building

Total Cost estimated at	...	£4,000/-
" Furnishing cost estimated at	...	£1,000/-
Total capital cost		£5,000/-

SCHEDULE B.

<i>Salaries of European Staff.</i>			
1	European Head Mistress all found	...	£150—£200
2	European Teachers (fully certificated), all found	...	£240—£300
1	European Matron (fully certificated) all found	...	£120—£150 = £510—£650
<i>Salaries of Native Staff.</i>			
2	Asst. Matrons, Christians, married, all found	...	£32—£40
2	Head Servants, Christians, Indoor and Outdoor work, quarters only found	...	£24—£30
8	Indoor Servants	...	£90—£90
2	Outdoor Servants, quarters found	...	£20—£20 = £166—£180
			£676—£830

SCHEDULE C.

Cost of board of children, say 20 including washing			
•	£3 per month for 9 months	...	£540
Cost of board of Staff European 4, 11 months a/c.			
	£5 per month	...	£220 £760
<i>Passages of Staff.</i>			
1	on leave yearly	...	£100 £100
<i>Other Recurrents, 20 children.</i>			
	£10 each per annum	...	£200 £200
<i>Interest on Capital Expenditure.</i>			
	10 per cent. on £5,000	...	£500 £500
<i>Depreciation.</i>			
	Buildings 5 per cent. on £4,000	...	£200
	Furnishings 25 per cent. on £1,000	...	£250 £450
Total			£2,010

SCHEDULE D.

Total Capital Expenditure	...	£5,000	
Total Recurrent	...	£2,686	£2,840

MEMORANDUM BY MR. G. A. S. NORTHCOTE.

(1). *Types of Schools—Europeans only.*

Primary. Children aged 5-9: mixed sexes. Small local daily and weekly boarders: classes from 1 noon Monday to noon Fridays thus allowing all children three nights under home influence weekly.

Secondary. Large central boarding schools for children between the ages of 9 and 18: separate sexes.

(2). *Localities—European only.*

Weekly boarding schools for small children: covering the settled areas with radii differing according to the density of population, means of transport, roads, railways, etc., e.g. a school near Thika, another at Kyambu, a third at Tigoni would cover all this district's and Fort Hall District's farms.

Large Boarding Schools. Say, three, near Nairobi, Nakuru and on the Plateau. I suggest Dagoretti Station for the School near Nairobi: Dagoretti will not be needed in the future for Native Administration and would be of little use to a Resident Magistrate.

It is 10 miles from Nairobi and $3\frac{1}{2}$ from Kikuyu Station: two Mission Doctors live within a mile and a half: there is good water, plenty of firewood and 40 acres of ground. Messrs. Smith Mackenzie & Co.'s land on the next ridge could be acquired for play grounds, or an exchange made with the Native Reserve for some of the flat ground in the valley. Altitude about 6,500 feet. Failing Dagoretti I recommended:—

- (1) Tigoni in the Limuru Area: good water and plenty of firewood from the Wattle Estates: ample room: altitude rather over 7,000 ft.
- (2) Kikuyu Station: 60 acres: good firewood, water obtainable on the railway: but this site may be required for Township purposes.
- (3). *Standards.* European only.
English, Preparatory and Public School Standards.
- (4). *Provision immediately required—Europeans.*
Complete system of primary schools.
One large boarding school for each sex.
- (5). *Provision immediately required: Natives only.*
Primary. Co-ordination and inspection of existing Mission Schools, etc.
Secondary. Two Secondary Schools or Colleges for Kavirondo and Gikuyu—Kamba.
For types see next section.

(6). *Types of Schools. Natives only.*

Education is in great demand among the Gikuyu and Kavirondo: the demand undoubtedly will spread. Government which owes a first duty to European children cannot, I believe, face the whole cost of Government Primary Schools for natives.

Where approved Missions, acceptable to Natives, cover an area as in this district, primary education under Government regulation so far as lay curriculum goes should be left in their hands.

Where non-approved Missions if any exist Government Primary Schools will be a necessity.

Where approved Missions cover an area but are not accepted by natives, Government Primary Schools should only be built and kept up at the cost of the natives in the Reserve.

All such schools should be assisted by cheap or free stationery and books, furniture, etc.

In my opinion the native should gradually be brought towards contributing to the cost of his own or his child's education.

On the farms Government Primary Schools will generally be necessary.

Secondary. Government High Schools or Colleges enterable by competitive examination mainly and nomination in a few instances, at least one for Kavirondo, one for Gikuyu and AkamLa combined and later one for Masai, Nandi, Lumbwa and tribes of Northern Naivasha, one for Seyidie Province Tribes. The number of these Colleges and their size would be governed by the demand of East Africa for natives highly educated either on the literary or technical sides.

(7). *Localities Native Schools.*

Primary.

Reserve.—For this district at the established Missions.

Farms.—The Italian Roman Catholic and the Church of Scotland Mission serve all the Dagoretti and Limuru Farms: I think that there should be schools for farm squatters at Thika and Kyambu for the remaining farm squatter children, although the farms in this district are so near the Reserves that possibly all native children from Farms and Reserves might alike receive their education in the Reserves.

Secondary.—The Kikuyu Akamba College would be best suitable near the centre of the tribes affected e.g. at Fort Hall where there is plenty of room in the Township or at Embu.

There are several areas in this district, unalienated Crown Lands varying from 30 to 100 acres suitable to a certain degree to this purpose but the areas are all among or bordering on European Farms.

(8). *Standards of Education—Natives.*

Primary.

Reading and Writing: English, Swahili, and own Native tongue in Roman Characters.

Arithmetic: Up to decimals, Compound Fractions, Division in Weights and Measures.

History and Geography: Simple ground work, lists of dates, rivers, etc. being entirely avoided.

Technical: As ample as possible in Carpentry, Masonry, Smithy and Basket work, Tailoring, Shoe-making and Laundry work.

Agricultural: Modern methods: vegetable gardening.

Secondary or College.

Typewriting, Filing and Accounting.

English.

Mathematics up to simple Geometry.

History and Geography: Advanced.

Technical: Engineering, Joinery, Rudiments of Agriculture, Mensuration, Dispensary.(9). *Compulsion.*

Europeans: Absolutely essential.

Indians: Essential.

Arabs: Essential.

Natives: No: not at present owing to impracticability.

(10). *Limits of Age: Compulsion.*

Europeans: 8-16.

Natives if applied 8-13.

(11). I hold very strongly that throughout the education of native children the ideal of industry and the facts that education is only a means to an end and that manual labour has a dignity equal in every respect to that of literary should be kept before their minds.

Work for Europeans is not advocated here for the sake of Europeans' profit but because it is by serving and observing them in their daily life that the inferior race can best attain to the real advantages to which education is but a ladder. Education, that is, should be regarded by the native not as an escape from industry nor as an ideal in itself but as an avenue to the better expression of himself for his own, the Empire's, and the world's advantage.

G. A. S. NORTHCOTE,
District Commissioner.

Kyambu,
22/7/18.

Office of the Director of Education,
P.O. Box No. 120, Nairobi,
October 10th, 1919.

No. 1742/18.

THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

PERMANENT BUILDINGS.
EUROPEAN SCHOOL, NAIROBI.

STR,

I desire to inform your Commission that this department has once more drawn the attention of Government to the necessity of providing at an early date suitable and permanent buildings for the European School, Nairobi.

2. On April 14th, 1914, a Medical Board appointed at my request to investigate conditions at the School expressed an opinion that the School buildings were unsuitable for the purpose and should be condemned. The Nairobi School Committee at the same time asked that as little money as possible might be wasted on improving the present building and that all available funds be concentrated on a permanent School. Five and a half years have now elapsed since the buildings were condemned and Government has therefore been urged to give the matter priority of attention.

3. Site:—On June 17th last this department asked Government to purchase the Scott Sanatorium and to reserve the whole area of Crown land in the neighbourhood thereof for the maintenance of education. This area amounts to 450 acres of which 200 will be required for schools. The remaining 250 acres is increasing in value daily and can be reserved either as a school farm and dairy or the rents thereof can contribute to the revenue of the school. Government replied that it was useless to consider the possibility of obtaining the Scott Sanatorium for use as a portion of the European School as Sir N. McMillan has decided to maintain the Sanatorium as a hospital. No reference was made to the reservation of the Crown land adjacent. The remark of Government concerning the Sanatorium was speedily contradicted by Sir Northrup's Agent, whose letter is attached. It will be seen that this department has the first refusal of the building and as this offer may not be open long, Government is again being asked to agree to the purchase thereof, and to reserve the land as suggested above.

4. I may add that I have personally examined various sites which have been suggested and have concluded that that adjacent to the Scott Sanatorium is the only site worthy of consideration. This view is unanimously supported by the Nairobi School Committee. I shall be glad to know if the proposed site has been brought to the notice of your Commission and if it has been personally inspected by them. I am asked by the Headmaster to forward his views as set forth in the attached memorandum.

J. R. ORR,
Director of Education.

I.R.E.D. No. 1379/18.
of 4/9/19.

The McMillan Estates,
P.O. Box No. 86,
Nairobi,
4th September, 1919.

J. R. ORR, Esq.,
Nairobi.

Your No. 1495/18.

DEAR SIR,

I have this morning received your letter of yesterday's date on the question of a School Site, etc.

With regard to the Scott Sanatorium, as you are no doubt aware the site for this was given by Government for the special object of a Sanatorium being erected thereon.

If however there is a demand for the Sanatorium for urgent matters such as Education and it is considered that the *demand is popular*, then I have no doubt that the Government would withdraw their stipulation and agree to the Sanatorium being converted into a School.

With the above in mind I have been in communication with Sir Northrup and I received a cable from him to the effect he would under the circumstances agree to sell for a price sufficient to pay the Bank himself and all other subscribers in full.

I have now a box of all the old papers relating to subscriptions, etc., and if you wish it I could get out a statement showing the amount referred to in previous paragraph.

I have, etc.,
(Signed) S. DONNELLY.

No. 1752/18.

Office of the Director of Education,
P.O. Box No. 120,
Nairobi,
October 14th, 1919.

S. DONNELLY, Esq.,
The McMillan Estates,
Nairobi.

SCOTT SANATORIUM.

Your Letter of September 4th, 1919.

DEAR SIR,

I beg to acknowledge receipt of your letter of the 4th ultimo which has been placed before the Nairobi School Committee.

2. The whole question of advising Government to open a public secondary School on the Crown land adjacent to the Scott Sanatorium was thoroughly discussed by the School Committee at a special meeting convened for the purpose and was unanimously approved. Further, at the special request of the Nairobi Chamber of Commerce the Chairman of the School Committee (Mr. G. A. S. Northcote) attended a meeting of that body in order to explain the recommendation and I am informed that the proposed site for a secondary school was unanimously approved by the Chamber.

3. You will understand that the purchase of the Scott Sanatorium does not form an indispensable part of the proposal, but in view of the support accorded to the proposal by representatives of the public, I shall be obliged if you will be good enough to furnish me at an early date with an estimate of the cost of purchase for the information of the Education Commission which is now in session.

I am, Sir,
Yours faithfully,

J. R. ORR,
Director of Education.

Copy to Hon. Secretary, School Committee, and
Chairman, Education Commission.

European School,
Nairobi,
10th October, 1919.

THE DIRECTOR OF EDUCATION,
Nairobi.

SIR,

I shall be glad if the following remarks may reach the Education Commission before its next meeting.

Should the Scott Sanatorium site be sanctioned, an immediate move would be quite feasible by housing the Matron and girls of the Upper School in the building and the boys in tents: it would be a simple matter to use E.P. tents for class rooms and dormitories for the present. The time is now specially favourable owing to the small numbers in the Upper School: building could then be started at once and if found necessary a fixed amount spent each year. I feel sure that a considerable number of day boarders would come out as boarders forming a strong nucleus for the Secondary Boarding School (with a reduction of fees for weekly boarders) for a 100 children. The opportunity now presented must not be let slip and even a year's inconvenience should be gladly borne by all concerned in view of the immense advantages which must accrue in the future. *I can see no objection to the scheme and incalculable advantages.* After my year's experience in Nairobi I am sure that the move is a sound one and the future of the school a certainty. It must be remembered that environment is an all important factor in school life and from environment is born tradition, and I venture to assert that under present conditions the School cannot advance with the Colony and the future generation will be the sufferers. No duplication of Staff would be entailed but a few additional appointments necessary. I think many savings too could be effected in the way of House allowance and moving some of the present buildings. The Railway Authorities should be approached at once or a couple of Ford Cars provided which might become in a measure self-supporting. The proximity to Kabete with its facilities for continuation classes too will be an important factor in the future. I have had opportunities of hearing the views of Parents and others interested and given the necessary facilities am prepared to guarantee the accomplishment of the results I have in view namely: the establishment of a Secondary School which while providing the right training for future settlers would obviate the present need for separation of Parents and Children which is the curse of Colonial life throughout the Empire.

I suggest that the Commission be asked to visit the Scott Sanatorium personally to see what is practically a ready made school in situ furnished with many conveniences which the present School lacks, in beautiful surroundings and I understand for immediate sale.

(Signed) R. A. LOW,
Headmaster.

N.B.—Nairobi must extend Northwards, the distance from Kilimani as the crowflies to the Sanatorium is not great and the larger portion of day boarders will always come from Parklands.

No. 324/1.

Office of the Director of Education,
P.O. Box No. 120,
Nairobi,
February 25th, 1919.

THE CHAIRMAN,
EDUCATION COMMISSION,
(Secretariat),
Nairobi.

SIR,

I have the honour to forward in original information collected by the Secretary—Farmers' Association, Limuru—on behalf of your Commission, I informed Mr. Leakey that these questions had been dealt with when I met his Association in December, 1916, and subsequently forwarded to the Education Commission, but he tells me that they have again been submitted to residents of the Limuru district who have now had time to submit their answers severally in writing—he therefore trusts that they will receive the careful consideration of your Commission. Separate copies have been sent to members of the Commission.

J. R. ORR,
Director of Education.

Limuru Farmers' Association,
British East Africa.
Limuru, September 20th, 1918.

TO THE DIRECTOR OF EDUCATION,
Nairobi.

SIR,

I am instructed by my Committee to forward to you answers received to the following questions on Education put to residents in Limuru. My Committee asks that you would kindly return this correspondence after you have brought it before the Educational Commission.

1. What proportion of parents are willing to have their children entirely educated in this country?
2. What fees do you consider could be fairly charged for (a) day pupils, (b) boarders?
3. Do you favour the establishment of day schools or boarding schools?
4. Should the basis of organisation be the Kyambu district or the sub-districts contained therein or a larger area to include towns. Thika and Naivasha?
5. Is it your opinion that different (educational) grades of schools are desirable?
6. Would you support any system of local taxation or educational rates and on what basis should it be established?
7. Should schools be erected on Crown land or private property?
8. Should education be compulsory on all European children between the ages of 9 and 16?
9. Will you give your views on native education generally?

I have the honour to be,
Sir,
Yours faithfully,

A. G. A. LEAKEY,
Hon. Secretary,
Farmers' Association, Limuru.

LIMURU,
September 6th, 1918.

TO THE HON. SECRETARY,
Limuru Farmers' Association.

EDUCATIONAL QUESTIONS.

DEAR SIR,

1. I would like my children to be entirely educated in this country.
2. The same fees as at present charged by Government School, Nairobi.
3. Day Schools preferred.
4. Every district in which there are a certain number of children ought to have its own school.
5. I favour various educational grades. But don't consider them necessary until an ordinary school has become established.
6. Am agreeable to local taxation. To be derived by Land Tax.
7. Schools ought to be erected in the most central position irrespective of Crown or private land, providing the locality is healthy.
8. Yes.
9. I don't favour native education until provision for every European child has been made. Apprentice him to farmers for a fixed period of years, to be taught how to work and be steady.

Yours faithfully,

J. HODSON.
LIMURU,
September 7th, 1918.

TO THE HON. SECRETARY,
Limuru Farmers' Association.

HEREWITH REPLIES TO EDUCATION.

SIR,

1. The majority.
2. (a) Free and compulsory to the 5th Standard every facility for higher at actual cost, *i.e.* Masters' Salaries.
(b) Enough to cover expenses of providing good plain food.
3. Both. It would be impossible to establish day schools for outside districts.

4. For Boarders, an area including Kyambu, Thika and Naivasha. Day schools where most convenience.
5. Yes.
6. Yes, a Tax on Land also Poll Tax, then all males would be supporting Education.
7. Yes, on Crown Lands. Also a plot or plots should be reserved for Education purposes in all Townships sold by the Government or private individuals.
8. Yes, and free and compulsory to the 5th Standard.
9. All monies now being squandered by the Government to Missions and also the £2,000 to the P.W.D. paid annually for 20 Natives be withdrawn. All Native Education to be Technical, *i.e.*, apprentice young Natives to Farmers, Planters, Builders or any Firms or individual that will train Natives to be useful to the Protectorate. Freehand and Geometry, etc., absurd and unnecessary—not 1 per cent. of European artisans require it and for a good number of years Natives will be under an European or Indian foreman.

Yours faithfully,

W. HALL.

-
1. None.
 2. (a) Tuition fees should be at least Rs. 10/- per term irrespective of Standard This might enable the Government to employ higher class of teachers. A reduction might be made where more than one child in a family are attending at the same time.
(b) Boarding fees should be high enough to enable it to be self-supporting.
 3. Both; according to whether the child is near the school or otherwise.
 4. The larger area of trans. Thika and Naivasha.
 5. Yes.
 6. Every man who is not paying for the education or up-bringing of more than two children should pay an education tax.
 7. School sites should belong to the Government and where this is not possible in the first place the Government should purchase land for such sites.
 8. Yes.
 9. No education should be given to Natives until it has been made possible for every European child to be fully educated.

Suggestion. I strongly advise that no boarding school should be situated where there is a resident Native population. The reason being that it is impossible to prevent the school Native servants from sitting and sleeping in Native huts and thereby bringing back disease to the school.

2. That separate boarding schools should be for boys and for girls where possible.
3. I suggest Naivasha as an ideal place for central boarding school.

Yours faithfully,
A. G. LEAKEY.

B.E.A. Saw Mills,
Escarpment,
September 6th, 1918.

THE HON. SECRETARY,
Limuru Farmers' Association,
Limuru.

DEAR SIR,

In answer to your letter of the 1st September re. Education.

1. Speaking personally. I don't believe in children finishing their Education in this country, as the tropics has a strain on the brain and therefore would not give the child fair-play and justice.
2. Charges for day and boarding is rather a difficult question to answer as I should say it ought to vary according to what folks can afford. Some parents can well pay Rs. 60/- per month for each of their children, whereas others would find it hard to pay Rs. 20/-.
3. I favour the establishment of day schools as I believe a child should see their parents daily and see that their food is properly cooked, and see to their little wants and I think the child would be more attached to his parents which is a very important matter.

4. I should say, Kyambu would be quite alright for the basis of organization.
 5. I believe in different grades of Schools in this country, especially to settlers, etc., who may be really in love with B.E.A. and don't want to leave it, therefore their children would need same to give a nice touch off to their children.
 6. I would be quite willing to support educational rates, the remaining part of the question I am unable to answer.
 7. I should say, schools should be erected on Crown land!
 8. Certainly education should be compulsory on European children from 9 to 16, and to speak my mind candidly I should say from 5 years to 16. I think a child of 5 years could go to school, say, every morning and not return after lunch, it keeps a child out of mischief and he gets to know other children of his own nationality and out of the influence of the Natives of East Africa.
 9. My views on Native education are as follows: I have been in the country 5 years, of course, that is not very long, and I believe that Natives should be educated, but with a very firm hand. First he should be taught cleanliness. Second, he should work and not hang about as I see most Mission boys, and think that work was not meant for them! Education should commence at about 8 years of age, that is a good time to get hold of them before they start cutting holes in their ears, etc. I don't believe in grown up natives getting education as I don't think they can possibly learn.
- Of course, I am just speaking now as I think, but at the same time I may be wrong.

Trusting my few remarks may be of some little use to you.

I am,
Sir,
Yours sincerely,
(MRS.) A. MORISON.

Uplands,
13th September, 1918.

THE HON. SECRETARY,
Limuru Farmers' Association,
Limuru.

DEAR SIR,

Yours to hand re. the Education question. My answers to same are as follows:—

1. I should think the majority.
2. Rupees forty-five per term for boarder. Day pupils I cannot say.
3. I should suggest day school for Nairobi and for boarders a stone built school with boards' floors between Kikuyu and Escarpment Station.
4. Kyambu district including larger area.
5. Yes, decidedly.
6. Yes, for Europeans with or without children.
7. On Crown land decidedly.
8. Yes, decidedly between the age of 7 and 16.
9. Yes, Industrial school only.

The boarding school should be for Europeans only, and the Director of Education should give his whole time and energy to same and to enable him to get the *best teachers*. He should be allowed to give them *more* than a living wage and should have nothing to do with question 9.

Yours sincerely,

T. STRANGE.

Limuru,
12th September, 1918.

THE HON. SECRETARY,
Limuru Farmers' Association,
Limuru.

SIR,

Your circular letter of 1st instant re. education.

1. All I should say if the Education was good enough
2. This entirely depends on the prices of foodstuffs, etc.
3. Both to meet requirements.
4. The whole Colony.

5. Yes, after a certain standard or age has been reached.
6. Land should be set apart in each district to be sold or let or dealt with to provide funds for Government schools.
7. On Crown land.
8. Yes, as soon as funds are available to educate poor children free see my reply to 6.
9. When you are satisfied that the Education is all it should be for the white child then and not before should this question be dealt with.

Yours faithfully,
H. GLICMANN.

Limuru,
September 14th, 1918

THE HON. SECRETARY,
Limuru Farmers' Association,
Limuru.

DEAR SIR,

In replying to the circular sent out by the Association, I will take the questions in order, and answer them to the best of any ability.

1. It is impossible for one person to estimate what proportion of parents are willing to have their children entirely educated in this country—if you mean, “am I willing”—yes, as regards girls, provided I can get an equally good education in this country, as I could in England for my daughter—for boys, I would not care for it, for nothing in my opinion takes the place of an English—or Scottish—public school.
2. The fees chargeable depend entirely on the school—I think people would probably be willing to pay English school fees to have the advantage of an ordinary good school course, such as a High School affords.
3. A good boarding school is a greatly felt need,—to include any available scholars.
4. My own opinion is that Limuru is by far the healthiest place for children, and being on the railway, it is easy of access.
5. Different grades of schools are most certainly desirable.
6. I think the school fees should be adjusted to cover all costs, and no rates or taxes should be necessary.
7. “Should schools be erected on Crown Land or private property”—on Crown land if there is to be any help from Government. If it is a private enterprise, it is surely immaterial.
8. Education should be compulsory, but 16 is a rather outside age limit for compulsion.
9. I know nothing of native education, but I think being taught to read and write is of very little value, unless the native is taught to work too.

Yours faithfully,
G. E. KING MAGEE.

REPLIES TO QUESTIONS FOR THE EDUCATION COMMISSION.

THE HON. SECRETARY,
Limuru Farmers' Association,

Limuru,

SIR,

1. I should think the majority of parents would be desirous of having their children educated in this country up to the age of, say, fourteen, provided the education was of a sufficiently high standard.
2. Difficult to say without knowledge of the qualifications of teachers proposed to be provided. (a) £16 to £20. (b) £50.
3. Boarding Schools taking day and weekly scholars.
- 4.
5. Yes.
6. Yes.
7. Crown lands.
8. Yes.
9. This I think should be left over until education is provided for all Europeans.

Yours faithfully,
J M. W. HUTSON.

Limuru,
September 12th, 1918.

THE HON. SECRETARY,
Limuru Farmers' Association,
Limuru.

EDUCATION.

DEAR SIR.

REPLY TO QUESTIONS.

1. Seventy per cent.
2. Fee for boarders Rs. 150 per month.
3. and 4. Boarding School, which should be a model public school to the Protectorate and Uganda.
5. Preparatory schools to be started in all parts of the country, where justified by the number of children.
6. Crown lands should be earmarked and either leased or sold, for the endowment of schools. An effort should be made to interest one or more of the great public schools of England in the matter with view to a foundation on their own pattern.

I should be in favour of a land rate, if it was proved necessary to supplement revenue from endowment.

7. Crown land, unless a more suitable site exists on private property in which case, the better site should be purchased.
8. Yes.
9. At the present time, very elementary education, to enable natives to become skilled workmen. Judging from what one sees of natives who have been to Mission schools, I am strongly of opinion that much good would ensue, if a longer period of moral training could be given, especially with regard to truthfulness and straight dealing, I know very little about the method or work of a Mission, and am writing my impression, made only from what happens in daily life on a farm when dealing with Mission boys.

Yours faithfully,

T. G. R. WAY.

RE. GOVERNMENT EDUCATIONAL COMMISSION.

Replies to Circular by Limuru Farmers' Association, dated 2nd Sept., 1918.

THE HON. SECRETARY,
Limuru Farmers' Association,
Limuru.

1. The greater proportion, on grounds of economy as well as for family reasons, *e.g.* it is one of the great drawbacks experienced by Europeans living in India, that they are obliged to part with their children as soon as they reach the age for education.
2. £10 to £15 for day pupils. £40 to £50 for boarders.
3. Boarding and Day Schools combined, as at the Government School, Nairobi.
- 4.
5. One grade of schools to begin with.
6. Yes.
7. Crown land.
8. Yes.
9. I hold it to be a duty and necessity to educate Natives. As far as my experience goes I would advocate first of all industrial training, *i.e.*, that boys should be taught the value of manual labour and specially such trades as carpentry, stone work, thatching and all kinds of farm work. Then should follow the teaching of the 3 "Rs." and religious education. I am told that in Uganda the natives are forsaking work on the land to become clerks. This is greatly to be deplored and I think should be discouraged by every possible means. To any one interested in the subject there is a book entitled (I think) "Up from Slavery" which gives a very clear account of what has been done in America in the way of educating Natives to take interest in manual labour as a basis for higher education.

Yours faithfully,

HUDSON CANE.

14-9-18.

Limuru.

THE HON. SECRETARY,
Limuru Farmers' Association,
Limuru.

DEAR SIR,

Your letter of the 2nd to hand, in reply to your question:—

1. We do not know.
2. do.
3. Both.
4. A school ought to be established in the Limuru area.
5. Yes.
6. People ought to pay for the education of their own children.
7. On Crown land if possible.
8. Yes.
9. No money should be provided for the education of natives till every white child's education has been provided for.

We are willing to take natives apprentices for the purpose of teaching them practical agriculture.

Yours faithfully,

A. D. IMPEY,
ROB. A. DANVERS,
J. H. SCOTT.

Limuru,
September 4th, 1918.

THE HON. SECRETARY,
Limuru Farmers' Association,
Limuru.

SIR,

Referring to your circular of September, 1918, re. education, the following are my views in answer to your questions.

1. This question cannot be answered without a general census being taken on the subject.
2. I cannot answer this question without knowing more about the subject than I do.
3. I am in favour of the establishment of both classes of schools so as to suit the convenience of all.
4. I think the basis of organisation should be the whole Protectorate, or there would not be enough children to make it worth while.
5. Yes.
6. Yes, I think there should be an educational tax imposed on all Europeans.
7. This is a question of convenience in each case, but the Crown should have power to expropriate, at a fair compensation, any land required on private property.
8. Yes.
9. This should be confined for many years to come to teaching them carpentry, house work, etc. Women should be trained as ayahs.

Yours faithfully,

C. B. CONYBEARE.

September 15th, 1918.

To A. G. A. LEAKEY, Esq.,
The Hon. Secretary,
Limuru Farmers' Association,
Limuru.

SIR,

1. This is a personal matter, but one would presume that the majority would prefer to educate in England, if sufficient means are available.
2. Fees kept as low as possible.
3. Boarding Schools; taking in day pupils from the neighbourhood.
4. Don't understand question.
5. At present one grade, possibly more in the future.

6. I agree with a proposition put forward at a Limuru Farmers' Association meeting by Mr. Hall that when the Government sells blocks of land, one shall be reserved for Education and one for hospitals thus in course of time the revenue from these would make for free hospital attendance and free education I understand this system is adopted in Australia and New Zealand.
7. Crown Lands.
8. Education compulsory between 9 and 14.
9. Native education should not be at the expense of the white children and should be confined to the three Rs.

As regards technical training I think a limit should be put on the wages that a trained artisan should receive as there are many inexperienced settlers in the country who are apt to give a far too high wage and this in my opinion is very detrimental to the country.

I consider Limuru, as one of the best positions for a school (in spite of Dr. Burkitt) the following are some of the reasons. Healthiness practically (not theoretically) *proved*. No mosquitoes consequently no fever. Excellent water for drinking. Vegetable and Dairy produce available Fuel abundant. Crown land available not far from Railway and one hour's run from Nairobi by motor car. Several houses in district take in paying guests and so could accommodate parents. Quite large number of young children in the district. It is quite probable that in the near future a Doctor will be residing in the district. A school established here would be a great boon to coast residents with children.

Yours faithfully,

ARNOLD B. W. O'DONELL.

September 12th November, 1918.

THE HON. SECRETARY,
Limuru Farmers' Association,
Limuru.

DEAR SIR,

Yours of the 1st duly to hand. Herewith my views on the education matter.

1. I should say that at least 90 per cent. of parents would have their children entirely educated in this country. That is if they educate children from 8 years till they Matriculate. Otherwise parents would be obliged to send them out of the country in order to have them educated.
2. From Re. 1/- to Rs. 8/- per month for day pupils and a fee of Rs. 35/- per month for boarders.
3. I favour the establishment of boarding schools on a large scale and a day school where possible.
4. The basis of organisation should be in the sub-district say in the Limuru Township area.
7. Schools should be erected on Crown lands only.
8. Education should be compulsory on all European children between the ages of 9 and 16.
9. No money should be spent on native education until every European child in the country has been educated.

I am,

Yours faithfully,

E. G. DUIRS.

Waterford,
Limuru.

ANSWERS TO EDUCATIONAL QUESTIONS.

1. About 75 per cent. if schooling.
- 2.
3. Boarding.
4. Larger area.
5. Yes.
6. No. Money should be borrowed by the Government.
7. Crown land.
8. Yes.
9. There should be no question of native education until the claims of the European have been met. Then there should be arranged education for natives and the teaching of trades.

Yours faithfully,

W. H. CAINE.

Limuru Farmers' Association,
Limuru,
September 26th, 1918.

THE DIRECTOR OF EDUCATION,
Nairobi.

SIR,

I enclose herewith a belated reply to our education question.

Yours faithfully,

A. G. A. LEAKEY.

THE EDUCATION OF EUROPEAN CHILDREN.

1. Provided the Education available is satisfactory, the majority of parents would prefer to have their children educated here.
 - (a) Because they would not then lose sight of them for years.
 - (b) Because the expense would be far less than that of sending them home.
2. The question of fees depends on two main factors :
 - (a) The class of education.
 - (b) The character of the school.
 If these are satisfactory, fees comparing with those of a good class school at home could be charged.
3. I should support the establishment of Day Schools in the Towns *e.g.* Nairobi and Nakuru, if there are sufficient resident children in the latter to make it possible; and of Boarding Schools at two such healthy localities as Limuru and Londiani, with of course the opportunity for any children living near these Schools to attend as Day Boarders.
4. I cannot see that it is necessary to group districts, as it must be open to parents to choose the School for their children. If, for instance, a resident in Kyambu thought the Londiani School would be better for his child than the Limuru, either on the ground of the efficiency of the staff; the healthiness of the position; the arrangement of the buildings; or the companionship of friends amongst the scholars, it would be at his option, subject to there being room for the child in both schools, to send it to whichever he chose.
5. I think there should be a Kindergarten Section in each of the Schools and that they should all aim at one and the same standard. Technical Education should in my opinion be given in each of these upper schools, such as Chemistry, Carpentry, etc., but I do not think the time is ripe for the establishment of Colleges here, such as an Agricultural College, etc.
6. Without knowing what sum would be required over and above the Educational Grant-in-aid, it is difficult to propound any scheme for raising funds. The disbanding of the Nairobi Boarding School should leave a large proportion of the Grant which it now absorbs available for the suggested Boarding Schools at Limuru and Londiani, but some system of taxation should be inaugurated, the incidence of which should fall, as far as possible, equally upon all.

7. If the Schools are to be Government property they should be built on Crown land : but if they are State aided, privately-owned Schools, I think that part of the State aid should be to provide suitable sites, for which a rental could be charged, which on the Inspector's report being satisfactory, could be remitted to a peppercorn.
8. If we wish to develop the native into a useful member of the community it will not be by keeping him ignorant. We must educate him. We may have to pay higher wages to the boy who can read and write, but that boy will spend much of the increased wage in better food and in clothing, in books and stationery in lamps and oil, in making a home instead of a hut and so will contribute far more to the country's revenue than he does as a simple hewer of wood and drawer of water. Educated technically, he has proved himself a clever bricklayer, carpenter, blacksmith, basket-maker, saddler, etc., etc., and he can largely replace the Indian mechanic at a lower wage. The records of the Prison Industries shew that his competition was so keenly felt that the Nairobi Shopkeepers protested that a good deal of their trade was being taken from them by the Prisoners.
9. I think that in all probability at present, private schools, aided by the State, (such aid to take the form of grants of land. Assisted passages for certificated teachers, and a Capitation Fee for all children on the Roll, increasing in proportion to their regularity of attendance and proficiency in their work) would be a cheaper and more satisfactory method than the present.

Yours faithfully,

R. W. McDONELL.

POINTS ON EUROPEAN EDUCATION IN B.E.A.

By MRS. ORR.

School Buildings, Nairobi, are almost entirely unsuitable.

1. Considering the children spend so long a time in one room, the present class rooms are not ventilated suitably nor are they lofty enough.
2. There is not enough accommodation therefore the rooms are too crowded, giving no room for relaxation between classes.

In a New School.

- (a) It is very essential to have a central hall.
- (b) Lofty rooms.
- (c) Higher windows owing to the constant wind making class work very difficult if the windows are in present position.
- (d) Need of large open bandas for shelter on recreation and play grounds.
- (c) School should not be on a slope.

Mixed or Co-education detrimental in this Country.

- (a) The insurmountable difficulty of obtaining the teachers exactly suitable for co-education.
- (b) The natural precocity of children brought up in the tropics.
- (c) The constant interchange of companionship between the sexes does not tend to strengthen the natural characteristics of either.
- (d) It is not advisable for young teachers to have control of the opposite sex owing to the aforesaid natural precocity of children in this country and young teachers are more often than not an advantage. Therefore in my opinion it is advisable to have separate schools for the sexes, in the same area (for convenience to the parents and otherwise) owing to the moral risks run by mixed and co-education in this country.

Advantages of keeping to one central school for each sex in the locality of Nairobi.

1. Convenience for catering in school, for parents, and for social life of the staff.
2. The advantage of giving farm and country children the opportunity of enlarging their mental horizon which is naturally very limited.

3. It is an advantage for day children to mix with the boarders in this country as it again widens the outlook on life. Every care, of course, being taken to safeguard against the introduction of infections, diseases and an isolation bungalow provided for an outbreak.
4. I consider it beneficial therefore to enable the children of the farms and country to visit the public places of worship, see the shops, and go to selected cinemas, *under school supervision syllabus*.

The tendency seems, considering we are in tropics, both at home and at school to over-tax our children.

The artificial life to European children makes it necessary to guard against any sort of strain which easily arises from any extra mental or physical exertion. So much is put down to climate in this respect when often it is the strain put upon our children by parents and teachers in their great anxiety to compete with children of temperate countries. The great difficulty children have in concentrating is due very largely to their training environment and surroundings and this difficulty alone is a strain on the nervous system.

- (a) Therefore no lesson in the lower forms should exceed 30 mins.; and short physical exercises should take place between.
- (b) All extra classes, rehearsals for plays, lectures, etc., must all be counted in the syllabus and take the place of the work on the syllabus on one or more days in the week. This is because all additional work is a strain on the child's powers of concentration.
- (c) The hours from 4 to 6 should always be allocated to recreative physical exercise in the fresh air, unless illness intervenes.
- (d) It is essential the classes should not exceed 30 children in this country: and where handwork is taught in the lower standards, not more than 24.
- (e) There is a great need of Kindergartens or one Central Kindergarten, as the majority of children range from twelve years' old downwards.

These little ones need occupation to keep them from associating with natives too much, also the great difficulty that children have in being methodical and using their powers of concentration, might be greatly aided and directed by the training of infants. They must however under no consideration be overtired by walking in the mid-day sun.

If no vehicle can be supplied by the parents for the return journey, then the school should cater for their needs by lunch being provided and afterwards each child being given a blanket and pillow to rest on, in the recreation room under supervision.

- (f) Afternoon work in this country should be of the lightest type, *i.e.*, drawing, painting, needlework, etc., and some home work and the latter should not occupy more than one hour altogether.

The Teachers.

The strain of teaching is far greater in this country owing to the difficulty of building up the lessons on the knowledge of the children. All lessons in elementary science are in my experience, easier to give, because in these subjects children have a rudimentary knowledge. As it is in other subjects, children require so much stimulation to awaken their interest, and again it requires vitality, almost magnetic for to retain their powers of concentration, so that much is taken out of the teacher and the individual is in some lessons strained to the point almost of exhaustion.

Therefore I would see teachers used for teaching only, with no supervision duties.

The short periods of supervision should fall to the matrons of whom there should be four.

All physical development and all supervised games between 4 and 6 and on half holidays should be taken by a sports master or mistress.

There is a great need of better and happier surroundings for the teachers here and it would be good if the social world took more interest in them.

There is a need of utilising the Central Government School for children who are to live in this country, and so adapt it that it meets their prominent requirements. Then for those boys and girls who are to be ultimately educated at home surely a High School for girls, and a Preparatory School for boys is more suitable. In order to establish these perhaps a syndicate might be formed for providing the capital, for it is obvious that the parents of these children can afford higher fees and therefore help themselves in this matter.

They might be assisted by perhaps a grant-in-aid, and also by land for the buildings.

The physical aspect of the children on the whole we do not adapt ourselves to our conditions and environment and bring these into consideration when dealing with.

- (1) Children. They would greatly benefit of it were more possible to give them change from the place of residence, at present there are no facilities.
- (2) There is not enough care taken to safeguard our children against the effects of the sun. It is necessary to protect the head by helmets and real Terais, this is frequently neglected by parents. If girls wear their hair plaited and boys wear thin shirts, there is a need of a spine pad.
- (3) I do not approve of the vigorous restrictions against going out in the sun between 11 and 3 if they are to live in this country, but they must be protected in every possible way. A child's instinct will, in most cases, tell him if the sun is too much for him, and he will seek shelter.
- (4) The care of the feet is very important because of jiggers and uneven ground. Boots should be used if possible.

Spiritual Instruction.

This is essential in this country as the life, surroundings and general environment is on the whole detrimental to his spiritual growth and he needs direction for his after life.

Another of my reasons for advocating the Central School to be built in the locality of Nairobi is that the children can worship at the various buildings for that purpose which are edifying both from a spiritual and social point of view.

Again all ministers of religion can have access to the school.

School of Artizans,
K. A. R.,
M'bagathi,
2nd December, 1918.

THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

SIR,

As a certificated Schoolmaster, and having been in command of an Army Technical School for Natives for the past six months, I am sending you the following notes in the hope that they may be useful to you, and the Members of the Commission in your decisions re. Native Education.

TECHNICAL SCHOOL FOR NATIVES.

I. ESTABLISHMENT.

European. (a) *One Schoolmaster* certificated, whose duties will be:

- (i) Supervision of Elementary Education,
- (ii) Setting tests periodically, and
- (iii) Teaching of Drawing and Handwork.

(b) *One Master*, with certificates for Building Construction, who will supervise all Technical Training.

Native. (a) *Three Native Teachers*, who will carry out the Elementary Training under supervision of Schoolmaster.

(b) *Four Master Artizans.*

- One Carpenter.
- One Mason or Bricklayer.
- One Tailor.
- One Metal Worker, Tin-Smith, or Fitter.

These can be employed as required.

2. *Pupils.* (a) School to commence with 60 boys, who will be divided into 3 classes according to age and intelligence.
- (b) When the most advanced class is considered fit for technical work, they will pass into workshops for 3 hours daily, and spend two hours daily in school. Twenty boys can then be recruited to form another class in the school.

- Notes.* (1) A knowledge of Reading, Writing, Arithmetic and Drawing is necessary for efficiency in the workshops.
- (2) Boys who understand Ki-Swahili and are intelligent, can be passed into workshops after six months' education. Those who have no knowledge of Ki-Swahili require approximately 12 months.
- (3) If native teachers are not supervised by a qualified European, the pupils work mechanically and do not exercise their powers of reasoning.
- (4) Native teachers cannot teach Drawing, which is an essential preliminary to all Technical Work.

- (5) In order to prevent pupils who have been passed out as Artizans from reverting to their rough uncivilised mode of life, the P.W.D. could employ them for a certain period, until they appreciated the benefits accruing from their position as Artizans.
- (6) According to the latest scale of salaries adopted by most Boards in Scotland (those in England must do likewise) the salaries of Assistant Masters rise to £300, and of Headmasters to £400. Again, the Education Bill which will be passed early next year, will cause an increased demand for Teachers, and so the salaries must rise accordingly. Therefore, in order to attract efficient schoolmasters to this country, the present scale of salaries should be increased.

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

R. PATRICK,
Lieutenant.

Nyanza Farmers' and Planters'
Association,
Muhoroni, 29-1-1919.

THE CHAIRMAN,
EDUCATION COMMISSION,
The Secretariat,
Nairobi.

SIR,

I have pleasure in handing you herewith a copy of a letter which I have to-day written to The Hon. The Chief Secretary on the subject of European Education.

Believe me, Sir,

Yours faithfully,

E. A. PHELPS,
President,
The Nyanza Farmers' and Planters'
Association.

[COPY.]

Muhoroni, 29-1-19.

The Hon'ble.
THE CHIEF SECRETARY TO THE GOVERNMENT,
The Secretariat,
Nairobi.

Copy to The Chairman, The Education Commission.

EUROPEAN EDUCATION.

SIR,

At a recent meeting of the Nyanza Farmers' and Planters' Association the following resolution was unanimously passed:—

“That this Association strongly urges the extreme importance
“of making immediate and adequate provision for the education
“of European children.”

That the importance of this subject is fully recognised by Government has, I feel sure, been shewn by the appointment of the Education Commission, and, I fear, our resolution is couched in too general terms to be of very much service, except in so far as it clearly shews that farmers in the Nyanza Province fully realize that the half-educated man or woman is a source of danger to the community, and that immediate and vigorous action is necessary to guard against this Protectorate becoming a country of European children running to waste.

Here, the necessity for a full and efficient educational system for European children is far greater than in England since, owing to legitimate Native and illiterate Indian competition, coupled with climatic conditions, there is absolutely no opening for the uneducated or half-educated white.

Nothing can be of greater immediate importance than the education of the European children of this country, since its effects will be felt by the Native, not only in this, but also in every subsequent generation.

Owing to lack of time and a long Agenda, this Association was unable to consider the terms of inquiry of the Education Commission at any length, however, general regret was expressed that the consideration of the education of European and Indian children had been bracketed in them. It was felt to be a self-evident truth that the claims of European and Native subjects having respectively a protectoral right and an equitable interest in the land, should be very greatly preferred to those of Oriental subjects, who have no claims of this nature, and that this important point ought to have been clearly, if tacitly, shewn in the terms of inquiry given to the Commission for their guidance.

Believe me, Sir,

Yours faithfully,

E. A. PHELPS,
President,
The Nyanza Farmers' and Planters'
Association.

COPY.

C. M. S., Maseno,
KISUMU,
6th January, 1919.

THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

SIR,

The Kavirondo Ruridecanal Council on December 11th, 1918, passed the following resolutions to be forwarded to the above Commission.

1. That the Ruridecanal Council of the Native Anglican Church, Kavirondo, having considered paragraph 12 of the terms of Reference of the Commission of Inquiry on Education, suggests that one-tenth of Native taxation be devoted to the purpose of Native Education.
2. That in our opinion it is not advisable to adopt Compulsory education for Natives at present.

In Nilotic Kavirondo.

1. Jobura mag Ruridecanal Council of the Native Anglican Church, Kavirondo, *kagise paro wach 12 mar.* terms of Reference of the Commission of Inquiry on Education, *gihero nyisou ni mondo ung'adi apar mar usuru mar jopinny minyal keto kuom puonjruck mar jopinny.*
2. *Waneno ka ok owinjore ndalogi yuayo ji gi teko mondo gipwonjore.*

I am,

Yours faithfully,
(Sgd.) A. E. PLEYDELL,
Secretary.

EDUCATION COMMISSION, E.A.P.

MEMORANDUM

BY

S. D. PURI,

The Hon. Secretary of the Indian Association, Machakos.

The problem of education is always a complicated one to solve very satisfactorily, and this is particularly so with the Indians who have so many sects and religions, each sect and religious body aspiring for education on their own lines. It is therefore with diffidence that I venture to give my evidence before the Commission—an evidence impartial to my mind and such that would satisfy the needs of all the sections of our Indian Community.

Division of Evidence.

2. I will now divide my evidence into 4 parts, namely :—

- (i) Constitution.
- (ii) Management.
- (iii) General Questions.
- (iv) The Establishment of a Primary School at Machakos.

I. CONSTITUTION.

Classification of Schools.

3. For the purpose of better administration and organisation, better development and distribution of the educational facilities throughout the Protectorate, it would simplify matters if the Indian Schools in this Protectorate were classified as follows:—

- (a) High Schools.
- (b) Middle Schools.
- (c) Primary Schools.

(a) HIGH SCHOOLS.

High Schools at Mombasa and Nairobi.

4. To begin with, the Government should establish High Schools at Mombasa and Nairobi.

Extension of High Schools to the headquarters of other Provinces.

5. In course of time when the number of children at the headquarters of other Provinces warrants the establishment of more High Schools, this principle should be extended to the Middle Schools established in those localities.

Sphere of High Schools at Mombasa and Nairobi.

6. The High School at Mombasa would meet the needs of the Indians in the Coastland Provinces, and the one at Nairobi, the needs of the Indians in the Highlands and the Lake areas.

Discouragement of Sectarian High Schools at Mombasa and Nairobi.

7. In order to ensure as much attendance as possible of boys and girls in these High Schools so as to make them a complete success, sectarian High Schools at these centres should be discouraged. At any rate, this course of policy should be adopted for the present and until such time the population at these centres rises to such an extent as to justify the establishment of sectarian High Schools independent of the Government High Schools.

High School Classes.

8. The High School classes should at least 3, namely, VI, VII, and VIII, the last being the Final Class and equivalent to the Matriculation Class of the Bombay High Schools, if it be decided to maintain in these High Schools the standard of education comparable with the best High Schools under European management in India.

Standard of Education of Indian High Schools advocated.

9. The standard of education as is in vogue in the best High Schools in India would be satisfactory and also preferable, as 99% of those boys and girls desirous of receiving University Education would go to India; few would probably go to England, more in pursuit of professional education than of University education.

Medium of Education.

10. The medium of education in all High Schools should be English, and English alone.

Second Languages.

11. The second languages in the High Schools should be either Latin or French.

No vernacular in High Schools.

12. No vernacular should be taught in the High Schools, at any rate in the Government High Schools.

Final Examination of Standard VIII.

13. The final examinations of the Standard VIII should be conducted on the same lines as in India.

Recognition of Matric. Certificates.

14. Recognition of Matric. (Standard VIII) certificates given to the successful candidates by the Director of Education of this Protectorate for admission into the University career in India or in England should be obtained from the respective Governments

(b) MIDDLE SCHOOLS.

Middle Schools at all the Headquarters of Provinces.

15. Middle Schools should be established at all the headquarters of the Provinces, i.e. at Mombasa, Lamu, Kismayu, Nairobi, Fort Hall, Nakuru, and Kisumu.

Present Government Schools at Mombasa and Nairobi.

16. The present Government schools at Mombasa and Nairobi should automatically come under this category on the establishment of the Government High Schools at these centres.

Extension of Middle Schools to the headquarters of districts.

17. In course of time when the number of children of school age at any of the headquarters of a district warrants the establishment of a Middle school in that particular district, the Primary School of that district should be converted into a Middle School.

Encouragement of Sectarian Schools at Mombasa and Nairobi.

18. At Mombasa and Nairobi where the Indian population is large enough to warrant the establishment of sectarian schools by the respective sects of the Indian Communities to meet their particular needs, such schools should be encouraged by the Government.

Form of Government Aid.

19. The Government aid should be :—

Free Plot of Land.

(i) A grant of free plot of land to each section of the Community applying for same on their showing the number of children of school age of their Community and on their giving satisfactory proofs of the ability of their Community to maintain such schools to the satisfaction of the Government.

Contribution of half the Cost of the Building.

(ii) Contribution by the Government of half the cost of the building which should be erected according to plans drawn by the Government.

Capitation Grant.

(iii) A capitation grant, annually.

Discouragement of Sectarian Schools at other centres.

20. The Government should discourage the establishment of sectarian schools at other centres until the population at those centres warrants the establishment of such schools independent of the Government Middle Schools.

Middle School Classes.

21. The Middle school classes should be up to Standard V only.

Medium of Education.

22. The medium of education should be vernacular in the lower standards gradually absorbing into English in the Higher Standards.

Vernacular and English Education should proceed "pari passu."

23. Vernacular and English education in these schools should proceed "pari passu," so as to make the boys and girls joining High Schools quite competent to receive the education through the medium of English.

Technical Schools.

24. Any Technical schools established by any sect or sects of the Indian Community should be encouraged by the Government but may not be subsidized.

(c) PRIMARY SCHOOLS.

Primary Schools at all the headquarters of districts.

25. At all the headquarters of the districts which can reckon from 30 to 40 children of school age, Primary schools should be established.

Discouragement of Sectarian Schools.

26. No sectarian Primary schools should be encouraged at these centres.

Primary School Classes.

27. In order to give in these schools as much primary education as possible, the Primary School classes should be at least up to Standard III.

Medium of Education.

28. The medium of education should be vernacular (Gujrati), but English education should proceed "pari passu" with the vernacular.

Buildings.

29. Temporary buildings for Primary Schools would amply satisfy the needs of the Community.

II. MANAGEMENT.

Government Control of all Schools.

30. All schools in the Protectorate, whether aided by the Government or not, should be brought under the Government control to ensure that the standard of education maintained in these schools does not fall below the standard approved of by the Government.

Standard of Education.

31. The standard of education in all schools should be, if not on par with the Public Schools in England, at least equal to the standard of education maintained in the leading High Schools of Bombay and other cities in India.

High School Staff.

32. All High Schools should be placed under European Headmasters (Englishmen—graduates) assisted by a highly qualified staff of Indian teachers, at least one of whom in each school should be a graduate (a B.A.) and the rest Undergraduates (Intermediate or F.A.) of either the Bombay, the Madras, or the Calcutta Universities.

Middle School Staff.

33. All Middle Schools should be placed under Indian Headmasters whose scholarly qualifications should not be less than that of an Undergraduate of either the Bombay, the Madras, or the Calcutta Universities, assisted by a competent staff of teachers, all holding certificates of training in Teachers' schools in India, or certificates of competency from the leading schools in India.

Primary School Staff.

All Primary Schools should be placed under a competent Head Indian Teacher assisted by a competent staff of Indian Teachers.

Inspection of Schools.

35. All High Schools should be under the constant supervision of a European Inspector of schools, and all Middle and Primary schools under the constant supervision of a highly qualified Indian Inspector of schools with an Indian Sub-Inspector for Primary schools.

School Fees.

36. School fees in all schools aided by the Government should be laid down by the Government.

III. GENERAL QUESTIONS.

(a) FINANCE.

Financial Difficulties.

37. My evidence is for a complete organization and establishment of schools throughout the Protectorate. I realize the difficulties the Government will have to face not only in giving full effect to the educational scheme outlined in my evidence, but even in starting with the preliminaries for want of funds, but I hope it will all gradually come in.

Urgent Establishment of Schools at some Centres.

38. For the present if the Government were to establish schools, without further delay, at all the headquarters of the Provinces—the class of schools that would meet the immediate demands of those centres—and establish High Schools at Mombasa and Nairobi, it would go a great way towards laying the foundation of the educational facilities in this Protectorate.

Director of Education to call for annual returns of school age children.

39. It would further help considerably in gradually giving full effect to the educational scheme in this Protectorate if the Director of Education were to call for annual returns of boys and girls of school age from all the headquarters of the districts and the Provinces. This would keep the Director in complete touch with the wants of all the centres in the Protectorate and thus enable him to put his finger where he ought to by way of preference or order in the establishment of more schools.

(b) SALARIES OF THE DIRECTOR AND THE TEACHING STAFF.

Salary of Director of Education.

40. It is to be pitied that the Government of the East Africa Protectorate are paying a salary to the Head of the Education Department—a department which is responsible for the making of good and loyal citizens, a department which is responsible for the bringing in of fame, honours, and wealth to the country, the Flag, and the Empire over which the sun never sets—is hardly worth for that Head of the Department to take any lively interest in the gigantic and arduous work assigned to him. He is not a pig expert, nor a cattle expert, nor a coffee or land expert, but men's expert—men who are destined to govern and work for the Empire, and as such it is hoped that the Government will think it fit to raise the dignity of the Director of Education to as much as many of the other heads of departments by offering him as substantial salary as they receive, and not a pound less, with a seat on the Legislative Council of the Protectorate.

Salaries of Indian Teachers.

41. The rate of pay drawn by the present staff of Indian Teachers may be equal or more than their real worth to receive them. We are asking for a competent staff of teachers to educate our children and not similar to the staff of teachers now in Government employ. It would therefore be impossible for the Government to expect a good class of teachers to come to this country unless the pay offered them is made sufficiently attractive with prospects of a good rise. A good deal of the success of education in this country must depend more upon the class of staff employed to impart the same than on the schools themselves.

Salaries of Indian Graduates.

42. As an incentive to the first class Indian graduates, as High School teachers to come out to this country, they should be offered at the start a much higher salary than that offered to the first grade clerks in this Protectorate whose teachers they could always be in every sphere of life. It would be degrading their education to be offered salaries the same as drawn by the first grade clerks. If the Government will not encourage higher educated men or rather not draw a line of distinction between the Graduates, the Undergraduates, and men possessing only High School certificates, then much good cannot be expected to result from any scheme embarked upon for the development and the advancement of this country in any of the lines of progress, activity, and zeal.

(c) COMPULSORY EDUCATION.

Compulsory Education of Boys and Girls.

43. In the interests of this country, which in whatever stage of infancy may now stand, it is imperative that the education of the Indians—both boys and girls—should be made compulsory.

Primary School Education to be made Compulsory.

44. In the beginning it would be rather hard to enforce upon the Indians compulsory Middle School education, but a stepping-stone towards this goal would be reached if in the beginning education as is imparted in the Primary schools were made compulsory.

Illiterate Indians outside India not desirable.

45. It is of no use having illiterate Indians in this country in whatever capacity—or rather illiterate Indians outside India—and, in the interests of the natives of the country as an incentive to them to educate themselves, it is desirable that the Indians, who through their avocations daily get into touch with the Natives more than the Europeans of this country, should all be educated.

Education to be made obligatory upon the parents.

46. Unless education is made obligatory upon the parents laying down certain penalties for non-conformance, education in this country will not attain that perfection or reach to that mark of its height we all long for.

Importance of Compulsory Education of a Utilitarian Character.

47. It is further in the interests of the Government of this country that its citizens should be morally educated to be loyal to the Flag of Liberty and Freedom, with which, for good or ill, they have staked their fortunes, and further it is imperative that they should possess, if not enough knowledge and wisdom, at least something bordering the same to weigh and appreciate the gigantic efforts the British Government are making for their material welfare. The Government should not expect the illiterate Indians to fully realize the magnitude of their responsibility to the Flag that fostered them with care and affection, or rather rely solely on the literate Indians to infuse that

responsibility in the minds of their illiterate brethren. The whole Indian soul should be etherealized with that responsibility and this could best be done by making education of a utilitarian character compulsory among them in the New Age we are just entering in.

Principle of Compulsory Elementary Education in India admitted by the Government of India.

48. Although compulsory education is not in vogue in India, the principle has been more than once urged upon the Indian Government by leading Indian Statesmen including the late Hon. G. K. Gokhale, C.I.E. The principle has now been admitted by the Government of India, and in the words of Sir James Meston, the late Lieut. Governor of the United Provinces of Agra and Oudh, at the convocation of the Allahabad University:—"Self-government is a pyramid which can only grow from its base, and its base is an intelligent electorate." The Commissioners will observe from the last sentence that Sir James put the principle of compulsory education in a nut-shell.

Educational Policy in East Africa should bear no precedent to the Educational Policy in India.

49. But the principle of compulsory education in India with which the Indian Government has to face is with millions about twelve times as many thousands in this country and which should bear no precedent to the educational policy in this country. The enforcement of compulsory education among non-natives in this country is desirable in the interests of the natives to bear upon their primitive stage the healthy influence of education and to make them emulate themselves to activity in this line; it would be simple and profitable to the Government and the country at large in the long run by the growth of wealth, the expansion of trade, etc., and consequently more money in the coffers of the Government—an opinion in consonance with the opinions of the leading educational experts of this world.

IV. THE ESTABLISHMENT OF A PRIMARY SCHOOL AT MACHAKOS.

Population of Machakos Township.

50. There are probably very few or no out-stations in this Protectorate with an Indian population so large as Machakos now enjoys,—a population of 297,—despite the strangulation of trade caused by the War and the restrictions imposed on sugar trade,—one of the principal import trade of this station,—which restrictions have only recently been removed by the Government.

Historical reputation of Machakos.

51. Machakos, besides the fact of its population, holds the reputation of at one time being the capital of the inland territories of the Imperial British East Africa Company from the year 1889, and later on the capital of the Ukamba Province until 1899.

Prospects of increase of population with increase of trade.

52. There is every possibility of the population of the town increasing considerably in course of time rather than decreasing gradually or remaining stationary, and this may easily be argued from the congestion in the Indian Bazaar for want of houses. There is also every possibility of the trade in cloth goods and other manufacture of European wear gradually increasing, as there is already a welcome sign among the repatriated K.A.Rs. and carriers of their inclination for this wear to the blankets only they have been accustomed to wear in the past. A Primary school at Machakos therefore would, I hope, meet with the sympathetic views and recommendations of the Commissioners.

Present Vernacular School at Machakos.

53. There is at present one Indian teacher engaged in teaching Gujrati only to the children as he has no knowledge of English, and his income is derived solely from school fees.

Number of Children attending Vernacular School.

54. The number of children attending the vernacular school is:—

Boys	...	30
Girls	...	8
		<hr/>
		38
		<hr/>

This number would have considerably increased if both English and Gujrati were taught in this school.

Table Showing the Number of Children of School Age.

55. The following table shows the number of children of school age in the Machakos Township, classified according to their age and sex, boys up to the age of 16, and girls up to the age of 12 years only :—

	AGE:				Total.
	4-7	7-10	10-12	12-16.	
Boys	18	8	2	13	41
Girls	4	7	—	—	11
Total	22	15	2	13	52

S. D. PURI,

Honorary Secretary,

The Indian Association, Machakos.

Machakos, March 6th, 1919.

EDUCATION COMMISSION.

THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

SIR,

With regard to the question of education to Wa-Nyika :—Wa-Giryama, Wa-Duruma, and Wa-Rabai, etc. I would suggest that compulsory education be applied to their children. I, myself have been teaching in Digo for one year and in Giryama for six years, in Rabai for about 13 years and have noticed that Wa-Giryama are the quickest to pick up anything. For example there is one man Dena wa Menza by name he was taught a little carpentering work by the Catholic Mission at Mwabaya Nyondo and is now doing very satisfactory carpentry work, also there are several Giryama boys who came to the C.M.S. at the times of famine about 1899 and were trained by the C.M.S. most of these boys are very useful and have obtained responsible work in several Departments, also Wa-Rabai came next. Wa-Duruma are far back and very hard to teach as we noticed at the Methodist Mission at Mazeras which has been there for so many years, but sorry to say no Mduruma in either Government Offices nor companies! So it shows that they will not willingly receive the said education they would rather be as they are unless anything better be given to them by force. —

I must not forget to say that the Wa-Nyika have their children fully under their control and make them work very hard in their shambas, in view for their future living. But to learn any other thing they don't understand the benefit thereof, but fear it may make their children disobedient and lazy and cease to serve them, they have no servants but their children.

I beg to remain, dear

Sir,

Yours obedient servant,

J. R. RIMBER,

Assistant Teacher,

Arab School, Mombasa.

9-1-1919.

Maseno Limited,

Maseno,

Kisumu,

9th August, 1918.

TO THE DIRECTOR OF EDUCATION,
Nairobi.

MEMO ON TECHNICAL EDUCATION OF NATIVES.

SIR,

There are three outstanding reasons why it would be the truest economy, from a purely financial point of view, for this country to expend a large sum of money on Technical Education of the natives, especially during the next 20 years.

Firstly :—Because, notwithstanding the fact our greatest asset is a large supply of cheap native labour, buildings and appliance needed for the country's development are excessively costly, owing to the absence of native skilled labour.

Secondly :—Because the imported skilled labourers are paid out of all proportion to their real value, and carry away from the country all their savings, and thereby impoverish the country; whereas indigenous skilled labourers would spend locally or save locally, thereby increasing respectively the turnover or the wealth of the country.

Thirdly :—Because a supply of local skilled labour, earning a reasonable wage, would enable many things to be produced in this country, where many of the raw materials exist, at a lower price than the imported article, and so would decrease our imports and proportionately improve our financial position, and at the same time decrease the cost of living.

In order to turn out the most useful type of skilled labour, in my opinion it is essential to combine with the actual practice of their trade a thorough grounding in general education, which should be commenced before their apprenticeship.

1. This preliminary Education should include reading and writing in the vernacular—and where possible in English too—and arithmetic.

2. During the term of apprenticeship a regular course of study should be carried through, to include :—

- (a). Further instruction in English—especially in numerals, measures and technical terms used in their trade.
- (b). Simple Geometry and Drawing.
- (c). Plan Reading and Making.
- (d). Designing and setting out of the work of their particular trade.
- (e). Where ever possible they should be so taught English as to enable them to use technical books.

3. Bearing in mind that the African as we get him in this country, even after passing through an elementary school, is far behind the average European boy who enters an apprenticeship—owing to the fact that the articles that he is to be taught to make are absent from common daily use—the period of apprenticeship should be even longer than in Europe; in order that he may not only have time to make up his lee-way, but to form the habit of regular work at his trade—I should like to see the apprenticeship to most trades made seven years, if possible, and certainly not less than five years.

4. To further ensure the apprentice remaining at his trade long enough to form the habit of regular employment, I would strongly urge that in all indentures signed by apprentices where the Government is making a grant towards the cost of training, a clause should be inserted making it compulsory for him to work at his apprenticeship—the apprentice to be given the opportunity to find employment, and the Government compulsion only to come into force in the event of his ceasing to work at his trade in a regular manner.

Note.—The result of the three years apprenticeship given up to the present in the case of carpenters is this. When the boy is out of his time, if he does go and look for a job at his trade, the employer usually offers to try him for say a month, at the end of which the boy is usually disgusted with the wage that the employer finds him worth, and the boy usually then goes back to his home and lapses into the village life and in a few years has forgotten all that he was taught, and the three years training has been thrown away.

I would therefore suggest that in a seven years apprenticeship the apprentice be guaranteed a minimum wage in his fourth and fifth years, and a rise during his sixth and seventh years, and a definite minimum wage of say 25/- per month after he is out of his time—provided that he has qualified by passing an examination. This would do much to induce the right type of boy to engage for the long period, and to prevent craftsmen leaving their work.

5. In centres like Nairobi, where white employers might be found to apprentice boys to various trades, I would suggest that a central Technical School be established, and that arrangements be made with the employers where by their apprentices should be compelled to take their course—classes might be held on certain days of the week in the afternoon, and other classes be held in the evenings, arranging that the apprentices at any trade are not taken away from their practical work for too many hours in the week.

6. It is very important that the native apprentices should not be under Indian craftsmen, and preferably not be in the same workshops with them.

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

H O. SAVILE.

Lalem Estate,
Koru,
19th February, 1919.

THE DISTRICT COMMISSIONER,
Kisumu.

DEAR SIR,

I shall be much obliged if you will hand the accompanying letter to the Chairman of the Education Commission.

I had hoped to be able to attend and give my views on the matter personally but an unavoidably prevented from so doing.

Yours faithfully,
(Sigd.) B. C. TRAVERS SOLLY.

Lalem Estate,
Koru,
19th February, 1919.

THE CHAIRMAN,
EDUCATION COMMISSION,
Kisumu.

SIR,

As I desire to express a few opinions on the subject you are investigating and am unfortunately prevented from attending on you in person, I shall be obliged if you will give your consideration to the following points:—

1. While I am of the opinion that children born in any tropical country are benefitted by being sent to a temperate climate between the ages of ten to sixteen years, I recognise the fact that this is impossible, and will remain so, in the cases of a large proportion of the children of this country.
2. Large schools, as far as possible centrally situated, are of more benefit than small scattered schools both from the point of view of efficient instruction and from that of communal discipline.
3. Curriculum should cover the requirements of children of the age of say five years upto those of scholarships intended to assist in university or technical education.
4. Such a school is urgently required for "Up-country" districts, and which for present requirements one such school is sufficient, west of Nairobi and South of the Uasin Gishu, and Nakuru is central the climate there is far from the best, obtainable particularly during the hotter months, for the due physical and mental developments of children.

I am of opinion that the best central situation, to cover present requirements and the climate essential, is Njoro, which would by means of a daily train each way, serve the urban population of Nakuru and also, with its necessarily attached boarding establishment, the children of this Province.

5. Such a school would of course have a Kindergarten branch, which should be in a separate building, with separate non-contiguous playing grounds, admission to which will only be allowed to such scholars from the senior branch as elder brothers and sisters of the juniors, and this rule should be strictly enforced, power also being given to the mistress in charge of the Kindergarten to in terdict the visits of any such elders as proved themselves undesirable. A great deal of moral harm is at times done to children of kindergarten age by the unnatural precocity of their elders, particularly noticeable in tropical countries.
6. Such educational facilities should be provided as soon as possible to justify the enactment of an Ordinance making education compulsory.

I have the honour to be,
Sir,
Yours faithfully,
(Sigd.) B. C. TRAVERS SOLLY.

Elmenteita,
July 7th, 1919.

THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

DEAR SIR,

Your letter of the 23rd ultimo, also enclosure giving a brief outline of a memorandum which I read before you at Nakuru to hand.

After giving evidence, you asked me to leave the memorandum on the table. I pointed out however that it was very roughly done and would not be of much use to anyone else but myself, but promised to re-write and forward it on to you, this, I have much pleasure in now doing.

I am, dear
Sir,
Yours faithfully,
(Sigd.) RAY. R. ULYATE.

RAYMOND ULYATE, Farmer, 12 years B.E.A.

I think fees should be as reasonable as possible. It has been suggested to me that the present school fees are too low and by raising the cost of this better conditions would be obtainable. I am in direct opposition to this theory to my mind it should be the first and last effort of any Government to reduce the fees to the minimum, the whole future of the Empire is dependent on education.

Why should parents be deprived of giving to the children of their best? Speaking generally the higher the cost the less can one afford to keep them at school and as these children as they come of age become state property our ownership and control over them ceases, in fact they are no longer our property of the state, therefore it is essentially a matter for the state to make every endeavour to assist education.

That where a number of children from one family attend school, that failing free education, a sliding scale should be introduced whereby certain reductions in fees would be possible. The present system which the Government now adopt with regard to fees is not right, *i.e.* if a parent can, by proving that he is not able to pay for education, obtain specially reduced fees—it is wrong for this reason that many of our best citizens are those who while they cannot afford to pay for the education of three or more children would deny themselves everything, rather than be marked down as being dependent on the state, and the children would in consequence thereof suffer.

Further, I strongly object to the same rate of board and lodging (including education) being applied to all children irrespective of age. Under present conditions it costs just as much to keep a child of six years as it does a boy of 16 years at school.

Natives.

I have four workmen among my farm staff, they came and worked for me shortly after I arrived in the country, they were then raw and stupid. They have worked with me ever since excepting during such periods when they went back to Kikuyu on leave, these periods were many. They can now do almost any work which may be required of them, *i.e.* building the erection of fences, etc. They receive Rs. 12/- per mensem including posho.

I have had considerable experience with so called Indian Fundies, but much prefer to work with trained native boys, one reason among many being that with the Indian Fundi unless he is put on piece work (which is often very difficult to arrange, he cannot be depended upon and will not give satisfaction unless one actually stands over him and sees the task carried through.

This explains why the Indian is rarely if ever found employed on farms as overseers or headman. Whereas I find the trained African boy when once he understands what is required of him, he can as a rule be depended upon to carry it out, well and thoroughly.

I stated in my evidence "that I had never been short of labour" but to avoid any mistaken impression, I would add "that this is not because of any different or better treatment which they may receive from me than elsewhere, it is solely because I am stock farming and it is generally found that natives attach themselves more readily to stock farmers than to agricultural farmers, for the following reasons, the work is light and they get rationed on skim milk in addition to posho, moreover that my natives have certain areas of land allocated to them on which they are allowed to grow crops for their own use. Were I to abandon stock farming in favour of agriculture I have not the slightest doubt that my labour troubles would be the same as anyone else's.

The great trouble in B.E.A., is that one is continuously employed in teaching new boys, if they could only be encouraged, persuaded, or forced to remain at work for an appreciable length of time I have no doubt but that they would become exceedingly useful, but as their wants are nil the great majority who come out to work do so with the sole intention of earning sufficient to pay the hut tax *and no more*. They have no desire to learn or have any interest in their work.

To show how they appreciate in value, a boy who has worked for six months or longer at one job is usually worth, and able to accomplish about three times as much work as the ordinary shenzie.

If you wish to educate the native and economise labour the first step to take is to devise means to keep him permanently employed for sufficiently long periods to ensure him becoming interested in the work, no man white or black can take on temporary work lasting two, three or four months and retain any useful interest or even accomplish much.

Personally I am endeavouring to encourage them to stay longer periods by offering one month's extra pay as a bonus on the completion of 12 months service, it seems to be working fairly well. If the Government would realise that the great school ground of learning for the native is already established in the form of work provided by the Government which includes the railway and by settlers generally, they would encourage the supply of labour and do infinitely more

towards educating the native if they introduced a system whereby any native who shall on producing suitable proofs provided by his employer that he has worked for a period of twelve consecutive months, remit the whole amount of his hut tax, on the other hand to double the present tax on the *rich* and non-working type.

To revert to the subject of European Education.

To avoid blundering on, some definite policy must be decided upon. My idea of what form this should follow is that after reasonable facilities for primary schools have been provided, is the importance of the future educational college of B.E.A. which whatever else may happen in the meantime, is bound by circumstances to become an established fact in the near future.

The college should be so situated, constructed and managed that it will become recognised as the Educational centre of Equatorial Africa where European children not only from B.E.A. but from late German East, Zanzibar, Uganda, Congo and Nyassaland will come.

I would suggest that the site for this be at Kabete, because it is healthy, near the Capital, and a good water supply is available.

Moreover, owing to the existence of the Government Experimental Farm and the Veterinary Laboratory a faculty of agriculture could be established to promote scientific agricultural study and teaching and the prosecution of investigation and research. The Experimental Farm and the Veterinary Laboratory is singularly well adapted for this purpose and the theoretical and practical work would from first proceed hand in hand.

In suggesting that this college be established at Kabete, I do not desire anyone to conclude that the ordinary school education will be subordinated to the proposed agricultural education, but what I do wish understood is that all scholars will receive a preliminary grounding in the first principles of agriculture such as Botany, etc., after which it will become a matter of special study and the continued study of same will become optional.

In doing what you will naturally consider to be the best for education, I would ask you to bear in mind the following axioms:—

1. That the children are the best asset of the State, and therefore, no nation should stint itself in the matter of expenditure for education.
2. Every child should have every chance to fit himself for service in the future.
3. Extravagance in education was economy from a national point of view.
4. Better spend money on education than on building work-houses, Asylums and reformatories.
5. Every nation got the educational system it deserved, and therefore it was a national *necessity* to *provide adequately* for schools and fully qualified teachers, especially with regard to the latter, who should be paid adequately in order to attract the best men and women to the noblest profession in the world.

The ultimate upliftment of the human race out of animalism and narrow intolerant bigotry into the realms of higher thought, noble desires and altruistic aspirations, can only be obtained by suitable education.

No. 239/A.

GENERAL HEADQUARTERS,
Military Labour Corps,
DAR-ES-SALAAM,
20th January, 1919.

TO THE CHAIRMAN,
EDUCATION COMMISSION,
Nairobi.

SIR, I forward herewith a number of opinions from Officers who have had experience of the work of East African natives in this campaign.

I would draw your particular attention to the paper of the Deputy Director of Railways Lieutenant-Colonel Watson, D.S.O. This Officer has established a school for supplying his requirements in the way of signallers, Asst. Station Masters, etc. from African natives which has been attended with conspicuous success. Major Keane, Officer Commanding, A.N.M.C., has also established the value of the native in microscopic and other branches of research work.

O. WATKINS,
Lieut.-Colonel,
Director of Military Labour.

GENERAL HEADQUARTERS,
DAR-ES-SALAAM,
19th December, 1918.

To
DIRECTOR OF MILITARY LABOUR,
Dar-es-Salaam.

SIR,

Reference your No. 239A, of 14th December, 1918, I regret I have no suggestions to offer.

It should be noted, however, that many of the natives of the Coast area have made excellent Ward Orderlies.

J. D. KIDD,
Lieut.-Colonel, A.D.M.S.
for D.D.M.S., E.A.F.

TO THE CHIEF ENGINEER,
East Africa Force,
Dar-es-Salaam.

Reference No. 240 of 14-12-18 from D.M.L.

1. Para (a) and (b). All natives should be educated to speak, read and write Swahili in addition to their own tribal languages. Natives should be trained in trades of all description.
- Para (c) The Schools should be both Commercial and Manual.
- (d) Mombasa, Voi, Nairobi, Nakuru, Kisumu and Eldoret.
- (e) 1. For natives to be trained as Clerks, Typists, and Book-keepers, a thorough knowledge of English, with a good commercial training.
2. For natives to be trained as artizans: A thorough knowledge of Swahili to enable them to understand instructions given. A thorough knowledge of how to use the tools of the trades adopted.
- For natives to become foreman, knowledge of English would be essential.
3. The native has shown remarkable aptitude for the following trades and with a thorough training at Schools and in Workshops should be able to undertake all classes of work.

Building trade:—

Carpenters and Joiners.
Brick-Layers.
Masons.
Plasterers.
Painters.
Black-Smiths.
Plumber.
Road work including Construction of Bridges.
Engine Drivers.

From my own personal experience they can also do clerical work quite well.

C. W. MENDUN,
Captain, R.R.

16/12/18.

East Africa Pioneer Company,
Headquarters,
Dar-es-Salaam,
16th December, 1918.

TO THE CHIEF ENGINEER,
E. A. E. F.,
Dar-es-Salaam.

- Reference the attached memo: My views are as under:—
- (a) & (b) Education should be such as would fit the native for following a trade, and the native also should be made to pay a small sum for his education. His education should omit all reference to religion, except the elements of truth and honesty.
 - (c) Principally of a workshop type, with very strict discipline.
 - (d) Mombasa, Voi, Nairobi, Nakuru, Kisumu.
 - (e) 1. A thorough knowledge of how to use the tools of the trade adopted.
 2. Enough knowledge of Arithmetic and Writing to enable him to read dimensions and instructions.
 3. Discipline.
 4. The native is very easily taught a trade, particularly that of carpenter, blacksmith; lathe hand, motor driver, etc.

I consider that education should be given by men who are thoroughly practical and can shew the native by personal example how to do his work efficiently and quickly.

FRED S. R. LIPLER,
Captain,
Commandant E. A. Pioneer Company.

A2-f/2341.

GENERAL HEADQUARTERS,
Dar-es-Salaam,
17th December, 1918.

To: A.D., I.W.T., R.E.,

Reference attached.

I suggest that the Swahili is no good for accurate work but makes a good "Mate" or is good at Trades which do not require accuracy to within $\frac{1}{4}$ th of an inch.

From observation and tradition Arabs and Swahilis make good Sailors.

I suggest that some form of registration of certified competent Sailors, Firemen and Boat Boys be established at the Port of Dar-es-Salaam and that the Bureau be solely responsible for the supply of crews when required.

(Sigd.) F. BLAIR,
Major, R.E.
O.C. Troops, I.W.T., R.E.

AD.1/2/4664.

GENERAL HEADQUARTERS,
Dar-es-Salaam,
18th December, 1918.

TO THE DIRECTOR OF MILITARY LABOUR,
Dar-es-Salaam.

SIR,

Reference your 240 of the 14th instant asking for suggestions from this Department that might be of interest to the Education Committee which will shortly sit in British East Africa on the future education and training of the Arabs and Swahilis of the Coast Area.

With reference to para. 1 :—

- (a) From the rather limited experience in connection with the operations of this Department in East Africa, and particularly as applied to the employment of Arab and Swahili labour in the workshop and on the various construction jobs undertaken, the theory cannot in any way be advanced that the native who had been given a certain degree of education by the Germans, coupled with technical training as tradesmen, was anything but a distinct advantage, not only to the native concerned, but also to the community. With proper handling, sufficient education given these natives with a view to rendering them more useful as tradesmen is, in my opinion, a benefit to all concerned.
- (b) The extent to which education should be immediately introduced must necessarily be governed by the amount of the grant which it is anticipated will be allocated for this purpose. However, if funds are to be forthcoming for the education of these people on a large scale, it would appear that, from a business point of view, expenditure on the tribes shewing the greatest intelligence and from whom the quickest return could be obtained, should be the system aimed at. As, however, it is not probable that a great amount of money will be allocated for this purpose, and that only a limited number of skilled tradesmen will be required in connection with the operation of the Railways, Telegraphs and Posts, Public Works, etc., in this Protectorate, I do not consider it would be a particularly useful measure to take and educate natives who could be more usefully employed in the cultivation of the land. I do not intimate by this that no education should be given to those who are employed on the land, far from it; I consider that a native, or in fact, any man employed in the cultivation of the land should be taught to understand how he can procure the greatest benefits from the soil with the least amount of labour.
- (d) The localities in which such schools should be situated will, of course, be governed by, I presume, the demand in each district for labour of a skilled or semi-skilled kind. For instance, in the coastal belt, there should be at least one or two schools for the training of seamen. From my experience, the Swahili makes a particularly good rigger, and from what I have observed on this coast, he is a born seaman. Furthermore, in the vicinity of the larger towns, schools for the training of carpenters and masons could be instituted. The Swahili very readily adapts himself to

work of a construction nature, and I have particularly noted this with those employed on masonry and concrete work. As carpenters, however, I have not had so many skilled native carpenters as I have had skilled masons, and my opinion has been that the native can be classed generally as a good rough carpenter; at present I do not think he has the patience or the understanding to make into a high-class joiner, but this, however, can probably be to a certain extent rectified with a better system of education.

- (e) With reference to the standard of education to be established in the schools, I do not consider that it would be wise to make the standard for the average native, who is eventually to become a tradesman, too high. Those to be specially selected for, for instance, preaching the Gospel can, of course, be treated separately at Mission schools, and afterwards in England. Beyond giving them the ability to read and write, with a certain amount of arithmetic, it is not considered more should be aimed at present.

I must emphasise the opinion that it would be injurious at present to educate for technical purposes more natives than can be usefully employed.

I am attaching hereto a few observations on the subject from Major F. Blair, O. C. Troops, I.W.T., R.E.

Encls.
PJJ/HRB.

P. J. JENNINGS,
Major, R.E.
for A.D., I.W.T., R.E., & P.M.L.O.

c/o. Senior Chaplain, C. of E.,
Dar-es-Salaam,
January 2nd, 1919.

TO LIEUT.-COLONEL WATKINS,
Director of Military Labour,

DEAR SIR,

"For the moral improvement of the natives there is available no influence equal to that of religious belief. The vague superstitions of the heathen are entirely unconnected with any moral ideas, though upon sensuality, dishonesty, and other vices there have been always certain tribal restraints which, while not based upon abstract morality, have been real, and, so far as they go, effective. These removed, civilization, particularly in the larger towns, brings the native under the influence of a social system of which he too often sees and assimilates the worst side only.

"It is true that the conduct of many converts to Christianity is not all that could be desired, and that the native Christian does not appear at once and entirely from certain besetting sins of his nature; but, nevertheless, the weight of evidence is in favour of the improved morality of the Christian section of the population, and to the effect that there appears to be in the native mind no inherent incapacity to apprehend the truths of Christian teaching or to adopt Christian morals as a standard."

I much regret that your memo. of 14th ultimo has been unanswered until now, but unfortunately I am in hospital. It is my opinion that simple primary schools should be established throughout the Protectorate with secondary schools in the chief towns. Entrance to the latter might be by examination, and small grants made for the support of such scholars as are thought worthy—others should have the opportunity of tuition at such hours as will not interfere with their employment in the town. This would probably be best done by evening classes.

Is there any reason why distinction should be made between the tribes? Should not all have the same opportunity?

Simple technical training might be given at the primary schools, and advanced schools established at convenient centres, for proficient pupils.

Carpentry, masonry, building and printing can readily be learnt by the average native, but he seems to have an utter lack of ability to trade for himself, all the trade being in the hands of Indian and Goan. It seems to me that he should be taught and encouraged to branch out for himself.

May I however point out most strongly the danger of imparting education without religion, and call your attention to the enclosed extract from a South African Government Commission. Christianity should be taught in all the schools, with, if necessary, a "Conscience Clause."

It might be possible to arrange for the various Missionary Societies to undertake the religious instruction in the schools in their respective spheres. The schools of the Missionary Societies should be respected if efficient, and possibly subsidised to enable them to come up to Government requirements.

I am, dear Sir,
Yours faithfully,
H. J. BUTCHER,
C.F.

Ordnance Workshops
Dar-es-Salaam,
December 31st, 1918.

To D.D.O.S.,
Through C.O.O., D.S.M.

SIR,

In reply to your O.S. 5/35.

I would state that those first class native tradesmen that I have are nearly all mission trained from children and when taught in this manner by competent teachers are most reliable and very skilful (better than many of the Indians).

As far as I have been able to form an opinion they shew no particular aptitude for any one trade but pick up the elements of nearly all with a fair facility if they can be made to take an interest in their work.

Carpenters. Those I have had are only used to rough work and are not competent to do cabinet making though I think they might be taught to do this class of work without great difficulty. I have one boy who is an excellent wood turner, he can read a drawing and work from it accurately provided drawing is full size scale.

Saddlers. I have two or three Mission trained boys who are excellent tradesmen, can cut out for themselves, read a drawing, (one can make his own sketches) and have a fair all round knowledge. Some 40 have been trained in two years to do fairly good stitching but require a lot of supervision.

Tin-Smiths. Three Mission trained boys are splendid, one can work to drawings and all have a fairly comprehensive knowledge of their trade. Several boys have been trained to a slight knowledge of soldering but are no good for anything else.

Tailors. Only one or two are competent to cut and that only very simple garments. They are all fairly good machinists and if once shewn how to do a job can with a little supervision, duplicate it later on.

Black-Smiths and Hammermen. Those I have can only do simple smithing and have first to be shewn but make fairly efficient hammermen.

Fitters. No experience.

Wood Machinists. I have five boys who have been well trained in the Mission school on this class of machinery. Only one is efficient on all machines but they all have sufficient acquaintance to work on Band or circular saw, plainer or borer and an expert knowledge of one of the machines. They are exceptionally careful and no accidents have occurred within the two years they have worked for me.

To get first class men it is absolutely essential that they should commence young (some of my best boys started at 6 or 7 years old) and should be trained by a practical workman of considerable experience who gives them unlimited supervision. If they can be interested in their work they do much better than if uninterested.

(Sigd.) J. C. CONNAN, *Captain,*
I.O.M.

DAR-ES-SALAAM,
2nd January, 1919.

THE DIRECTOR OF MILITARY LABOUR,
Dar-es-Salaam.

SIR,

Reference your memo. No. 240 of the 14th ultimo, relative to the education of the native.

Experience of native labour with Mechanical Transport establishments of the East Africa Force tends to indicate that the Swahili, if properly instructed, can quickly be taught the practical uses of tools and simple mechanical appliances, and those of my Officers who have been in closest contact with them are at one in the opinion that some form of education would be of benefit, not only for the native himself, but to the general community.

In view of the low standard of mentality of the average Swahili, it is evident that it would be useless to endeavour to impart initially any form of academic training, for although natives have been found capable of memorising comparatively easily, they have lacked entirely the power of application.

Thus it is considered that better results would be obtained in any effort at the education of the native if those undertaking it were to specialise in the teaching of trades that call for manual dexterity rather than mental alertness.

Generally speaking, the Swahili only learns by doing, rather than through theory, and it is felt that he could be trained to advantage in wood and iron-working and in the lesser skilled branches of foundry work.

In what other directions the native might be trained, it does not, I think, come within my province here to suggest.

K. D. MACKENZIE,
Colonel,
D. D. S. & T.

General Headquarters,
Dar-es-Salaam,
18th December, 1918.

TO THE DIRECTOR OF MILITARY LABOUR,
Dar-es-Salaam.

SIR,

Reference your memo. No. 240 of 14/12/18, I beg to submit the following:

1. I think that certain tribes of African natives are suited for education in subordinate medical work, that the time has arrived when the type of official known in East Africa and Uganda as the Indian compounder could and should be replaced by an African counterpart.

2. Certain advantages which the African has over the Indian and which make for efficiency may be mentioned:—

- (a) He has not to pass a period of acclimatization.
- (b) He may be expected to be off duty sick during his service for a less time than the Indian.
- (c) He is readily able to communicate with African natives whereas the newly arrived Indian is helpless in this respect for many weeks after arrival.
- (d) He is eminently more fitted for successful in handling African menial staff.
- (e) In certain matters, especially in the carrying out of measures for control of infectious disease where it is essential to gain the confidence of the native population, his race gives him marked superiority. Thus, natives more readily submit to vaccination at the hands of Africans, rather than Europeans or Indians, they are less afraid; or again enforced gargling against C. S. Meningites is more easily carried out by Africans.

A further medical procedure, that of examining the children in villages to ascertain the number whose spleens are enlarged, so that the prevalence of Malaria may be gauged. For such work the advantage of the African attendant is obvious.

If the cost of the journey and of pay during the journey to and from India could be eliminated, a lower scale of leave could be practicable.

3. I understand that the supply of Indian Compounders is very limited and is not equal to the demands, hence the efficiency of medical establishments and arrangements tends to be constantly hampered. At the same time, I believe those at hand here means, of which before the War little or no serious attempt has been made to turn to account, of creating African substitutes and thereby producing an unlimited supply.

4. Apart from purely medical work, the value of existing systems of education which have produced a supply of African Clerks, Typists, Finger-print Clerks, Shoe-makers, Masons, Carpenters, Tailors, has been clearly demonstrated and warrants a consideration of the advisability of extension of African education.

5. It is essential in my opinion that every native candidate for medical training should have already been taught to read and write. It is desirable that he should know simple arithmetic, including elementary ideas of vulgar and decimal fractions, and weights and measures. For senior position in subordinate medical service knowledge of English is necessary.

6. I would urge that if natives are to be embarked on courses of technical education, a reasonable prospect of employment at the end of their curriculum must be afforded. If employment is to be offered, an organization for supply, involving recruitment and training up to standards rigidly fixed and insisted on, is a necessary complement.

7. The limit of the scope of the usefulness of many Africans at the present time is often that imposed by deficiencies of education or lack of facilities and opportunities for education.

E. T. KEANE,
Major.
c/o. A.N.M.C.

Dar-es-salaam,
5th January, 1919.

TO THE DIRECTOR OF MILITARY LABOUR,
General Headquarters,
Dar-es-salaam.

SIR,

Your No. 240 of 14/12/18.

The problem of the education of the Swahili and up-country tribes is of the greatest importance to the Railway Administration. So far we have had nothing to do with Arabs.

We require two distinct types of educated African;—clerical staff and artisans.

As regards the former we already employ, and are training in our school, telegraphists, booking clerks and typists. They are of a somewhat low standard considered absolutely, but very good considering the amount of training they have been given, so that though they cannot yet compete with Indians in any but the less important posts, they will certainly do so with time and training. Our intention is to fill all the lower grade posts from the school and by putting the most promising men through a succession of advanced courses, gradually to extend the employment of Africans throughout the line.

Our sources of recruitment for the training school are ex-employees of the German Railway Company, ex-pupils of the German technical schools, and boys from Mission schools.

Our requirements are briefly :—

To be able to read and write Kiswahili in Roman character.

To know the simple rules of Arithmetic so as to be able to keep simple accounts.

We make no attempt to teach English. It is certainly unnecessary for the present standard of work we require, and it seems undesirable that it should be considered necessary for a boy to learn English before he can get Government employment. Accounts forms and an abbreviated accounts manual have been translated into Swahili. I am of opinion that it would be a good thing to use Swahili only as the medium of correspondence between and with the smaller stations and offices where the staff is African.

As regards artizans, we are most anxious to make the greatest use possible of Africans. We now employ carpenters, masons, black-smiths, moulders and machinememen, also compositors, binders, etc. in the press. Here again, with certain individual exceptions, the standard is not very high. In my opinion the standard can only be raised and the number of artizans increased by establishing suitable technical schools. I do not think that the apprentice system can possibly succeed as long as the apprentice would have to learn from an unsympathetic, if not openly hostile Indian or an African of inferior ability. There is a prejudice against technical schools, especially amongst those who have themselves served their time, and no doubt it is often justified on the grounds that the school training is insufficiently practical. These difficulties are not insuperable however provided they are recognised and provided against. Two obvious essentials are a suitable and sufficient staff and equipment, and close co-operation between the school and the railway and any other large employer of skilled labour.

Such a school might well be established at Tabora where it could draw its pupils from the Wa-Nyamwesi tribe who appear to provide the most hopeful artizans. It would be close to the main railway workshop and could be given actual manufacturing and repairing work to do on a scale sufficient to make the training thoroughly practical, and after manual dexterity had been acquired, its pupils could actually work in the shops under proper supervision.

The main difficulty in establishing such a technical school or a training school such as we now have is in getting suitable staff. To get good results the teacher must be an enthusiast and must be of a nature sympathetic with the African, and withal a disciplinarian. Such people are hard to get, especially perhaps by a Government department, and if any outside body with the necessary experience and prestige offers to do the work, and is prepared to do it thoroughly, I think it should be given the same support and encouragement that an official venture would receive.

C. WATKIN,
Lieut.-Colonel, R.E.
Deputy Director of Railways,
E.A.E.F.

Dar-es-salaam,
22nd December, 1918.

TO THE DIRECTOR OF MILITARY LABOUR,
General Headquarters,
Dar-es-salaam.

SIR,

Reference memo. No. 240 M.L.C. of 14th December, 1918. I have the honour to submit the following :—

A certain experience in training Nigerians and Azandi as ward-boys, nursing orderlies and dressers and dispensers has convinced me that the average educated African has the aptitude for this work provided he is trained in the right way.

1. As a rule his reasoning powers are undeveloped, he finds it very difficult to put theory into practice so it is important that practical work should go hand in hand with the necessary theoretical study. He readily becomes manually dexterous after training, *e.g.* in the cleaning of glass and other delicate instruments, in dressing wounds and in the practical part of dispensing medicines.

2. More difficulty was experienced in keeping up interest and keenness than in training because unsatisfactory answers could only be given by us to young men

enquiring as to their future prospects in medical work. Some of the work being unpleasant and against their natural prejudices, inducements more than pay were required to encourage these young men to persevere and to overcome their natural disinclination. The only recognition they could attain was to pass the Government Dispensing Test. For this test the preliminary work was unsuitable and uninteresting. Nursing and ward work was not suitable training. It therefore meant specialising early in dispensing and for this very few had ability or the necessary means. The number of posts open to them also was limited.

5. At present the African has not yet reached the stage when he is willing, or his parents, to pay for his education, especially if the ultimate prospects are far off and uncertain. With clear prospects, we found, he is willing to perform menial work at a mere living wage if he is given teaching at the same time and has the chance to advance later.

In training school-teachers in Nigeria in two and three year courses, it was found the best method to first give the teachers a year's training, after the satisfactory completion of this he went to a school for a year as a First Year's Teacher, returning at its end to take up another year's training when he became a Second Year's Teacher. By this means theory and practice went together and the student was able to pay indirectly for his training. Later on, this policy could be applied to more advanced medical courses. In ordinary hospital work theoretical training and practice can go on satisfactorily side by side.

The following recommendations are therefore submitted :

- (a) That the course of training in medical work and the prospects of advance therein be clearly defined.
 - (b) That unskilled work be paid only a small wage but that facilities for learning and so attaining to skilled work which is better paid be afforded.
 - (c) That skilled work such as trained sweepers, ward boys, nursing orderlies, theatre boys, dispenser's-assistants and laboratory-assistants be paid accordingly.
 - (d) That the two classes, skilled and unskilled, be kept distinct.
 - (e) That each course of training be complete in itself and when satisfactorily completed lead to a definite position.
 - (f) That practical work in all forms of training be given due importance.
 - (g) That elementary teaching be in the vernacular.
 - (h) That a preliminary education such as is given at the Primary Schools be required before admission to any post except the most unskilled.
 - (i) Where possible that central Secondary Schools be established with courses in medical work among others, such as teaching and industrial work.
- The promising pupils to be gathered together in these schools. The different Missionary Societies being invited to run Hostels or Boarding Houses for the students.
- (j) That if a preliminary entrance examination is considered necessary there be no hard and fast curriculum *e.g.* in subjects which apply to entrance to an European school but only in those suitable for Africans. A personal interview and examination in which the general suitability of the candidate could be determined has several advantages in the case of the African.

R. Y. STONES,
 Captain, R.A.M.C., T.C.
 M.O. & Instructor, A.N.M.C.

URGENT NOTICE.

Immediate attention is invited to the provision of Staff for European Schools.

1. In 1916 the Protectorate Government asked the Governor-General of South Africa, to circulate among the provinces notice of two vacancies for assistant masters at the European School, Nairobi. A cabled reply stated that none were available.

2. In March 1917 His Excellency the acting Governor first publicly stated at a War Council which I attended his intention of appointing an Education Commission before the Estimates were framed in the following September. The number of Commissions and Committees sitting prevented him from carrying out his intention nor did I desire to embarrass Government by pressing for action.

3. On November 26th, 1917, the Protectorate Government addressed the Colonial Office concerning the immediate provision of two assistant masters, expressing my dissatisfaction at the continual change of staff resulting from the engagement of local and temporary teachers and suggesting that candidates incapacitated for military service might be available. No reply has been received.

4. On April 3rd, 1918, I informed Government that I did not feel that I should be discharging my duty either to Government or the people of the Protectorate by endeavouring to carry on without complete re-organisation. His Excellency was good enough to respond immediately. On April 22nd he appointed the personnel of the present Commission, with instructions that they should meet as soon as possible and report to him by October.

5. On June 1st as the Commission had not materialised, I approached Government, after consultation with the Acting-Headmaster and the Headmistress, with the request that scales of salary current in Southern Rhodesia might be adopted for European Schools in this Department. As my request did not meet with approval, I asked for permission to use these scales of salary in engaging new teachers, but Government feels that, as the suggested salaries are so very much higher than those at present drawn by my staff, it would be preferable that I should submit recommendations on each case as it arises. This means either that the scale I may fix may not be acceptable to the type of teacher whom I desire to attract or that if they are unwilling to come at a salary lower than at present obtainable in South Africa, their demand may not be acceptable to the Protectorate Government. In any case it means absence of system, considerable correspondence and unfairness to those of the present staff who have served Government faithfully for some years.

6. Complaints concerning public institutions are not always justified, but the European School, Nairobi, is causing me profound anxiety, and I shall be glad if it can receive special attention before it disperses for the holidays on August 15th.

7. In order to facilitate the work of the Commission I have collected as much information as possible and will assist the Commission in any other way they may desire.

J. R. ORR,
Director of Education.

16/7/18.

STAFF OF EUROPEAN SCHOOLS, NAIROBI.

ALLOWED.	APPOINTED.
<i>Headmaster.</i>	(Vacant).
<i>Five Assistants.</i>	Two permanent, one probationary, two may or may not stay. One on temporary appointment only. And retained against his will. Total 4.
<i>Headmistress.</i>	Miss Ridgill (leaving to be married).
<i>Five Assistants.</i>	Two on permanent appointment one partially unfit for duty owing to acute rheumatism. Two on temporary appointments—both retained against their will under compulsory Service Ordinance. Total 4.
<i>Two Pupil Teachers.</i>	These appointments are in abeyance, as there are no applications, facilities for proper instruction not being available.
<i>Three Matrons.</i>	All posts filled.

NAKURU.

<i>Headmaster.</i>	Vacant—probably not obtainable.
<i>Mistress.</i>	Miss A. B. Keddie.
<i>Asst. Mistress.</i>	Miss A. C. Finlay (resignation recommended by local school Committee).

UASIN GISHU.

I.—ELDORET.

<i>Headmaster.</i>	F. W. Humphries.
<i>Headmistress.</i>	Mrs. Humphries (both overdue for leave).
<i>Asst. Master.</i>	(Vacant).
<i>Two Assistant.</i>	One recommended for permanent employment. Two temporary—one resigning immediately.
<i>Matron.</i>	Post filled.

FARM SCHOOLS.

1. Wheeler's Drift.	...	Filled.
2. Trar.s-Nzoia	...	Vacant.
3. Burnt Forest	...	Under arrangement.

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GENERAL REMARKS ON EDUCATION.

1. This Commission has been called by His Excellency at my request to consider the dissatisfaction which for the past five years I have been feeling in an increasing degree at the backward state of education of all races in this Protectorate. I do not propose to go deeply into the reasons of my dissatisfaction beyond stating that the development of the country as a whole has been retarded by the war and that it has been necessary to devote revenue to military purposes which Government would, I believe, willingly have devoted to more constructive works. I therefore propose merely to describe the degree of development which education has attained, point out the difficulties which at present confront it, and suggest remedies which may possibly commend themselves for adoption by the Commission. Of one thing members may rest fully assured—that educational reports from other countries, from the dominions and from other colonies have been ransacked to furnish the Commission with ideas and that no recommendation—however strange it may appear will be placed before them which has not stood the test of experience in some other part of the Empire.

2. The Background of the Problem. But there is one matter to which I would first of all especially and most earnestly attract the attention of the Government and people of this country. It is a matter upon which, in the many proposed plans for post war reconstruction which permeate British Magazines to day, I have never once seen emphasis laid: it is a truth which has been adopted as an axiom by Germany, America, Japan and the great Dominions and is slowly gaining ground in Great Britain: it is a truth of which the Economic Commission has said that it only requires statement to become self-evident. It is this: That the efficiency of a nation in any given respect is in direct proportion to the degree of Education which the masses of the people have attained: or to put it in words which would appeal to a hard headed commercial community.

Education repays many times over to the state in direct cash any sums invested therein. Three concrete examples will suffice to make this clear.

1. *Germany.* When after the downfall of Prussia at Jena in 1806 the Ministry of Reconstruction under Stein, Humboldt and Fichte set to work to reorganize and strengthen the nation, their chief attention was directed to education. "We started" wrote Stein "from the fundamental idea of rousing a moral, religious patriotic spirit in the nation of inspiring it anew with courage, self-confidence, readiness for every sacrifice in the cause of independence of the foreigner and of national honour." It is a matter of history how Fichte, with a French garrison in occupation of Berlin, with French spies mingled in the great audience which hung upon the lecturer's lips, with the central government exiled from the capital, delivered, regardless of his own personal danger, his famous addresses not to the Prussian—but to the German nation, pleading for unity and development, urging that every nation worthy of the name, must have its own quality or ethos, which can only be preserved by a system of national education. Teachers were despatched by Government to study under Pestalozzi in Switzerland and laid, on their return, the foundations of that system of national education, which despite the immoral effects produced by the subjection of education to military aims—have given Germany a cohesion, a tenacity and a thoroughness of organization which the world has been compelled to respect, and the fact that in 1910 the number of illiterates among conscripts for the German army amounted only to 0.02 while in the same year it was estimated that only 10% of the Russian nation had received instruction of any kind, may possibly throw some light upon their respective positions to-day.

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3. *America.* It will however be objected that it is unfair to compare the development of education in a small British Protectorate with that in the homeland of great nations. The Commission should first get rid of the idea that East Africa is a small country. It is greater in area than, and nearly equal in population to, the Transvaal, the Orange Free State and Natal combined and ranks in size and population as one of the greatest of the Crown colonies. But let us find out what another nation—America—does for colonial education.

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" So strong is the American conviction of the national benefits derived from education that the advisability of extending its advantages to the colonies was never so much as discussed in the numerous articles devoted to the subject : it could be and was taken for granted. Differences of opinion there were as to the method of doing it but as to the fact that in one way or another it had to be done, none at all. The American army proceeded to the conquest of the Spanish colonies, the sword in one hand and the school primer in the other. In every case the initiative in educational work had to be taken by the military authorities and much of the practical organisation was carried out by them. In Cuba the preliminary inspection of schools was entrusted to the divisional commanders : in Porto Rico the first education commissioners were military officers while in both islands and in the Philippines, the first American inspectors and teachers were drawn from the ranks, many proving sufficiently competent for permanent appointment on their discharge from military service. The resolution and energy with which the education problem has been attacked is gauged by the fact that within a few months nay, almost a few weeks of the American occupation, and in spite of the confusion resulting from the war, the educational organisations were provisionally complete and in working order. The great thing was to get the children into the schools and to set the schools to work with as little delay as possible. In Cuba only one sixth of the child-population was attending school so that extra accommodation was needed for 462,000 children. Furniture, teaching material and books were ordered from the states to make up for the utter lack of all three and in six months 3,379 schools were at work with 3,500 teachers and 80,000 scholars, and the whole expense of public education was borne by the insular Government. Training colleges not being available, two hundred teachers were to be sent at Government expense to graduate at American normal colleges and on their return to be distributed over the island as inspectors to organise new methods of instruction, while at the same time a thousand Cuban teachers attended a summer vacation training course as the guests of Harvard University.

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I have dealt somewhat at length with the relation of Education to national welfare because I consider it imperative to have a clear conception of the importance assigned to education by other nations and of the part that it plays in a modern state. Baron Von Bunsen, when Prussian Ambassador to England (1839-1854) expressed the opinion that if Great Britain would only develop her resources, she must be for ever unassailable, and in these days when the only cry is for men and man-power, it does seem remarkable on the grounds of industry and commerce alone that there should be such appalling wastage of intelligence and energy among the subject-races of the Empire. But leaving material ends on one side, education is the only solvent of national animosities : It is only when people have been taught to think that they can appreciate and sympathize with each other's aims and realize that conversion and not repression is the proper method of dealing with racial questions : it is only education and religion

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(1) That the most thoughtfully educated nation will in future rule the world.

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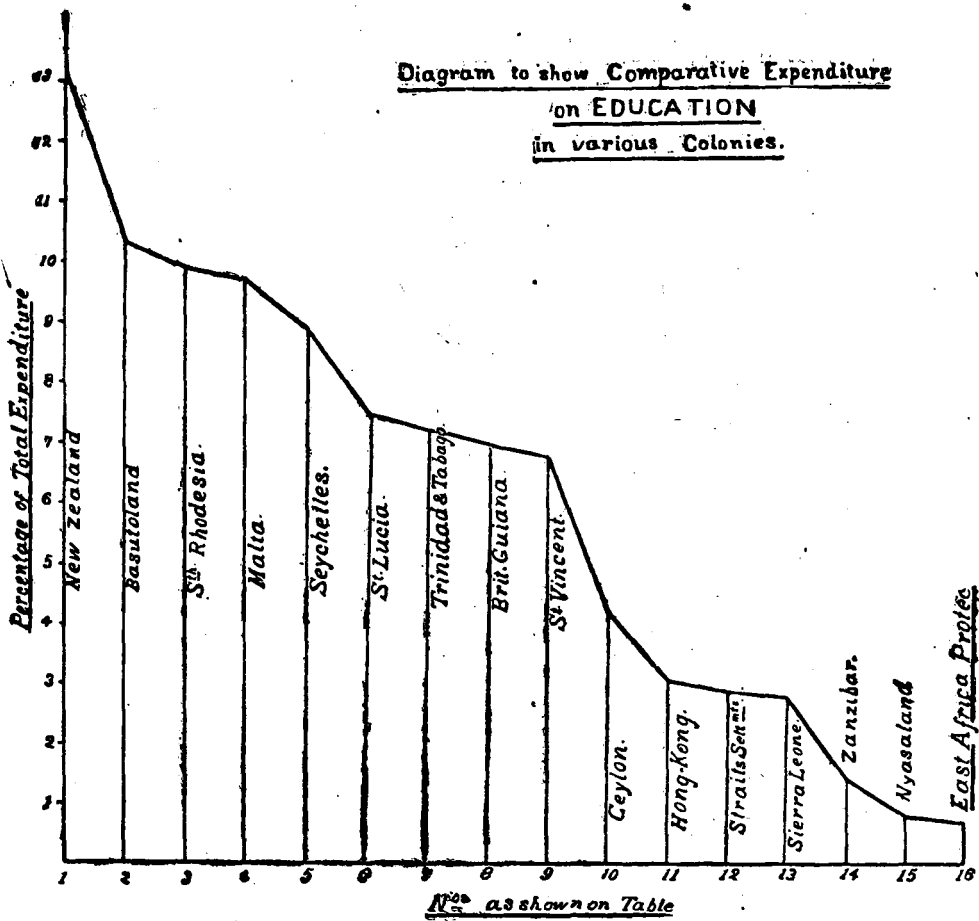
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Diagram to show Comparative Expenditure
on EDUCATION
in various Colonies.



SECTION B.

EAST AFRICA GENERAL.

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GENERAL.

There is little change to report in the Educational system of the East Africa Protectorate during the financial year ending March 31st, 1917.

European.—The standard of examination has been raised at the Nairobi School without alteration of the existing organisation of the School. The highest examination was formerly the First Class Examination of the College of Proceptors, but the Cambridge University Senior Local Examination is now taken. This is taken in England about the age of sixteen and is under certain conditions the equivalent of an University Matriculation Examination or the entrance examination to Law and Engineering Societies.

The grant of £5,000 for additional accommodation at Nairobi and Eldoret in February, 1917, gave universal satisfaction and the accommodation provided has been instantly filled.

Great satisfaction has been expressed at the spread of Education on the Uasin Gishu plateau both by British and Boer alike and it is felt that education will eventually abolish any narrow racial feelings wherever such may exist.

Indian.—Indian Education does not progress greatly. Additional accommodation would probably bring several hundreds of children under education, but the most unsatisfactory feature is the removal of children from School to become wage earners at an early age. The Indian population of Nairobi is decidedly apathetic towards education and compares in this respect most unfavourably with Mombasa. High rates of pay in Nairobi and elsewhere have caused a continual change of staff which has a bad effect upon the teaching in the School:

Arab.—A desire for education is at last awakening among the Arabs, and Government has been asked to take charge of the whole of Arab Education from the Koran stage upwards. This is merely a question of funds.

Native.—(a) The Government Industrial School, Machakos, was closed for three months of the year under review owing to an outbreak of cerebro-spinal meningitis. At the close of the financial year the pupils had completed two years literary education and the highest class comprising 13 boys were about to enter on 3 years' course of carpentry and masonry but the subsequent removal of Mr. J. W. Francis on Military service has prohibited instruction in practical work. The satisfactory results obtained by Mr. Francis lead to hope that Government will establish Schools of this type in all districts.

(b) *Mission.*—The number of industrial apprentices who have passed Government Examinations has increased, the Church of Scotland Mission-Tumu-Tumu and the Church Missionary Society, Maseno, being especially satisfactory. Roman Catholic Missions are still unable to provide apprentices, as their lay brethren are fighting in Europe.

In March, 1917, I conducted with Mr. J. W. Francis a tour of inspection of the Missions of North Kavirondo and met the Missionary Council in congress. The standard of literary education provided at Missions needs early revision and a scheme for same will be put before Government when opportunity offers.

Aided Schools. (1) Nairobi High School was inspected after the close of the financial year. It continues to serve a useful purpose and proposals for its improvement have already been submitted.

(2) The grant-in-aid for an European School at Mombasa has been retained on the estimates. This matter was dealt with in the Education Report of last year. It is doubted whether continued provision can be justified.

(3) *Continuation Classes.*—The Young Women's Christian Association received a grant of £30 toward the Maintenance of commercial classes such as book-keeping, shorthand and type-writing. At a time when women are invited to replace men in the business world, these classes have proved their usefulness and several girls have qualified for clerkships in Government and mercantile appointments.

Administration.—Better work could be done if the Administrative Staff were larger. Control of the Department is strict and no payment is made on behalf of any School unless the vouchers are either drawn or countersigned in this office. This makes the clerical work heavy and I am much indebted to the head African clerk Mr. R. M. Sundor for the satisfactory manner in which he has discharged his duties as clerk, store-keeper and accountant.

Finance:—Revenue and Expenditure both show an increase. That of revenue is due to the increased number of children under education and economy in the boarding suspense account at Nairobi.

In Expenditure the chief items of difference are:—

- (1) Salaries:—A large number of temporary teachers have been engaged.
- (2) Maintenance: The purchase of material at Machakos for a temporary workshop.
- (3) Books Stationery: Due to enhanced prices and uncompleted orders from Crown Agents not included in the last report.

In conclusion, I would state that the department has worked under great difficulties both in respect of staff and equipment. While on the one hand the strictest orders have been issued to Heads of Schools as to economy in indents for material, it being impossible to obtain the execution of indents from England under nine months and then to only half the amount required, I am greatly indebted to Heads of Schools for the manner in which the work of the department has been carried out.

EUROPEAN SCHOOL, NAIROBI.

The progress of the School during the year has been normal. The Annual Examination list of the higher Standards for December, 1916, is attached.

COST OF SCHOOL TO GOVERNMENT:

	Rs.	cts.	Rs.	cts.
Gross Expenditure			43,648	86
Deduct, Day Fees	8,296	00		
Profit on Suspense Account	2,525	24		
			10,821	24
Nett cost to Government			32,825	62

Average number of pupils on School Roll:

Boarders	54
Day Scholars	93

One Boarding day—two School days.
Number of Pupils per school day

$$54 \times 2 = 93 = 201.$$

Cost to Government per pupil.

£10-17-9.

Previous Year, £14-7-7.

GOVERNMENT SCHOOL, NAIROBI.

EXAMINATION RESULTS.

The Pupils of the above named School sat, in December, 1916, for the Senior Local Examinations of the University of Cambridge, and the Senior, Junior, Preliminary and Lower Forms Examinations of the College of Preceptors, London.

The results of these have just been received:

1. Senior Local Examination of the University of Cambridge.

There were four entries and two successes. The students entered for the following subjects: Religious Knowledge, English Language and Literature (including Composition) History Geography, Freehand and Model Drawing, Physical Geography, Arithmetic, Algebra, Geometry, Sound, Light and Heat.—

The successful candidates were:—

C. W. P. Harries (excused Part II of the Entrance Examination to the University of Cambridge) B. B. B. Jenkins.

2. College of Preceptors' Examinations:

There were 33 entries for these and 28 successes:

(a) Senior. The Pupils entered for the following subjects:—English Language and Literature (including composition), Religious Knowledge, History, Geography, Arithmetic, Algebra, Geometry, Light and Heat, Mensuration and Domestic Economy.

The successful candidates were:—

M. J. Cook (distinction in Religious Knowledge); M. A. Sparrow, E. C. Tate-Smith, E. Tunstall, R. J. Maxwell, W. G. Beaton.

(b) *Junior*: The Pupils entered for the following subjects:—Religious Knowledge, English Language, History, Geography, Arithmetic, Algebra, Geometry, and Light and Heat.

The successful candidates were:—

A. M. Duncan (distinction in Algebra); P. E. Evans (distinction in Religious Knowledge). A. McDonell, W. A. Schwartzel, H. S. Cuthbert, S. Ziegler (distinction in Algebra).

(c) *Preliminary*: The pupils entered for the following subjects: Religious Knowledge, English Language, History, Geography, Arithmetic, Algebra, Geometry, Freehand Drawing.

The successful candidates were:—

H. F. McGregor (honours in whole examination and distinction in Scripture, Geography, Arithmetic, Algebra, and Drawing); L. R. Fuller (honours in whole examination and distinctions in Scripture, Geography and Drawing); E. H. Shelton (honours in whole examination and distinction in Algebra).

H. Munro (distinction in Arithmetic); D. Biemer (distinction in Arithmetic, Algebra and Drawing); B. B. Ziegler, E. M. Smart (distinction in Algebra).

(d) *Lower Forms*: D. H. Caine (distinction in Arithmetic); L. Shelton (distinction in Arithmetic); E. H. Fuller (distinction in Arithmetic); A. R. Duncan (distinctions in Arithmetic and Drawing); A. D. Jones (distinction in Drawing); A. J. Tarlton, K. Davidson, H. R. Chart (distinction in Drawing); D. E. Grice (distinction in Scripture).

EUROPEAN SCHOOL,
Nairobi, August, 1917.

THE DIRECTOR OF EDUCATION,
Nairobi.

SIR,

I have the honour to submit my report on the health of the boarders attending the European School—for the year ending August, 1917.

During this period 38 girls and 52 boys were in regular attendance at the School.

There were in all 35 cases of illness on an average of about 40 per cent. This would appear to be a high average—but the greater part of the illnesses were of trifling nature such as minor accidents sore-throats and headaches.

The average number of days on the sick list was 6. There were 10 cases of malaria all of which were of the recurring Type of Pyrexia..... and invariably contracted originally at the child's home in the country previous to admission to the School. Thika and Kisumu districts appear to be the worst in this respect, and children coming from these districts are mostly infected before school age.

With regard to the general Physique of the children I think there has lately been marked improvement—owing to more attention being paid to Physical exercises drill and proper seating accommodation in the class rooms. I cannot lay too much stress in the importance of Physical exercise and games, and in this connection I should like to see a proper Gymnasium built where systematic exercise could be taught by a trained instructor.

Towards the end of the term an epidemic of chicken pox occurred all over Nairobi and surrounding country. This disease is common among the native boys—and was first noticed among them and a few of the day children, although great care was taken in excluding all infected day children from attending School the disease infected the boarders, 14 of whom contracted chicken pox, which ran a very mild course. All the cases were isolated and a special nurse engaged to look after them. They all made uninterrupted recoveries after an average of 12 days.

They were all accommodated in the Matron's bungalow which I would point out is much too small a building to serve as a hospital. When there is much illness among the children a larger and better situated hospital building is urgently necessary in order to provide accommodation for boys and girls when there is much illness and disease of an infectious nature prevalent.

I have, etc.,
(Sgd.) M. MACKINNON,
School Medical Officer.

EUROPEAN SCHOOL, NAKURU.

The progress of the School has been satisfactory. Education is not carried beyond Standard IV.

COST OF SCHOOL TO GOVERNMENT :

Gross Expenditure	...	...	...	...	2,293	09
Deduct, Day Fees	...	...	...	...	317	00
Nett cost to Government	...	...	...	...	1,976	09

Average number of Pupils on Roll :

II.

Cost to Government per Pupil :

£11-19-6.

Previous Year, £10-10-7.

UASIN GISHU SCHOOLS.

The progress of these Schools is entirely satisfactory, and much credit is due to Mr. F. H. Humphries, Headmaster, Eldoret.

COST OF SCHOOL TO GOVERNMENT :

				Rs.	cts.
Gross Expenditure	...	...	...	11,613	21
Less Fees.					
Day Fees	...	...	1,644	00	
Deficit on Suspense Account	...	289	24	1,354	76
Nett cost to Government	...			10,258	45

Average number of Pupils on Roll :

Eldoret Boarders ... 9

Day Scholars ... 41

Wheeler's Drift ... 23

One Boarding day—two School days.

Number of pupils per School day.

 $9 \times 2 = 64 = 82.$

Cost to Government per pupil.

£8-6-10.

Previous Year (Eldoret only) £10/7/11.

INDIAN SCHOOL, NAIROBI.

Progress normal—and satisfactory.

COST OF SCHOOL TO GOVERNMENT :

Gross Expenditure	...	...	...	10,094	76
Less Day Fees	...	...	...	2,397	50
Nett cost to Government	...	...	...	7,697	26
Average number of pupils on roll :	142.				
Cost to Government per pupil :	£3-12-3.				
Previous Year,	£3-2-4.				

INDIAN SCHOOL, MOMBASA.

The School has greatly benefitted by the arrival of a trained headmaster from India. The progress made is satisfactory but the School could be improved by an increased provision of staff.

COST OF SCHOOL TO GOVERNMENT :

				Rs.	cts.
Gross Expenditure	...	...	...	9,715	55
Less Day Fees	...	...	...	2,483	00
Nett cost to Government	...	...	...	7,232	55
Average number of pupils on roll :	136.				
Cost to Government per pupil	£3-10-11.				
Previous Year,	£3-5-7.				

ARAB SCHOOL, MOMBASA.

Progress normal and satisfactory.

COST OF SCHOOL TO GOVERNMENT :

				Rs.	cts.
Gross Expenditure	...	...	...	8,369	17
Less Day Fees	...	...	...	975	00
Nett cost to Government	...	...	...	7,394	17
Average number of pupils on roll :	50.				
	£9-17-2.				
Previous Year,	£15-13-2.				

UKAMBA NATIVE SCHOOL, MACHAKOS.

The progress of this School was extremely satisfactory during the year under review. The Headmaster's report is attached.

COST OF SCHOOL TO GOVERNMENT :

	Rs.	cts.
Gross Expenditure	13,101	50
Deduct Day Fees	nil.	
Deduct Capital Expenditure on Buildings	3,709	34
Nett cost to Government	9,392	16
Average number of pupils on roll :	43.	
	£14-11-3.	
Previous Year, £16-1-9.		

Ukamba Industrial School,
Machakos,
31st March, 1917.

THE DIRECTOR OF EDUCATION,
Nairobi.

SIR,

REPORT.

I have the honour to forward herewith my Annual Report for 1916-17.

Opening Number of Pupils. The school opened last April with 39 pupils on the register, this number was increased in January to 57, and in February we had 64 on the register.

Attendances. The total number of attendances taken from the register were 11,327, from 1st April, 1916, to 31st March, 1917, this exceeds by 825 the attendances of the previous year.

Syllabus of Training. The syllabus has been carried out as laid down, and excellent progress has been made by the majority of the boys.

Drill. Drill is taught to the boys, and held every morning at 7 a.m. physical exercises, and simple movements in massed formation, and its a subject in which the boys show great keenness.

Games. Football, rounders, and various other games are played by the pupils. A few Football matches have been played and the boys are very enthusiastic over Football and show themselves very keen about it.

Health. The health throughout the year has not been very good. I regret to state that in April last, Cerebro-Spinal Meningitis broke out in the School, and 30 per cent. of the school were down with it. This caused the school to be closed for three months prompt measures were taken, to stamp disease out, all buildings, beds, blankets, etc., etc., were fumigated and disinfected and all pupils were given nasal douches every morning, composed of 4 per cent. Carbolic Acid.

All infected cases and suspects were isolated and the school placed in quarantine.

All the dormitories and school were relime washed, yet in spite of all our efforts, I regret to state, one boy, Ndinguli was Kasome, from Makaa, succumbed in Hospital to the disease, and another boy became deaf from the effects of the disease, and had to be discharged from the school.

Examinations. Examinations have been held by the Director of Education, or the District Commissioner at the close of every term.

Inspections. The school, dormitories and lines have been inspected by the Director of Education, Acting Provincial Commissioner and the District Commissioner throughout the year.

Visitors. The school has been visited by quite a number of officials and settlers, and every facility, has been given them to see, all that has been done, and all that we are doing.

Shambas. Every facility is given the boys to plant up shambas of their own, the school providing the seed, every advantage has been taken by the boys, and quite a number of small shambas, are dotted around the school and very good crops have been harvested.

The present school shamba is about 9 acres in extent, which is all planted up with native foodstuffs, such as Beans, Mbaazi, and Maize, etc. This I hope to increase this year to 12 acres in addition to planting extra Banana-plants in the dip to the North of the school.

Work. The following works have been carried out during the year:—the school has been limewashed throughout.

All dormitories have been limewashed twice. New latrines have been built.

Four circular Native Huts, mud and wattle walls and grass roofs have been built and limewashed inside and out. These are for extra accommodation for pupils. Extra desks, forms and blackboards have been made.

Stone has been quarried for foundations. The stone foundations for the workshops have been built, a 2 inch concrete damp course, has been put on the foundations and the footings and neat brickwork set out.

The joinery composing window and door frames, verandah posts, roof principals have been made.

The outside of the headmaster's house has been plastered and two sides of the school have been replastered.

Help. I am very much indebted to Arthur B. Sheti the senior Native teacher, for the excellent way, the school was carried on during my absence on leave in England, and for his work and help, throughout the year.

Great praise is also due to the senior boys of the school for their example in controlling and showing the smaller boys, in the way they should go.

General Remarks. The school is now beginning to get known in the District, and it is to be regretted that more accommodation is not available for pupils.

It has been my duty to refuse at least 50 applications this year for the school, owing to lack of accommodation: this I hope will be remedied in time.

We have also increased the indentures of pupils from 3 to 5 years, and the parents of the boys do not object which is a hopeful sign.

We have now reached the stage with our senior boys when Technical Training will commence in 3 trades, *viz.*: Carpentry, Masonry, and Brickwork, and I hope to do quite a lot this year, in the workshop with the boys.

Out Schools: A school was opened at Mutha Kitui District in February last and I understand from the District Commissioner Kitui, that it is doing remarkably well.

The average attendance is 36 daily, there being on the roll six girls and 41 boys.

I hope to report more fully on this school after my inspection, which will take place in July.

Thanks: In concluding my report, I would offer my very grateful thanks, to the Administrative Officers, of the Machakos district for their help and co-operation in promoting the welfare of the school, and who on many occasions have given me valuable help and advice.

I have, etc.,

(Sgd.) J. W. FRANCIS,
Headmaster,
Ukamba Native School, Machakos.

TABLE I.

Average Roll and Attendance of Pupils at Government Schools for two years ending March 31st, 1917.

	Average on roll.		Average attendance.		Percentage.	
	1915-16	1916-17.	1915-16	1916-17.	1915-16	1916-17.
(a) European Schools	1915-16	1916-17.	1915-16	1916-17.	1915-16	1916-17.
1. Nairobi	116	147	105.1	129	90.6	87.7
2. Nakuru	19	10.6	16.2	8.3	85.3	78.3
3. Eldoret	32.5	49.9	31.5	45.7	96.9	91.6
4. Wheeler's Drift	21.0	23.00	19.00	21.4	90.4	83.0
(b) Indian Schools						
1. Nairobi	146	141.6	122.1	121.2	83.3	85.6
2. Mombasa	120	136.4	86.6	110.3	72.1	80.8
(c) Arab and Native Schools.						
1. Mombasa	27.5	49.7	23.9	44.3	86.9	89.1
2. Machakos	32.5	43.1	31.1	39.6	95.6	91.8
Total European	188.5	230.5	171.8	204.4		
Indian	266.6	278.0	208.7	231.5		
Arab and Native	60.0	92.8	55.0	83.9		
Grand Total	515	601.3	435.5	519.8		

TABLE II.

Maximum Attendance in any one month of Pupils at Government School for two years ending March 31st, 1917.

	Boarders.		Day Boys.		Scholars.		Girls.		Total.
	1915-16	1916-17.	1915-16	1916-17.	1915-16	1916-17.	1915-16	1916-17	
1. European									
Nairobi ...	61		111		90		82		172
Nakuru ...			14		10		4		14
Eldoret ...	10		49		28		31		59
Wheeler's Drift			23		12		11		23
2. Indian.									
Nairobi ..			158		156		2		158
Mombasa ...			145		145				145
3. Arab & Native									
Mombasa ...			55		55				55
Machakos ...	64				64				64
Total European ...	71		197		140		128		268
„ Indian ...			303		301		2		303
„ Arab & Native	64		55		119				119
Grand Total ...	135		555		560		130		690

TABLE III.

CLASSIFICATION OF SCHOLARS ACCORDING TO AGE.

NAIROBI, NAKURU AND ELDORET SCHOOLS.

November, 1916.

AGE.	STANDARDS.							TOTAL.
	I.	II.	III.	IV	V.	VI.	VII.	
6 and under 7 ...	11							11
7 „ 8 ...	13							13
8 „ 9 ...	16	5						21
9 „ 10 ...	16	10						26
10 „ 11 ...	14	9	8	1				32
11 „ 12 ...	3	4	10	8				25
12 „ 13 ...	2	5	12	4	2	1		26
13 „ 14 ...		2	5	5	5	6	1	24
14 „ 15 ...		3	2	6	3	5	2	21
15 „ 16 ...	4	4		1			4	13
16 „ 17 ...				1	1	3	5	10
17 „ 18 ...					2	3	3	8
Total ...	79	42	37	26	13	18	15	230

TABLE IV.

Average Age of Children in the various Standards during the year 1916-17.

Standard.	Nairobi.	Nakuru.	Eldoret.	Average.
I	8.2	9	8.7	8.6
II	11.1	9.5	10.4	10.3
III	11.9	11.6	11.4	11.6
IV	12.4		13.6	13.0
V	13.6		17.0	15.3
VI	13.9		15.0	14.4
VII	15.4		16.0	15.7

TABLE V.

Distributions of funds to Missions 1916-17.
Table showing number of pupils receiving grants at £5 per passed pupil.

MISSION.	Medical.	Masons.	Carpenters.	Agriculture.	Printing.	Total.
C. M. S., Freretown ...	3				4	7
C. M. S., Maseno ...		8	13			21
C. S. M., Kikuyu ...	5	3	2	5		15
C. S. M., Tumu Tumu .	5	16	3			24
C. M. S., Butere ...		7				7
Total ...	13	34	18	5	4	74

Grant for tools Rs. 1,500.

TABLE VI.

COMPARATIVE STATEMENT OF GRANTS-IN-AID TO MISSIONS.

MISSION.	1911-12.	1912-13.	1913-14.	1914-15.	1915-16	1916-17.
	Rs. cts.	Rs. cts.	Rs. cts.	Rs. cts.	Rs. cts.	Rs. cts.
C.M., Freretown (a)		300-00		1,200-00	825-00	525-00
(b)	57-50					
R. C., Mombasa (a)		600-00		750-00		
(b)	483-30	72-65				
C.S.M., Kikuyu (a)		1,880-00	825-00	525-00	525-00	1,125-00
(b)						810-00
R. C., Nairobi (a)		675-00		450-00		
(b)	570-39					
Lutheran, Ikutha (a)		225-00				
(b)	150-00					
Holy Ghost, Mangu (a)		1,200-00		375-00		
(b)	373-98					
C.S.M., Tumu Tumu (a)		975-00		1,050-00	1,425-00	1,800-00
(b)						690-00
C.S.M., Maseno (a)		1,500-00		2,925-00	1,650-00	1,575-00
(b)	420-00					
R. C., Ojolas (a)						
(b)	482-86					
C.M.S., Butere (a)						
(b)						525-00

(a) Grants for passed pupils.

(b) Grants for Tools.

TABLE VII.

Expenditure and Revenue for two years ending March 31st, 1917, according to Administration and Nationality.

	I. REVENUE.		PREVIOUS YEAR.	
	1916-17.	Rs. cts.	Rs. cts.	Rs. cts.
European Schools ...	10,821	24	5,969	65
Indian Schools ...	4,880	50	3,958	50
Arab School ...	975	00	688	00
Total, Rs.	16,676	74	10,616	15
II. EXPENDITURE.				
	Rs. cts.		Rs. cts.	
Administration ...	10,001	21	8,978	36
European Schools ...	59,028	66	55,114	90
Indian Schools ...	19,810	31	16,720	69
Arab School ...	8,369	17	7,032	28
Native Education ...	20,151	50	14,452	42
Unallocated Stores ...	551	25		
Total, Rs.	117,912	10	102,298	65

TABLE VIII.
EDUCATION DEPARTMENT.

REVENUE AND EXPENDITURE FOR THE YEAR ENDING MARCH 31ST, 1917.

SCHOOL OR VOTR.	Day Fees. Rs. cts.	Boarding Fees. Rs. cts.	Suspense Account. Rs. cts.	Salaries. Rs. cts.	Wages. Rs. cts.	Mainten- ance. Rs. cts.	Equip- ment. Rs. cts.	Books Stationery. Rs. cts.	Local Trav. Rs. cts.	House Allow. Rs. cts.	Passages Misce. Rs. cts.	Mission School and other grants Rs. cts.	Total. Rs. cts.
A. Class European.													
1. Nairobi	6,217-00	15,163-50	12,231-02	28,670-60	3,051-53	3,048-39	2,600-80	2,029-01	459-94		3,788-50		43,648-86
2. Nakuru	317-00			1,800-00	228-80	90-09	31-45	25-05	116-70		1-00		2,497-09
3. Eldoret	1,644-00	3,899-00	4,188-24	4,500-00	1,029-42	1,057-44	478-87	257-85	140-68	432-50	20-93		7,967-19
4. Dutch				3,646-02									3,646-02
5. Mombasa				300-00									300-00
Destitute Children	118-00	592-00	710-00								710-00		710-00
Continuation Class												463-50	463-50
Total European	8,296-00	19,654-50	17,129-26	38,916-62	4,309-75	4,195-92	3,110-62	2,311-91	717-32	432-50	4,520-52	463-50	59,028-56
Previous Year	5,771-00	15,434-50	15,235-35	38,235-72	4,069-00	3,596-15	3,377-54	1,298-27	1,698-04	36-29	2,473-89	330-00	55,114-90
B. Class Indian.													
1. Nairobi	2,397-50			8,209-00	216-30	338-50	141-50	603-21	190-35	360-00	35-60		10,094-76
2. Mombasa	2,483-00			6,223-09	216-00	1,633-00		275-08	334-39		1,034-29		9,715-55
Total Indian	4,880-50			14,432-09	432-00	1,971-50	141-50	678-29	525-04	360-00	1,069-39		19,810-31
Previous Year	3,958-50			12,984-00	432-87	1,854-55	145-87	181-16	302-75	330-00	488-37		18,720-69
Class Arab and Native.													
Native :													
1. Mombasa	975-00			6,777-51	208-08	263-02	31-00	111-41	766-21		211-94		8,369-17
2. Machakos				6,021-56	750-50	3,704-40	374-25	206-74	334-85		1,709-20		13,101-50
Total	975-00			12,799-07	958-58	3,967-42	405-25	318-15	1,101-06		1,921-14		21,470-07
Previous Year	688-00			12,216-02	741-50	679-68	101-16	94-98	842-20		1,784-16		16,459-70
Technical Education :													
Grants-in-aid to Missions.												(a) 1,500-00	
(a) Tools.												(b) 5,550-00	7,050-00
(b) Grants.												(c) 5,025-00	
(c) Previous Year.													
Unallocated Stores				9,163-88		215-77	25-00	551-25	548-41		48-16		551-25
Administration													10,001-21
Total for Year	14,151-50	19,654-50	17,129-26	75,311-66	5,700-33	10,050-61	3,682-37	4,059-60	2,891-83	842-50	7,559-70	7,513-50	117,912-12
Previous Year	10,417-50	15,434-50	15,235-85	72,382-22	5,243-37	6,162-88	3,624-57	1,574-41	2,842-99	366-29	4,746-92	5,355-00	102,298-65

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4. THE PRESENT STATE OF EDUCATION IN THE EAST AFRICA PROTECTORATE.

The Director of Education is responsible to Government for the control of and advice concerning the education of European, Indian, Arab and limited number of native children throughout the Protectorate. The following is a list of schools, showing their locality and number on roll.

A. *European* :

- (1) Nairobi :—One boarding and day school for boys and girls. No. on roll March, 1917, 172, at present about 240.
- (2) Nakuru :—One mixed elementary day-school. No. on roll 1917, 14. At present 25.
- (3) Eldoret :—One boarding and day-school for boys and girls. No. in March, 1917, 59. With new boarding house will increase to about 85.
- (4) Uasin Gishu :—Farm school No. on roll 23. Wheeler's Drift.
- (5) Trans-Nzoia :—Farm school, No. on roll about 18.

B. *Indian* :

Nairobi :—Day school only. Mainly boys with a few girls. No. on roll 158.

Mombasa :—Day school—boys only. No. on roll March, 1917, 145.

C. *Arab* :

Mombasa :—Day school—boys only.—No. on roll 55.

Grants-in-aid are given to Missions for Industrial work. No. in receipt of grant 1917—74.

The Nairobi High School for girls and small boys also receives a grant and is inspected by the Department. No. on roll 1917-35. It is at present closed pending reconstruction.

EUROPEAN EDUCATION.

I. NAIROBI.

Buildings.

This school was erected to serve as a barracks for European police and was converted for school purposes in 1910. It is a structure of wood and iron and partly of wood or asbestos only. It has always been regarded as a temporary structure and in 1914 extensive plans for a separate boarding school eventually to cost £65,000 were submitted at Sir Henry Belfield's request but were prohibited by the war. The building has been added to in successive years until it is now felt that the limit of addition has been reached and the expenditure of small sums in annual increase is deplored by all concerned. The whole structure has been repeatedly and severely condemned by the Sanitary authorities. In a letter addressed to this office on February 5th last the Chief Sanitation Officer writes :

"I absolutely deprecate the retention of the buildings now occupied as an educational centre for any such purpose whatever, and whether a boarding-school be established up-country or not, the existing buildings should be demolished, they are insanitary, possess every undesirable feature that can be imagined, they are faulty in construction, depressing in effect, and possess few amenities that can create an atmosphere that is desirable should surround the young or adjuncts necessary for their proper physical training or development."

Staff Quarters :

As the school has a boarding department the staff are compelled to reside on the site, as they must take duty in turn and this often lasts till 9 p.m. Either the quarters provided for the staff should be vastly improved or compulsory residence should be abolished and the usual boarding-house system introduced. There is for instance no staff common room or library and any attempts to introduce same have had to give way to the necessity of bringing children under education.

Curriculum.

A copy of the curriculum of European elementary education (enclosed) was drawn up by the late Headmaster and myself in 1913. In 1915 I showed it to various Headmasters of English elementary schools who expressed approval of it, but it now requires to be brought up to date.

- (a) A considerable amount of handwork should be made compulsory as a method of teaching from the Kindergarten upwards throughout the school. Facilities for teaching practical elementary science and especially domestic economy for girls should be provided.
- (b) The school has outgrown the curriculum and although the introduction of secondary education has not been approved by the Colonial Office, a large amount of this education is provided by improving the standard of education in each class without altering the organisation of the school. This has been reported annually to Government and pupils can now take the Cambridge Senior Local Examination yearly.

Mixed Education :

The people of the country are opposed to the present system of having boys and girls present in the same class. My staff have not reported undesirable incidents among the children, but I have had on one occasion trouble resulting from a mixed staff. The system of mixed schools prevails in New Zealand and separate schools for boys and girls are not sanctioned until each separate school contains 201 pupils. This would appear to be natural course of development with a view to economy in building, but I should personally prefer, if separate schools cannot be established from the outset, that the boys' department should be kept entirely distinct from the girls' department and again from that of the infants, with separate entrances and playgrounds.

Staff :

The quality of the staff will be dealt with under recommendations.

Fees.

Education is not free and as far as I have been able to gather, it is not the desire of the country that it shall be free. In fact, I have often been asked to demand higher fees in order that the children of the less educated classes may be excluded or taught in a separate school. I will refer to this later and will only add that my reply has always been that Government must provide education for the least educated first.

For day-scholars the fees are :—

Kindergarten to Standard II, Rs. 3 per mensem.
Standard III and IV, Rs. 4 per mensem.
Standard V-Ex. VII, Rs. 5 per mensem.

Boarders :—Rs. 30 per month, of which about Rs. 5 is reserved for the tuition fund. The balance pays only for board and the bills for provisions are to be kept within this limit. No change is made for books, stationery, servants wages, lodging, linen or cutlery, or medical attendance.

Sources of Revenue :

The cost of upkeep of the school is entirely paid out of the annual revenue of the country.

Number of Staff :—The staff at present consists of four assistant masters (one acting Head), a Headmistress, three assistant mistresses, a Matron and two assistant matrons. The number of children includes about 80 boarders and 150 day scholars.

2. NAKURU.

Attendance at this school has been subject to great fluctuation. In 1913 it reached its maximum of 30. In 1915 it fell to six and now varies from 22-25.

Staff :

Headmistress at £135 and £15 duty allowance.
One assistant at £100.

Buildings :

A satisfactory stone building was erected in 1914 at a cost of £700.

Curriculum :

Education has so far been carried only to the fourth Standard.

Additions :

To ensure stability in the number of pupils it is proposed during the current year to rent a house and provide boarding accommodation for children on farms near Nakuru. The boarding house will be separated from the school and £100 per annum will be allowed to a Matron for supervision charges. An extra class room will be added costing £500 and a Headmaster will be engaged to carry education to the seventh Standard.

3. ELDORET.

This school stands on the border of Eldoret township of which forty acres have been reserved for school purposes. It is of the same type as Nairobi, being a mixed school with a boarding department.

Buildings :

Of wood and iron.

Staff :

One Headmaster at £250-£400.

One Headmistress at £150.

Three assistant mistresses at £100-£120.

One assistant master is allowed for but cannot be obtained.

Curriculum :

As at Nairobi the Dutch language is not included in the curriculum. Parents can have it taught if they will pay for a teacher (but no one has asked for Dutch so far.

I doubt if the Commission can improve upon the policy mentioned above, which was suggested to me by Mr. Scholefield the District Commissioner, who has had long experience in South Africa.

I wish to lay great stress here on the belief of leading men in Eldoret that the spread of education on the plateau is the quickest way of abolishing any racial feeling that may exist. The unanimous desire of such residents is for compulsory education, as the children have been found to undergo very great improvement in the boarding school. A family who five years ago may have asked for free farm schools now save Rs. 35 per month to send their child to the Central School, Eldoret, when they see how their neighbours' children have progressed in smartness, cleanliness and intellectual ability. No Dutch is allowed to be spoken on the playground, but so great is the tact of Mr. and Mrs. Humphries that although the percentage of pupils is 50 per cent Dutch, 30 per cent. South African and 20 per cent. English, no racial recriminations are ever heard among the children.

Fees :

A little in excess of Nairobi, Rs. 30 per month for board only, tuition being charged for separately.

Farm Schools :

There are at present two—at Wheeler's Drift and Trans-Nzoia. No fees are charged and the regulations governing the establishment of these schools will be found in the Code. Dutch may be taught in these schools only as far as Standard II but the privilege is not often used.

B. INDIAN SCHOOLS.

I. NAIROBI.

Building :

This school is held in a building borrowed from the Railway. In 1911 I found a European Headmaster and an Indian assistant with two Eurasian and three Indian pupils. I removed the European and reserved the school for Indians only. There are now 150 pupils with a lengthy waiting list.

The building is unsuited to the purpose. Each Standard is divided into Urdu and Gujarati sections and the number of class rooms required for satisfactory teaching renders the building most unsuitable for a school.

Staff :

There is an Indian Headmaster and five assistants. The staff is continually changing owing to the superior attractions of clerical posts on the Railway and both qualifications and emoluments of Indian schoolmasters need attention.

Curriculum :

Is modelled upon that of Middle School in Bombay and the Punjab, but the vernacular period of five and three years respectively is reduced to two and English is taught from the Second Standard. This curriculum also requires remodelling by the inclusion of manual training, and steps should be taken to prevent the removal of boys for wage earning purposes in Nairobi. Few boys pass out of Standard V.

Fees :

Kindergarten, Re. 1/- per month.	
Standard I and II, Rs. 2/- per month.	45
Standard III and IV, Rs. 3/- per month.	80
Standard V-VII, Rs. 4/- per month.	160

2. MOMBASA.

Building :

Formerly a go-down belonging to Mr. T. Jivanji. Should be condemned as soon as possible. The building is extremely hot: it has a corrugated iron roof and the cost of ceiling would be prohibitive. The site also is unsuitable.

Staff :

One Headmaster and four assistants.

Curriculum :

Gujarati and English-modelled on Government school Bombay.

Fees :

As at Nairobi.

With regard to both schools, I understand that the Indian Educational Department does not give teachers training in manual work and handicrafts, and so much importance is now-a-days attached to hand and eye training that I am of opinion that both these schools require a well-trained British elementary schoolmaster.

Attendance: About 150. The children are chiefly the sons of merchants who have frequently expressed a desire for facilities for higher education.

C. ARAB AND NATIVE SCHOOLS.

1. The Arab school, Mombasa, was originally erected as part compensation for slavery, and the sum of £3,000 is believed to have been earmarked out of the slavery compensation vote, of which £1,000 was spent on the third of the building now completed. If the education of Arabs and Swahilis is to be taken up seriously, the present building will be totally inadequate. Additions to the extent of £650 are being made during 1918-19.

Curriculum :

Pupils begin in the Swahili language and from Standard II receive an English education which will carry them as far as the College of Preceptors examinations. Boys also have passed through the school have immediately obtained appointments as clerks salaries up to Rs. 100 per month. Attendance: About 55.

Staff :

The staff consists of an European with an Oxford degree and four native teachers. As there is no training College in the country, considerable supervision of the teaching is required.

MACHAKOS NATIVE INDUSTRIAL SCHOOL.

2. This school was begun in October, 1912, and partly completed in May, 1913. The dismissal of the officer-in-charge delayed matters till August, 1914, when a dormitory was erected and the school opened on April 1st, 1915. From May to September, 1916, the school was again closed owing to an epidemic of Cerebro-Spinal fever. In April, 1917, when the senior pupils had completed the required preliminary class room training the Headmaster was removed on military service, the school carrying on under native teachers. At last after five years a beginning is being made with industrial training.

Curriculum :

This is fully set forth in the handbook entitled "Training of African Artizans at present in the Government press. The whole scheme is based upon the Negro industrial schools of America founded by General Hampton and Booker Washington. It is intended to educate the boys mainly through the hands, providing a sound general education and technical training in one trade for each pupil. The ultimate object is to endeavour to teach the boys to rely on themselves for everything and to purchase outside the school nothing which can be made by themselves. In erecting a building, for instance, the plans must be drawn in the school, the stone dressed, and the roof and fittings fixed by the pupils, and similarly with food supply of any kind.

Buildings:

For this reason waste of money on permanent buildings at the outset is deplored. The Headmaster's house, the school, dormitory and workshop are at present all of sundried brick—the total expenditure on which has been about £800.

Permanent buildings will be erected in course of instruction.

Curriculum and Staff:

The Superintendent was formerly a staff sergeant of Royal Engineers. The discipline therefore is semi-military and attention is paid to physical culture. Boys are medically examined at the beginning and end of each term. The school has at present three native teachers, an Indian carpenter and a Swahili mason.

The curriculum is shown in the "Training of African Artizans."

The school is entirely a boarding school and will draw pupils from Government Village schools, one of which already exists at Mutha in Kitui district.

GRANT-IN-AID.

Grants are given to Nairobi High School, a boarding and day-school for girls and small boys; to Missions for industrial training: and to Dutch farms the maintenance of local schools.

EDUCATION DEPARTMENT.**SCHOOL COMMITTEES.**

For the Year Ending March 31st, 1919.

(NOTE.—No change is made in the general routine or administration of any school without consulting the local School Committee.)

- | | |
|--|---|
| <p>1. NAIROBI DIVISION "A" SCHOOL.
(<i>European</i>).</p> <p>(a) <i>General Committee:</i>
The Ag. Provincial Commissioner
(chairman).
F. G. Hamilton, Esq.
Dr. M. Mackinnon.
Rev. A. T. Down.
Rev. J. Youngson.
W. J. Moynagh, Esq.
W. E. D. Knight, Esq.
G. G. Bompas, Esq.
Mrs. McGregor Ross.
Capt. H. H. Cowie.
Mrs. A. J. Barry.</p> <p>(b) <i>House Committee:</i>
Mrs. Barry.
Mrs. Ellis.
Mrs. Knight.
Mrs. Millet.</p> <p>2. NAKURU DIVISION "A" SCHOOL.
(<i>European</i>).
Town Magistrate (chairman).
The Medical Officer, Nakuru.
R. W. Morrison, Esq.
A. F. Duder, Esq.
A. S. Flemmer, Esq.
F. W. Wakefard, Esq.
J. J. Ker, Esq.</p> <p>3. ELDORET DIVISION "A" SCHOOL.
(<i>European</i>).
District Commissioner (chairman).
Dr. W. A. Heard.
J. C. Shaw, Esq., J.P.
F. Eddie, Esq.
A. Kidson, Esq.
J. J. Van Rensburgh, Esq.</p> | <p>4 NAIROBI DIVISION "B" SCHOOL.
(<i>Indian</i>).
Hussainbhai Suleman Virji.
V. V. Phadke.
Yusufali Gulahussein Anjaria.
M. M. Bhutt.
Laxman Singh.
Badri Nath.
Alla Bux.</p> <p>5 MOMBASA DIVISION "B" SCHOOL.
(<i>Indian</i>).
Mr. A. Allidina Visram.
Mr. Fazal Nasser Mawji.
Mr. Jehan Sorabji Hooker.
Mr. C. M. Dalal.
Mr. Nasser Virji.
Mr. Maddatali Suleman Virji.
Mr. Yusufali Karimji Jeevanji.
Mr. Abdulla Jaffer.
Mr. Rajabhai Hashum.</p> <p>6. MOMBASA DIVISION "C" SCHOOL.
(<i>Arab</i>).
Hon. Provincial Commissioner
(chairman).
R. F. Gaunt, Esq.
Hon. Mr. P. H. Clarke.
J. M. Jamison, Esq.
Assistant Liwali.
Rashid bin Salim.
Mbarak bin Mbarak.</p> <p>7. UKAMBA NATIVE SCHOOL,
MACHAKOS.
(<i>Advisers.</i>)
The Ag. Provincial Commissioner,
Ukamba.
The District Commissioner,
Machakos.
The Headmaster, Machakos.</p> |
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DETAILS OF EXPENDITURE.

EDUCATION.

PERSONAL EMOLUMENTS.

	Approved Estimates, 1917-18.	Estimates, 1918-19.
<i>Administration.</i>		
1. Director of Education	£. 500	£. 500
2. 2 Clerks, (4th Grade)	77	154
3. 1 Clerk, (6th Grade)	32	36
4. 2 Office Boys	12	12
<i>Nairobi Division "A" School.</i>		
5. Headmaster (£300 by £20 to £400)	300	400
6. Clerk	60	60
7. 1 Assistant (£250 by £15 to £400)	250	265
8. 4 Assistants (£200 by £10 to £250)	623	843
9. Headmistress (£180 by £10 to £200)	190	200
10. 2nd Mistress	135	135
11. 3rd Mistress	135	135
12. 3 Assistant Mistress, at £135 each	270	405
13. Menials	300	300
14. House Allowance	120	180
15. Matron	120	120
16. 2 Ass. Matrons (£80 by £10 to £100)	85	175
17. Doctor's Fees	50	50
18. Pupil Teachers	120	120
<i>Nakuru Division "A" School.</i>		
19. Headmaster (£250 by £15 to £400)		250
20. House Allowance		60
21. Mistress	120	135
22. Duty Allowance		15
23. Assistant Teacher	100	100
24. Matron		100
25. Menials	16	96
<i>Uasin Gishu Division "A" School, Central School.</i>		
26. Headmaster (£250 by £15 to £400)	250	265
27. Headmistress	150	150
28. Ass. Master (£200 by £10 to £250)	200	200
29. 2 Ass. Mistresses at £135 each ...	270	270
30. House Allowances	140	140
31. Matron	80	80
32. Menials	125	150
<i>Nairobi Division "B" School.</i>		
33. Head Indian Teacher (Clerk, 2nd Grade)	152	160
34. Ass. Teachers (2 3rd Grade, 4 4th Grade, and 2 5th Grade Clerks) ...	465	665
35. Menials	15	18
36. House Allowance	24	24
<i>Mombasa Division "B" School.</i>		
37. Head Indian Teacher (Clerk, 2nd Grade)	128	136
38. Pension Contribution to Govern- ment of India		6
39. Ass. Teachers (4 4th Grade 2 5th Grade Clerks) ...	300	466
40. Menials	15	16

	Approved Estimates, 1917-18.	Estimates, 1918-19.
<i>Mombasa Division "C" School.</i>		
41. Headmaster (£250 by 15 to £400) .	291	306
42. Duty Allowance	50	50
43. Ass. Master (£200 by £10 to £250).		200
44. 4 Arab or Swahili Assistants ...	200	216
45. Indian or Arab Ass. Teacher (£120 by £10 to £150) ...		120
46. Menials	15	18
<i>Ukamba Native Schools, Machakos.</i>		
	£.	£.
47. Headmaster (£250 by £15 to £400) .	289	304
48. European Carpentry Instructor (£200 by £10 to £250) ...		200
49. 3 Technical Instructors at various rates	150	150
50. 5 Native Teachers	88	156
51. <i>Reliefs.</i>	150	150
52. Additional Emoluments		500
Total, Personal Emoluments ...	<u>7,262</u>	<u>9,870</u>
<i>Other Charges.</i>		
53. Equipment for all schools ...	225	1,315
54. Equipment and upkeep of playing grounds and games		105
55. Maintenance (Light, Water, Conservancy, Washing, etc) for all Schools	300	300
56. Upkeep and Purchase of Materials, etc., for Machakos Native School .	300	300
57. Books, Stationery, etc.	250	550
58. Transport, Passages	300	300
59. Transport Travelling Allowances .	100	60
60. Transport Carriage of Goods ...	20	30
61. Transport Local Travelling ...	150	150
62. Contingencies	30	30
63. Boys' Library (European School) .	5	5
64. Typewriter	23	23
<i>Grants-in-Aid.</i>		
65. Continuation Classes	50	50
66. Contributions to Building and Dutch Schools in Uasin Gishu ...	300	400
67. Education and maintenance of European destitute children ...	50	150
68. Technical Education	700	2,900
69. Mombasa School	60	
70. Grant to English High-School, Nairobi		200
Total, Other Charges ...	<u>3,083</u>	<u>7,238</u>
Total Education	<u>10,345</u>	<u>17,108</u>

EDUCATION DEPARTMENT.

STAFF LIST.

<i>Appointment.</i>	<i>Incumbent.</i>	<i>Date of appointment.</i>	<i>Salary.</i>	<i>Remarks.</i>
1. Administration.				
Director	J. R. Orr	Mar. 30, 1911	£500	
Head Clerk	R. M. Sundor	Nov. 15, 1907	£ 32	African.
Assistant Clerk	M. M. Desai	April 9, 1918	£ 72	Indian.
Assistant Clerk	D. Kagunya	March 1, 1917	£ 32	African.
2. Nairobi Division "A" School.				
Headmaster	(Vacant)		£300	
1st Assistant	R. W. Wotton	Nov. 21, 1914	£265	Ag. Head Mast.
2nd "	E. R. Pratt	April 13, 1915	£230	
3rd "	W. C. Harneett	July 16, 1917	£200	
4th "	H. P. Packham	Feb. 4, 1918	£200	Temporary.
5th "	(Vacant)		£200	
Meadmistress	Miss Ridgill	March 4, 1916	£200	
1st Assistant	Miss E. A. Marshall .	Sept. 3, 1912	£135	
2nd "	Miss M. C. Tunstall .	July 17, 1916	£135	
3rd "	Mrs. E. Bosworth	May 12, 1917	£135	Temporary.
4th "	Miss V. E. Hoar	Sept. 16, 1917	£135	"
5th "	(Vacant)		£135	
Matron	Mrs. M. Drayton	June 1, 1918	£120	
Assistant Matron	Mrs. A. Gethin	June 12, 1917	£ 30	
Assistant Matron	Miss G. A. Royle	June 1, 1918	£ 80	
Medical Officer	Dr. M. Mackinnon	Jan. 15, 1915	£ 50	
1st Pupil Teacher ..	(Vacant)		£ 60	
2nd Pupil Teacher ...	(Vacant)		£ 60	
Headmaster's Clerk .	(Vacant)		£ 60	
	George Austin	April 11, 1918	£ 20	African.
3. Nakuru Division "A" School.				
Headmaster	(Vacant)		£250	
Headmistress	Miss A. B. Keddie	Dec. 15, 1910	£135	Duty Allow. £15.
Assistant Mistress	Miss A. C. Finlay . .	July 9, 1917	£100	resigning.
Matron	(Vacant)		£100	
4. Uasin Gishu Division "A".				
1. ELDORET.				
Headmaster	F. W. Humphries	Oct. 8, 1913	£265	
Headmistress	Mrs. G. Humphries .	do.	£150	
Assistant Master	(Vacant)		£200	
1st Ass. Mistress	Mrs. E. Southey	Jan. 1, 1916	£135	
2nd " "	Miss M. Cloete	July 1, 1917	£120	Temporary.
3rd " "	Miss M. Humphries .	Sept. 16, 1917	£100	resigning.
Matron	Mrs. Dreyer	May 1, 1917	£ 80	resigning.
2. Farm Schools.				
1. Wheeler's Drift .	B. J. Monton	Jan. 30, 1917	£100	part payment
2. Trans-Nzoia	Miss J. Douglass	May 6, 1917	£ 25	of salary.

<i>Appointment.</i>	<i>Incumbent.</i>	<i>Date of appointment.</i>	<i>Salary.</i>	<i>Remarks.</i>
5. Mombasa Division "C" School.				
Headmaster	... R. F. Gaunt	... July 8, 1914	£295	Add £50. duty.
1st Assistant	... J. R. Rimer	... Feb. 15, 1913	£ 66	African.
2nd "	... William Jones	... March 10, 1913	£ 65	"
3rd "	... H. A. Mitchell	... May 1, 1918	£ 40	"
4th "	... R. M. Vincent	... May 1, 1917	£ 28	"
European Assistant	(Vacant)	...	£200	
Indian Assistant	(Vacant)	...	£120	
6. Ukamba Native Schools, Machakos.				
Headmaster	... J. W. Francis	... Aug. 15, 1914	£295	
European Carpentry Instructor	... (Vacant)	...	£200	
1st Technical Instructor	... Rool Singh	... June 1, 1915	£ 56	Indian.
2nd Technical Instructor	... Juma	... Aug. 22, 1914	£ 36	African.
3rd Technical Instructor	... (Vacant)	...	£ 30	"
1st Ass. Teacher	... A. B. Sheti	... July 10, 1909	£ 36	"
2nd " "	... David Samuel	... April 1, 1917	£ 26	"
3rd " "	... Thomas	... June 21, 1917	£ 26	"
4th " "	... (Vacant)	...	£ 24	"
5th " "	... (Vacant)	...	£ 24	"
7. Nairobi Division "B" School (Indian).				
Headmaster	... Duni Chand	... Aug. 8, 1906	£160	Indian.
1st Assistant	... Maganlal	... Dec. 15, 1916	£ 96	"
2nd "	... Ram Labhaya	... July 2, 1915	£ 94	"
3rd "	... Kalidas N. Shukla	... Sept. 29, 1912	£ 82	"
4th "	... Alla Ditta	... Sept. 1, 1915	£ 77	"
5th "	... D. C. Patel	... May 16, 1918	£ 64	"
6th "	... Lal Chand	... Jan. 7, 1918	£ 60	"
7th "	... (Vacant)	...	£ 56	"
8. Mombasa Division "B" School (Indian).				
Headmaster	... O. S. Desai	... Dec. 21, 1916	£136	Indian.
1st Assistant	... H. B. Sharma	... Oct. 12, 1917	£ 80	"
2nd "	... K. S. Patel	... Jan. 5, 1915	£ 77	"
3rd "	... C. L. Patel	... Feb. 7, 1918	£ 72	"
4th "	... G. D. Chohan	... May 13, 1914	£ 68	"
5th "	... D. M. Pathak	... Oct. 11, 1913	£ 68	"
6th "	... A. John	... Jan. 14, 1918	£ 68	"

SECTION C.

EAST AFRICAN EUROPEAN EDUCATION.

RECOMMENDATIONS FOR THE FUTURE.

I. EUROPEAN EDUCATION.

A.

I think that the Commission would do well to start with the promise that no boys or girls should be educated in East Africa, if there is any possibility of sending them to Great Britain (vide replies from Limuru and Ruiru). Everything is against the European race in this country, and men and women who have lived all their lives here will always be exotics. Apart from climatic influence and race environment, children here lack initiative. They know nothing outside their farms and Nairobi and take no interest—for instance—in the war in Europe, for although the matter has been continually mentioned, it does not occur to them to combine together and purchase a map by which they can of their own accord follow the war in the class room. They have no initiative in sports: they have on no occasion got up sports for themselves nor does it occur to them to play football or cricket unless they are led on to the field by their masters and even then they expect all equipment to be provided by Government. Moreover, in tropical countries with a serf race at their beck and call, the white race is bound to degenerate unless they are taught self-reliance and self-help, and in this matter I would refer the Commission to the chapter in Maurice Evans' Black and White in South East Africa, entitled "The Effect of the Black race upon the White Man."

For the above reasons I am strongly of opinion that the European is to lead and if he is to be educated in this country, the best types of University men and women are required as masters and mistresses to maintain the high tradition of the English race, and of English schools. They should be paid better than the administrative officers, as few openings are available for them and the profession of teaching should be made an attractive career.

Secondly, the expenditure of funds in education should be centred in boarding schools. It is only in boarding schools that children will learn to the full *esprit de corps* and pride in their school.

Thirdly, careful records should be kept of physical growth and development, as at present at the European school.

Fourthly, the sexes should be educated in separate schools.

B.

Maps will be placed before the Commission, showing that land reserved for European occupation falls naturally into three areas:

- (a) Uasin Gishu and Trans-Nzoia.
- (b) Nakuru, Naivasha and Nyeri.
- (c) Nairobi, Machakos, Kyambu.

Now with the exception of townships, the number of schools that will accommodate all children when the country is closely settled, is four boarding schools to each area.

- (a) Preparatory, boys.
- (b) " girls.
- (c) Secondary, boys.
- (d) " girls.

These are not required at present. Recommendations for the development of schools in the Uasin Gishu area which have been fully discussed with the Eldoret school committee are enclosed. For the rest, one boarding school for boys and one for girls should be deemed sufficient. Sufficient land outside a township should be reserved (say 100 acres) in order that full allowance may be made for playing fields, school house, boarding houses, library, gymnasium, workshops, swimming bath; etc. Each school should begin in a small way but should be well equipped in every respect. There should at first be one school for boys and one for girls, but as numbers increase each should break up into two separate

schools—preparatory and secondary. With reference to the funds for capital expenditure on buildings, I would draw the attention of the Commission to the Canadian system of erecting schools by means of debentures or loan funds, repayment being spread over a number of years. I am of opinion that annual Protectorate Revenue should be devoted to improvement of salaries and equipment.

Site:—The recommendations of the Land Office and Medical Department are attached.

Number of children in the Protectorate.—The number of children is at present inflated owing to the war. The war census of 1915 appeared to show about 1,000 children of school age with 358 under education. In 1917 (December) I took a fresh census which in districts outside Nairobi were conducted by the police by means of the patrol book. The return for such districts may therefore be regarded as fairly accurate. That for Nairobi itself was conducted through the press, but as many parents for various reasons did not reply, a fresh census of Nairobi should be taken. Figures as supplied to me are attached.

Curriculum:

The curriculum at present carried as far as Cambridge Senior Local Examinations but if a number of inspectors can be provided to form an examining board for all schools—European, Indian and Native—I propose to abolish external examinations and examine departmentally—as is now done by London University—by means of consultation between inspectors and the school staff. Children in East Africa require educating on broad lines and a system of external examination leads to instruction and cramming a definite line should be drawn between elementary or preparatory education and secondary commercial or vocational training.

Staff:

The question of staff is most important, as the development of character should be the chief aim of school life. In normal times, no one should be allowed to teach unless he had had a full education, *i.e.*, possessed a degree. He or she should then be required to pass a departmental examination or hold an English diploma in the history of education, the Theory and Practice of Teaching and Psychology. A scheme of salaries for the department is enclosed.

BRITISH SOUTH AFRICA COMPANY.

EDUCATION DEPARTMENT, SOUTHERN RHODESIA.

Grades, Qualifications and Salaries of Teachers.

The schools for Europeans in Rhodesia range from the one-teacher schools on farms and small mines to schools which embrace work up to the Standard of Matriculation in the University of the Cape of Good Hope.

They are graded as follows:—

GRADE "A"—Boys' High School, Salisbury.

Milton High School (Boys), Bulawayo.

Eveline High School (Girls), Bulawayo.

GRADE I.—Girls' High School, Salisbury.

GRADE II.—Umtali High School.

Gwelo Public School.

Primary School, Bulawayo.

GRADE III.—None.

GRADE IV.—Melsetter, Gatooma, Enkeldoorn, Que Que, Public Schools.

GRADE V.—Two-teachers schools.

GRADE VI.—One-teacher Schools.

The Boys' High Schools in Salisbury and Bulawayo have an attendance of about 200 boys.

(Attached to the Girls' High Schools in Salisbury and Bulawayo are Kindergarten Departments with about 100 children each. In the upper schools there are 100 (Salisbury) and 200 (Eveline). There are Kindergarten Departments in Umtali, Gwelo and Que Que, and in other schools similar departments are gradually being evolved).

SALARIES.

PRINCIPALS.

- Grade "A"—Men, £500 by £20 to £700.
 Grade "A"—Women, £400 by £20 to £500.
 Grade II.—Men, £420 by £15 to £510.
 Grade IV.—Men, £300 by £10 to £360.
 Grade V.—Salaries range from £180 by £6 to £210, to £270 by £6 to £300.
 Grade VI.—Salaries range from £150 by £6 to £180, to £180 by £6 to £210.

ASSISTANTS.

Grade "A" Schools. Men:

- 1st Class.—£420 by £15 to £510.
 2nd Class.—£330 by £15 to £420.
 3rd Class.—£270 by £10 to £330.

Grade "A" and Grade I. Schools. Women:

- 1st Class.—£330 by £15 to £420.
 2nd Class.—£270 by £10 to £330.
 3rd Class.—£240 by £6 to £270.
 4th Class.—£210 by £6 to £240.
 Head Kindergarten Mistresses rank as 2nd Class Assistants.

Grade II. Schools:

- 1st Assistants.—Men, £330 by £15 to £420.
 2nd Assistants.—Men, £270 by £10 to £330.
 1st Assistants.—Women, £240 by £6 to £270.
 2nd Assistants.—Women, £210 by £6 to £240.
 3rd Assistants.—Women, £180 by £6 to £210.

Grade IV. Schools:

- 1st Assistants.—£240 by £6 to £270.
 2nd Assistants.—£210 by £6 to £240.
 3rd Assistants.—£180 by £6 to £210.
 4th Assistants.—£150 by £6 to £180.

Grade V. Schools:

- 1st Assistants.—£180 by £6 to £210.
 2nd Assistants.—£150 by £6 to £180.

BOARDING HOUSES.

There are Government Boarding Houses in connection with the High Schools at Salisbury, Bulawayo, Umtali, and the Public Schools at Gwelo and Plumtree. Any teacher is liable to be called upon to take up the duties of resident teachers, who have to pay £48 per annum for board. The equivalent to the assistant teachers of board, accommodation, etc., is about £120 per annum.

For Married male Principals who are Superintendents of boarding houses the equivalent is about £360 per annum.

For lady Principals the equivalent is about £200 per annum.

SALARIES OF STAFF.

IN

TYPICAL ENGLISH SECONDARY SCHOOLS. (1913-14).

(Collected for the Director of Education, E.A.P., by the Department of Special Inquiries of the Board of Education, London).

1. A large Manufacturing town in West Riding.

(No. of Boarders included shown in brackets).

BOYS.		GIRLS.	
No. of pupils—	571.	No. of Pupils—	385.
Fees, £9—	£16-16-0.	Fees, £7-4-0—	£19-10-0.
Headmaster—	£1,414.	Headmistress,	£600.
Highest Assistant Salary,	£400.	Highest Assistant,	£220.
Lowest Assistant Salary,	£500.	Lowest Assistant,	£110.
No. of Assistants,	23.	No. of Assistants,	20.

2. *A Lancashire Country Borough.*

BOYS.		GIRLS.	
No. of Pupils, 153.		No. of Pupils, 158.	
Fees, £10—£13-13-0.		£5-8—18-18-0.	
Headmaster or Mistress,	£798.	£370.	
Highest Assistant,	£255.	£160.	
Lowest Assistant	£175.	£110.	
No. of Assistants, 7.		8.	

3. *A Suburb of Abové.*

Both schools are on the same foundation.

BOYS.		GIRLS.	
No. of Pupils, 332 (25).		198 (2).	
Fees, £12—£15.		5-5-0—£12-12-0.	
Headmaster or Mistress,	£1,020.	£345.	
Highest Assistant	£ 300.	£130.	
Lowest Assistant	£ 145.	£ 35.	
No. of Assistants, 14.		12.	

4. *A large industrial seaport on the N.E. Coast.*

BOYS.		GIRLS.	
No. of Pupils, 426.		143.	
Fees, £11—£14.		£7-17-6—£20-5-0.	
Headmaster or Mistress,	£1,000.	£290.	
Highest Assistant	£ 300.	£145.	
Lowest Assistant	£ 150.	£120.	
No. of Assistants, 21.		8.	

5. *Small endowed school for Girls in West England.*

No. of Pupils, 72 (20).			
Fees, £9-9-0.			
Headmistress,	£240.		
Lowest Assistant	£50 to £65 plus.	B. & L.	
No. of Assistants, 5.			

6. *A Grammar school for Boys in an Eastern Country Town.*

No. of Pupils, 159 (21).	
Fees, £11—£14.	
Headmaster, £800.	
Highest Assistant, £250.	
Lowest Assistant £105.	
No. of Assistants, 8.	

7. *Country Boarding School for Boys.*

No. of Pupils, 111.	
Fees, £9—£12 : boarders, £27—£30.	
Headmaster £516.	
Highest Assistant, £220.	
Lowest Assistant, £90 plus B. & L.	
No. of Assistants, 6.	

: o :

Inward No. 47/4A.

164 Woburn Avenue,
BENONI,

Transvaal, 1-12-16.

THE SECRETARY,
Education Department,
Nairobi.

DEAR SIR,

Many thanks for your booklet of information and the application form.

I have decided not to fill in the latter, as I could not possibly live comfortably on any of the salaries you pay, unless things are very much cheaper with you than in this Province. At present I am earning £210 per annum, which is by no means the top salary even for assistant Mistresses.

Perhaps, though you include free board and lodging in the salaries you pay.

Unless that is so, I fail to see how your teachers can live. The labourer is worthy of his hire and besides the importance of the teacher's work and the high ideals for which she should strive, there is a long and fairly expensive training and examinations to pass before one is qualified.

Had I a private income I should be delighted to offer my services in your Department. Your scheme of work being so broad and modern that it makes a strong appeal to one who loves teaching. You evidently try to obtain teachers with the highest ideals and best qualifications for the smallest remuneration.

As I am not in a position to work, largely for the love of it, and should find the planning to make ends meet so harassing that it would militate against my doing good work, I must herewith drop my application for service in your Department.

Yours truly,
ANNIE LOXDALE (Miss).

TABLE I.

Table showing for each district of the East Africa Protectorate the number of European children of different ages.

Area.	Under 5 years.	5 & 6 years.	7 years.	8 years.	9-14 years.	15 years.	16-18 years.	Total.
Nairobi	112	51	17	15	46	2	13	256
Kyambu	87	18	9	12	58	12	17	213
Uasin Gishu	86	27	14	20	81	11	17	256
Nakuru	44	15	6	8	31	6	9	119
Fort Hall & Nyeri	18	4	3	1	10	2	5	43
Naivasha	23	7	2	4	11	1	4	52
Nyanza Province	38	12	5	6	22	3	4	90
Seyyidie Province	22	8	3	2	10	1	1	47
Machakos	15	4	1	3	5		1	29
Total	445	146	60	71	274	38	71	1,105

TABLE II.

Table showing for each district in the East Africa Protectorate the source of education of all European children under 18 years of age: also the number of European children under 18 years of age who have been sent out of the Protectorate for education purposes.

Description of Area.	Receiving no education (includes infants).	Receiving education at.			Receiving no education but already left school or at work.	Total	being educated outside E.A.P.
		Govt. or aided schools.	Private schools.	Home.			
Nyanza Province	48	7	5	18	2	80	10
Kyambu	94	27	19	27	11	178	35
Seyyidie Province	31	1		4	1	37	10
Fort Hall and Nyeri	26	4		1	6	37	6
Machakos	20		4	4		28	1
Nakuru	63	18	11	10	8	110	9
Naivasha	33	8	2	5	3	51	1
Nairobi	120	150	51	7	11	339	28
Uasin Gishu	137	55	30	25	7	254	2
Total	572	270	122	101	49	1,114	102

QUESTIONS ADDRESSED TO THE FARMERS' ASSOCIATIONS OF LIMURU AND RUIRU IN DECEMBER, 1916, TOGETHER WITH THEIR REPLIES.

1. What proportion of parents of those who can afford to send their children to England or South Africa are willing to have them completely educated in this country?
 - (a) *Limuru*: The majority of parents would send their children out of this country for education.
 - (b) *Ruiru*: This Association is of the opinion that all parents who could afford to do so would prefer to send their children to England. But it must be remembered that some parents would be unable to do so and for these provision would have to be made locally.

2. What fees do the parents consider could be fairly charged; (1) for day pupils; (2) for boarding?
- (a) *Limuru*: (1) An increase of the amount charged for education is favoured up to £10 per annum: for day scholars and £50 per annum: for boarders, if considered necessary by the Board of Education.
 (2) The principle is endorsed of parental responsibility towards the education of their children by maintaining the system of payment of fees.
- (b) *Ruiru*: This would depend largely on the character of the education given. A small district school with a primary school-teacher could hardly ask the same rate as a secondary school where a highly qualified master was employed.

We are of the opinion that the present fees are sufficient for primary education but where schools of a higher standard are concerned the fees might be raised to £50 per annum for boys over 12 years and £30 under 12 (boarding included.) This should include the possibility of learning Latin should it be desired.

3. Does the opinion of parents favour the establishment of day schools or of boarding schools?
- (a) *Limuru*: The foundation should be boarding schools and that where necessary there shall be day schools in Townships.
 (b) *Ruiru*: It would seem that, except in closely settled areas, boarding schools are a necessity; where day schools are practicable the parents would probably prefer them.
4. Should the basis of organization be the Kyambu district or sub-districts contained there in or a larger area to include Trans-Thika and Naivasha?
- (a) *Limuru*: In the opinion of the meeting no answer could be given by the Association.
 (b) *Ruiru*: We regret our inability to understand this question.
5. Are parents of opinion that different grades of schools are desirable?
- (a) *Limuru*: The only grades should be according to the standard of education, that is, primary and secondary schools.
 (b) *Ruiru*: Certainly; some parents would no doubt be satisfied with a primary school education but the larger number would probably require a more advanced curriculum so that in the event of pupils going home to finish their education they would be at no disadvantage.
6. What is the area of the district or sub-district and proportion of adult population and child population to area?
- (a) *Limuru*: Statistics on this question were given by the District Commissioner.
 (b) *Ruiru*: The District Commissioner, Kyambu, can supply statistics.
7. Would the residents support any system of local taxation or education rates and on what basis should it be established?
- (a) *Limuru*.
 (b) *Ruiru*: We are strongly of the opinion that provision for the present and future needs of education here can best be provided for by reserving grants of land for the purpose as recommended by the Convention of Associations.
8. Would the Association be prepared to erect school buildings at their own expense or by a system of debentures if Government guarantee the interest?
- (a) *Limuru*: The Government should borrow the necessary capital in the cheapest market.
 (b) *Ruiru*: The Association as such has no funds to enable it to do so.
9. Are schools to be erected upon Crown lands or upon private property?
- (a) *Limuru*: In the opinion of this Association a central school should be put in the Limuru residential township area, but should the Board of Education consider it to be out of the question to do this, the Limuru settlers will provide or sell a piece of land for this purpose.
 (b) *Ruiru*: This must largely depend on local circumstances. When Crown Land is available it would undoubtedly be best, but where this is not possible the most convenient centre must be found and the land either given, leased, or purchased for the purpose.
10. *Ruiru*: This Association is strongly of the opinion that the present system of mixed education is most undesirable and disapprove of its continuance.

PROPOSED EDUCATION POLICY FOR THE DISTRICTS OF
UASIN GISHU AND TRANS-NZOIA.

At a meeting of the school committee held at Eldoret on Monday, Nov. 26th, 1917, it was decided to recommend to Government either immediately or at the forthcoming Commission on Education that the development of Education on the Uasin Gishu plateau and the Trans-Nzoia district should proceed on the following lines:

ELDORET.

- (a) Present requirements: (1) That an area of forty acres be reserved for a mixed boarding and day school adjacent to the site of the present school, but that an area of five acres be reserved within the township for the education of Indian children.
- (2) *Farm Schools*: That a liberal supply of schools on farms be allowed in both districts as feeders for the Central School with a view to bringing all children under education: that the standard of education provided in these schools shall extend as far as the fourth Standard, if the schools are adjacent to Eldoret and the Seventh Standard if they are remote: that the qualifications required for the appointment of teachers in these schools shall be raised and that all such teachers shall be recognised members of the education department, subject to the same regulations in respect of appointment, leave, etc. as teachers in the Central school.
- (3) *Trans-Nzoia*: That when the number of children resident in the Trans-Noia district shall warrant such action, a second Central school be opened in the Central township of that district similar to that established in Eldoret, and the land be reserved accordingly.

Future Policy: That when the number of children in either district or both districts shall warrant, the boarding school shall be detached from the day school and situated in an area remote from any township. Such boarding schools shall be at first mixed schools but as the number of scholars increases the sexes shall be educated in separate schools, the same principle being applied to the schools in townships.

The Committee consider that it is essential that a higher type of education—either secondary or vocational—should be provided for all pupils between fourteen and eighteen years of age and that in order to bring both boys and girls into touch with the industries of the district, boarding schools should be adjacent to a Government Experimental Farm—fifty acres of which should be earmarked for a boy's school and a girl's school respectively. The Committee consider that it will redound greatly to the advantage of the country if all boys of this age can continue their general education and at the same time receive a sound training in Agriculture, technical or commercial work while girls will similarly be trained in household science, dairy work and gardening. Should no Government experimental farm be established, the Committee request that sufficient land may be handed over to them for the above purposes. Finally, the committee consider that in future years a separate and similar system of education will be required for the Uasin Gishu and Trans-Nzoia and that land should be reserved at the present time for future educational purposes. The questions of compulsory education, the amount of fees (if any) to be charged in schools, etc. are left for settlement by the proposed Commission.

EVIDENCE OF TEACHING STAFF.

The teaching staff of the department has been instructed to be prepared to answer questions on the following subjects:—

1. Suitability of East Africa for the education of European and Indian children.
2. Localities favourable for the establishment of schools.
3. Types of Schools required.
4. Mental calibre of children under education as compared with children of the same race in home countries.
5. Hours of schools attendance.
6. Suitability of curriculum and standard of education to be maintained.
7. Qualifications, pay, and conditions of employment of teachers.
8. Sources of Revenue.—Government grants, local rates, school fees.
9. Physical training and school games.
10. Religious instruction and medical attendance.
11. Desirability of compulsory education.
12. Transport of scholars to and from school.
13. Should school books be the property of the scholar or of Government?
14. Mixed education or separation of the sexes.

SECTION C. PARA 7.
SCHOOL AREAS AND LAND.

RESERVES.

AREAS OF SCHOOL SECTIONS IN VARIOUS PROVINCES OF THE EMPIRE.

South Australia: Public schools, as a general rule, must not be less than six miles apart and must have an annual average attendance of 20 children.

New Zealand: Any area may be constituted a school district at the request of not less than 10 householders.

Quebec: No school district may exceed five miles in length, unless transport to and from school is provided and must show 20 children between 5 and 16 years.

Nova Scotia: The section is usually about 4 miles in diameter and must contain 20 children.

New Brunswick: The area of a school section must be $3\frac{1}{2}$ square miles and contain 40 children. All resident children from 6-20 must have an opportunity of attending school and for these no fees may be charged.

Manitoba: No district may exceed 20 square miles unless transport is provided for children living more than one mile from the school. Each district must contain 10 children.

Prince Edward Island: Any area may become a school district if it is 4 square miles in extent and contains 30 children between 5 and 16 years.

Cape of Good Hope: No mention made as boarding departments are provided at public schools.

Orange Free State and Transvaal: No mention made as bursaries are liberally given both for travelling to and from school and for boarding near it.

MEDICAL DEPARTMENT,
Headquarter Offices,
British East Africa,
Nairobi, 31st July, 1914.

No. 40/709.

THE DIRECTOR OF EDUCATION,
Nairobi.

SIR,

I have the honour to acknowledge the receipt of your letter No. 490/18, dated the 27th May, 1914, accompanied by the letter and enclosure No. 8847 D/A, dated the 23rd June, 1914, addressed by the Acting Land Officer to this office—a copy of which letter has been forwarded to you.

2. Mr. Tannahill's minute indicates the area over which is spread the population who will be expected to benefit by the establishment of the school and whose convenience must, therefore, be considered. I do not, however, think it desirable that an Educational Institution of a resident type should be placed in or immediately adjoining a township as its usefulness may be interfered with by outbreaks of disease in the latter place.

3. I have noted the terms of the school Committee's Resolution as quoted by you. Although it will, most probably, be possible to select a suitable site on the Kikuyu slopes outside Nairobi yet it may, in the present state of the question, be of advantage to consider the possibilities of other areas affording locations of an approved type.

4. I would, therefore, venture to suggest that a number of areas be nominated for consideration in connection with this matter, viz., the neighbourhoods of Nairobi, Naivasha, Lumbwa, and Njoro townships. Should this be agreed to inquiry would then be instituted into the comparative merits of each location with a view to making a final selection.

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

H. HARAN,
Principal Medical Officer.

Copy. Original on File 8847. Director of Education, Application for Site for Protectorate Boarding School.

MEMO. RE. PROTECTORATE BOARDING SCHOOL.

Re. Letter 27th May, 1914.
Director of Education to Principal Medical Officer.

1. (a) *Para. 5. Nairobi School Committee Resolution.*

This site No. 202 on land office plans, situated north of Kilimani Estate, west of Government House Grounds and between the streams Kirichwa, Kubwa and Kirichwa Dogo is in my opinion eminently suited for the purposes of a large school with playing fields and gardens. It is a chocolate soil (not I believe black cotton) and the ridge is a level plan of two or three hundred acres sloping down very gradually towards Nairobi. Elevation about 5,750 feet on an average. The distance from Nairobi Station about $3\frac{1}{2}$ miles.

1. (b) In regard to Nairobi generally, the Nairobi School Committee will doubtless bear in mind that Nairobi is situated at what is practically the south-east corner of the inhabited highlands.

2. I venture to think that there will be a very large white population situated in the western highlands stretching from Sotik through Lumbwa, Kericho, the Uasin Gishu to Mount Elgon.

The northern section of this will be served by a Railway joining the main line between Njoro and Nakuru.

Another huge block of white settlement will extend from Nyeri along the western slopes of Kenya embracing Laikipia and north and west Kenya. It is possible to conceive this block being tapped by a Railway coming from Laikipia through Lake Solai to Nakuru.

3. I therefore suggest Njoro as a site which merits very careful consideration, and I enclose a plan showing the available Crown lands near the station.

Njoro in future, will, I believe, be most centrally situated and in this respect fulfils the points laid down by the Director of Education's letter, better than Nairobi. Elevation 7,000 feet approximately, and I believe extremely healthy.

4. The Director of Education's stipulation (c) is doubtless of paramount importance at present but as I understand the proposition the proposed school will be for several hundred boarders and will doubtless have a Medical Officer specially attached.

5. There is also Crown Land available at any of the following places:—
Lumbwa (very hilly), Londiani (rather damp and cold), Nakuru (near the township), Naivasha and the Thika.

ARTHUR C. TANNAHILL,
Land Assistant.
21-4-14.

KVAMBU,
27th December, 1916.

DEAR ORR,

RE. A POSSIBLE EUROPEAN SCHOOL.

I forgot to mention to you that it is very likely that Dagoretti will soon cease to exist as a Government administrative station and the site is worthy of your consideration.

Altitude: About 6,300 ft., I think.
Railway: Three miles Kikuyu station.
Area: Forty acres.
Water: Niougara: very good.
Doctor: At C.S.M., $1\frac{1}{4}$ miles.
Roads: To Nairobi and Kikuyu station.
Town: Nairobi, 10 miles.
Buildings:
Bungalow: Four rooms—two bath rooms—office.
Office: Two rooms and hall.
Clerk's House: Two small rooms.
Forester House: Now empty: I think very wattle and daub.
Fuel: Unlimited.

You would thus have some and light accommodation for staff in a locality in many ways suitable.

Yours sincerely,
G. A. S. NORTHCOTE.

EDUCATION AND LAND RESERVES.

Correspondence which passed between the Education and Land Offices as far back as 1911 in respect of the ear-marking of land rents for educational purposes is shown herewith for the purpose of settling once and for all a proposal which is continually making its appearance. This proposal has been placed before each Governor since 1911 and has failed on each occasion to secure approval, and it is only because it will be again proposed as a method of finance that the Commission should be familiar with it.

2. My own opinion at present is as follows:

The rents for such lands would naturally be paid to Government for general administration: it is proposed to divert them to the maintenance of education. If Government gives liberal support to education, it does not matter whether the money comes direct to education from the Land Reserves or is paid by occupiers to Government and by Government to Education. In other words it complicates the machinery.

3. Where such proposal might perhaps be useful would be as a Free Grant on the lines of the Probate and Licence Duties employed in English education. But as the people of East Africa will probably pronounce against free education, such a grant will not be required.

NOTE.

L. O. No. L2837.

EDUCATION RESERVE FARMS.

It is the custom in other countries to reserve areas of land for the purpose of providing revenue from rent, etc., to be allocated for the purpose of defraying the cost of education of the families of the settlers who are the lessees of the adjoining farms.

In this country there is no such scheme in existence at present. It is the practice to divide up an area of land into farms, reserving only such areas as may be required for townships, outspans and experimental farms. When a settlement area is open for allotment all the farms are allotted on licence, and if any farms revert to Government they are auctioned and again alienated to a private person.

As the country becomes populated with European Settlers the question of the education of their children will require careful consideration. Government will, I presume, be called upon to establish schools in each settlement district, and the expenses incurred in establishment and upkeep will, owing to the settlement areas being separated and spread over an area of several hundred square miles, be considerable. The establishment of schools must be provided for in an expenditure vote, and the revenue received from fees will be small in comparison to the expenditure.

In every new settlement area one or more farms should be marked as Education Reserves, and in districts where land has already been alienated any farm that reverts to Government should if required be reserved. The requirements of the district should be estimated, and the number of farms that would be required to produce the necessary revenue should be reserved.

Education Farms should be rented to owners of adjoining farms or other persons on short leases for the purpose of grazing or agriculture. I understand that in New Zealand it is the practice to lease on one or nine years leases. The rent should be assessed not on Government rates but on the basis of average rents paid by private persons who rent land from other landholders, or another method would be to ask for tenders to rent the land.

I would recommend five years leases as the maximum. At the expiration of the lease Government can re-assess the rent, and the outgoing tenant should have the option of taking a further lease for five years.

The expenditure on education will probably be greater at first owing to the necessity of expending money on buildings and the revenue accruing from rents will at first be small, but as time goes on the revenue plus the fees should provide a balance which could be placed to the credit of the capital account.

Under the present system in force in the past Government has leased many farms for 99 years on a fixed rent, and under these leases for a 5,000 acre farm rented at 6 cents, the revenue accruing to Government will be £20-16-8 per annum for 99 years (6 cents is stated above as equivalent to one anna). Under the short lease scheme the rent would, perhaps, be the same for the first five years, but at the expiration of the term the rent could, I have no doubt, be raised to 12 cents or even more, and the revenue would be doubled.

In closely settled districts farmers who have stocked their farms up to the carrying capacity will be bound to provide change of grazing. At present they graze unoccupied farms, but I hope in the near future all these farms will be occupied.

It is essential that the question as to whether Education Reserves shall be established, or not, should be decided as soon as possible; some of the farms which are at present shewn on our registers as "reverted" may be suitable, and provision should be made for these reserves when new allotments are surveyed. To re-acquire land for Education Reserves would be impracticable at present prices. A small area out of the Reserve might be excluded from the lease and utilised for the erection of the school buildings.

I have written this note in order to bring forward the question for consideration if any such scheme is to be adopted, I would recommend that the Government of New Zealand be referred to for information regarding the Education Reserves in that Colony.

C. H. C.,
Acting Land Officer.

3rd October, 1911.
No. 501/1.

EDUCATION OFFICE,
Nairobi,
23rd October, 1911.

SIR,

I have the honour to acknowledge with thanks your letter of October 3rd, 1911, together with your suggestions re. the creation of Education Reserves.

I have examined the Education Report of New Zealand for the year 1909 and forward for your information an extract therefrom. The system seems to work very successfully in that country and to produce an income of upwards of £50,000 per annum, and this of course means a considerable reduction in the Education vote.

With regard to British East Africa you are better able than myself to judge to what extent the country will be occupied by white settlers. At the present moment the only demand for an European school outside Nairobi, which has been brought to my notice comes from Nakuru, the centre of an increasing white population extending from Londiani to Kijabe. I understand also that the Kenya district has a considerable white occupation, and, as years go by, the number of settlers and their families will very largely increase.

Your proposal, in my opinion, suggests a very sound foundation for white education in the future, provided that the Lords of the Treasury will agree to such funds being used in the interest of the settlers of each district. I shall be glad therefore if you will permit me to explain the Scheme to the Members of the Education Board at their next meeting on November 6th in order that I may forward to you their comments thereon. Before doing so, I should however like to hear from you what districts you consider most suitable for the Establishment of Reserves and how many farms you would be prepared to set aside.

Extract from the Report of the Minister of Education N.Z.

EDUCATION RESERVES.

The payments made to Education Boards for *Primary* Education out of proceeds from Education reserves in 1908 amounted to £52,616-9s.-6d., as compared with £47,385-4s.-8d. for the previous year. The revenues of the Boards are not, however, increased thereby, as equal amounts are deducted from the grants otherwise payable by the Government.

Table H8 in E-6 shows the payment for *Secondary* Education from reserves under the control of the school Commissioners, which amounted in 1908 to £4,154-4s.-3d. as compared with £4,353-13s.-7d. in 1907. This money is distributed by the Commissioners to the governing bodies of secondary schools in the provincial districts in proportion to the number of pupils in average attendance at these secondary schools, exclusive of those in any lower department.

Table G2 in E-2 shows the total income from Education reserves for the several districts for the ten years 1899-1908, and the cost of administration for the same period. Summarised this appears as below:—

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The cost of administration shows a slight decrease as compared with previous years, but is still very high in one or two districts.

SECTION D.

INDIAN EDUCATION.

QUESTIONS ADDRESSSED TO INDIAN SCHOOL COMMITTEE,
NAIROBI AND MOMBASA.a. *Population :*

Q. 1. What do you estimate the number of Indians resident in the East Africa Protectorate?

A. 1. It may be between twenty and and twenty-five thousands.

Q. 2. What do you estimate to be the number of children for whom provision for education should be made (a) immediately, (b) within the next ten years?

A. 2. Provision for education may immediately be made for one thousand children, within the next ten years the number may increase to two thousands.

b. *Climate :*

Q. 1. Do you consider that the climate of East Africa is favourable to the growth of Indian children?

A. 1. Yes, certainly, the climate of this country is favourable to the growth of Indian children. The birth rate which appears to be higher than in India and the healthy condition of the children are decided proofs in favour of the above statement.

Q. 2. How do Indian children in East Africa compare (a) in physical, (b) in mental development with those of the same race in India?

A. 2. Physically the children seem to be much better off. Mental calibre of children in this country seem to be on a lower level of intelligence owing to, it seems, surroundings which in infancy are mostly affected by the company of native boys who are quite below the evolution standard of humanity and civilization.

There may be climatic effects which perhaps Medical Authorities may know better.

Q. 3. What part of the country do you consider most favourable for the residence of Indian children?

A. 3. Nairobi and such other places where the climate is neither very hot nor very cold.

c. *Compulsion :*

Q. Do you consider the introduction of compulsory education (a) desirable, (b) necessary, (c) possible? If so, within what ages? What machinery do you propose for the enforcement of attendance?

A. While it is the duty of every civilized and enlightened Government to give all reasonable facilities for both primary and higher education compulsion in primary education is not only desirable but it is necessary wherever the masses of the people are steeped in ignorance, there is always danger of their being entirely apathetic towards all questions affecting the welfare of the country. Illiteracy and ignorance are really at the root of every trouble to which the people are liable to be exposed.

In all the European countries which perhaps the exception of Russia and Turkey, provision is made by the state for the free and compulsory education of all its subjects. When the Board School were first introduced in England probably in 1870, the scheme was at first somewhat unpopular because it involved the compulsory attendance of the children but that feeling soon wore away, the people came to recognise the benefits of the institution and now there is hardly a single individual among even the poorest classes who cannot read and write and it is an ordinary spectacle to see even the cab-drivers regularly buying a Daily Newspaper, reading it while waiting for a fare on the stand. Japan an Asiatic power, also made it compulsory nearly fifty years ago, many of the Indian States in India adopted the scheme and the Government of India accepted the principle long ago: why should East Africa alone be denied the great advantages which accrue from a system of Compulsory Elementary Education? That is the one foundation on which the progress of the people can be built. Whether agricultural improvement is to be promoted and agricultural education is to be imparted, whether technical instruction and industrial training is to be given, whether habits of prudence and self-respect or a spirit of helpfulness is to be fostered among the people, a system of compulsory Primary Education is needed.

- (c) As regards possibility of the scheme, as already stated in the case of England, the Indian population of this country may be somewhat averse to the measure in the beginning but there is no doubt of the possibility of the system being adopted as there is no class of Indians which can be considered poor in the real sense of the word, there can be no obstacle in the way of compulsion. The main question of expenditure for provision will be dealt with under the heading of sources of Revenue.
1. Age for compulsory education should be 6 to 13.
 2. The system of keeping birth register throughout the Protectorate should be adopted and it may be enacted by the Government that in case of failure to satisfy the Education Ordinance parents and guardians should be legally dealt with.

d. *Types of Schools.*

- Q. 1. What different Indian races of importance are there in East Africa Protectorate?
2. Can these be educated in the same schools?
3. How many schools of different kinds do you know? (a) in Nairobi, (b) in E.A.P.?
4. Do you prefer boarding schools or Day schools? Why? if the former, have you any proposals for establishing them? Are boarding schools common in India? Are they preferred to Day Schools?
- A. There are two prominent—as re: Nos. Indian races in this country those who speak Gujrati and those who speak Hindustani. The former contains Kathiawadis, Gujratis, Cutchis and the latter contains Punjabis and Hindustanis. There are others such as Bengalis, Marthis, and Madrasis and Sindhis and Marwadis, but there number is very limited.

Yes, they can be educated in the same school provided arrangements are made to furnish the School with sufficient number of staff, *i.e.*, one teacher for each class and consisting of Gujrati and Hindustani knowing hands. There are only two schools in Nairobi for literary elementary education viz., Government and Sikh schools with the only difference that in Sikh school religious education is imparted and Punjab language is taught along with the course adopted in the Urdu Section of the Government School. As far as it is known there are two such schools in Mombasa and Rural Schools at Machakos and Kisumu.

Boarding schools are certainly preferable to Day Schools because the children are under the direct care of the teachers and in the case of the children of illiterate persons, the illiteracy of the parents can have no effect upon the children. The children are taught and brought up under the direct supervision and the constant contact of the teachers but at the present juncture, keeping in view the different way of living, diet, etc., it is impracticable to establish that kind of schools.

For the present Day Schools are sufficient for the Indian Education in this country but in order that outstation children may be required to attend the schools hostels may be attached to each Elementary and High School, Elementary Schools may be opened at Lamu and Kisumu and High Schools at Mombasa and Nairobi, besides lower Elementary Schools may be established at all important stations such as Machakos, Nakuru, etc., where at least twenty children may be of school going age.

e. *Suitability of Curriculum:*

- Q. 1. Do you consider that the curriculum of the Government School is suited to present needs?
- A. Yes, it is, as far as Elementary Schools are concerned but with the exception of Technical and Commercial Education which should be added as recommended in the answer to Q. 7.
- Q. 2. Do you consider that a lengthy Vernacular Training as in Bombay is required in East Africa Protectorate?
- A. No, it is not even in Bombay, there is a tendency of decreasing the length of Vernacular Training and to commence English teaching earlier: the vernacular course taught in Bombay can be finished along with English as is done in other provinces of India.
- Q. 3. Do you consider that Secondary and Technical Education would be sufficiently supported by the Indian Community to justify consideration?
- A. Yes, if the Technical and Commercial education is introduced along with literary education, it is certain that the Indians in this country will take advantage of the facilities afforded. Besides when the heads of departments will see that they can secure better hands, they will not naturally employ youths who have not completed the secondary course and the parents will be compelled to allow children to finish the higher course.
- Q. 4. Are you in favour of introduction of manual training for education purposes into the elementary Code?

EDUCATION AND LAND RESERVES.

Correspondence which passed between the Education and Land Offices as far back as 1911 in respect of the ear-marking of land rents for educational purposes is shown herewith for the purpose of settling once and for all a proposal which is continually making its appearance. This proposal has been placed before each Governor since 1911 and has failed on each occasion to secure approval, and it is only because it will be again proposed as a method of finance that the Commission should be familiar with it.

2. My own opinion at present is as follows:

The rents for such lands would naturally be paid to Government for general administration: it is proposed to divert them to the maintenance of education. If Government gives liberal support to education, it does not matter whether the money comes direct to education from the Land Reserves or is paid by occupiers to Government and by Government to Education. In other words it complicates the machinery.

3. Where such proposal might perhaps be useful would be as a Free Grant on the lines of the Probate and Licence Duties employed in English education. But as the people of East Africa will probably pronounce against free education, such a grant will not be required.

L. O. No. L2837.

NOTE.

EDUCATION RESERVE FARMS.

It is the custom in other countries to reserve areas of land for the purpose of providing revenue from rent, etc., to be allocated for the purpose of defraying the cost of education of the families of the settlers who are the lessees of the adjoining farms.

In this country there is no such scheme in existence at present. It is the practice to divide up an area of land into farms, reserving only such areas as may be required for townships, outspans and experimental farms. When a settlement area is open for allotment all the farms are allotted on licence, and if any farms revert to Government they are auctioned and again alienated to a private person.

As the country becomes populated with European Settlers the question of the education of their children will require careful consideration. Government will, I presume, be called upon to establish schools in each settlement district, and the expenses incurred in establishment and upkeep will, owing to the settlement areas being separated and spread over an area of several hundred square miles, be considerable. The establishment of schools must be provided for in an expenditure vote, and the revenue received from fees will be small in comparison to the expenditure.

In every new settlement area one or more farms should be marked as Education Reserves, and in districts where land has already been alienated any farm that reverts to Government should if required be reserved. The requirements of the district should be estimated, and the number of farms that would be required to produce the necessary revenue should be reserved.

Education Farms should be rented to owners of adjoining farms or other persons on short leases for the purpose of grazing or agriculture. I understand that in New Zealand it is the practice to lease on one or nine years leases. The rent should be assessed not on Government rates but on the basis of average rents paid by private persons who rent land from other landholders, or another method would be to ask for tenders to rent the land.

I would recommend five years leases as the maximum. At the expiration of the lease Government can re-assess the rent, and the outgoing tenant should have the option of taking a further lease for five years.

The expenditure on education will probably be greater at first owing to the necessity of expending money on buildings and the revenue accruing from rents will at first be small, but as time goes on the revenue plus the fees should provide a balance which could be placed to the credit of the capital account.

Under the present system in force in the past Government has leased many farms for 99 years on a fixed rent, and under these leases for a 5,000 acre farm rented at 6 cents, the revenue accruing to Government will be £20-16-8 per annum for 99 years (6 cents is stated above as equivalent to one anna). Under the short lease scheme the rent would, perhaps, be the same for the first five years, but at the expiration of the term the rent could, I have no doubt, be raised to 12 cents or even more, and the revenue would be doubled.

In closely settled districts farmers who have stocked their farms up to the carrying capacity will be bound to provide change of grazing. At present they graze unoccupied farms, but I hope in the near future all these farms will be occupied.

It is essential that the question as to whether Education Reserves shall be established, or not, should be decided as soon as possible; some of the farms which are at present shewn on our registers as "reverted" may be suitable, and provision should be made for these reserves when new allotments are surveyed. To re-acquire land for Education Reserves would be impracticable at present prices. A small area out of the Reserve might be excluded from the lease and utilised for the erection of the school buildings.

I have written this note in order to bring forward the question for consideration if any such scheme is to be adopted, I would recommend that the Government of New Zealand be referred to for information regarding the Education Reserves in that Colony.

C. H. C.,
Acting Land Officer.

3rd October, 1911.
No. 501/1.

EDUCATION OFFICE,
Nairobi,
23rd October, 1911.

SIR,

I have the honour to acknowledge with thanks your letter of October 3rd, 1911, together with your suggestions re. the creation of Education Reserves.

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- Q. 4. Are you in favour of introduction of manual training for education purposes into the elementary Code?

- A. Yes, manual training for Educational purposes are very useful in Elementary Schools, they afford the teacher many opportunities of imparting incidentally much useful information, and may be made means of developing sense of the pupils, for since the figures formed are regular, the pupils through marking these lessons unconsciously acquire ideas of symmetry and proportion. Lastly the successful working of every exercise demands on the part of the pupil close attention, care, exactness, cleanliness, perseverance and the expression of ideas in the concrete form, the conversion of thought into act. The work thus tend to the formation of excellent moral habits.

The course suggested is as follows :

Infant Class :

Paper folding, stick laying, drawing, colour work, clay-modelling.

First Standard :

Paper folding, stick laying, drawing, colour work and clay-modelling.

Second Standard :

Paper cutting and mounting, drawing and clay-modelling.

Third Standard :

Paper modelling, drawing and clay-modelling.

Fourth Standard :

Cardboard modelling, drawing and clay-modelling.

- Q. 5. Do many Indian children return to India solely for the purpose of continuing their education?

- A. Yes, those who can afford, certainly go for higher education in India, but those, who cannot, have to find out some means of livelihood here.

- Q. 6. Is the curriculum of Government Indian School usually completed by pupils?

- A. No. The children of Government employees go to India when their parents go on leave and the children of the artisans and of other poor classes leave the school after studying a few years whenever they get a chance for wage-earning. The sons of merchants no sooner they are able to read and write a little, take up commercial line. At the introduction of Technical and Commercial education besides purely literary education, the sons of artisans and merchants will be induced to continue their education and the secondary education will be enjoyed by those who go to India.

- Q. 7. If compulsory education is not possible, what steps should be taken to counteract the early removal of children for wage-earning purposes?

- A. Technical and commercial education should be introduced and the heads of departments may be requested not to employ these youths who had not got the Schools Final Certificates.

- Q. 8. Are you in favour of compulsory Physical Training and encouragement of school games? Should these be provided by Government?

- A. Yes, Physical training is as necessary as mental training: no school does its duty which has not this side of education as part and parcel of its curriculum. When a boy goes out of School, he should be full of life, full of vigour, full of energy and full of delight to take up the burden of the world. He should not be nerve-exhausted and nerve over strained when he has finished his education career. Unless a boy's body is strong and healthy, he cannot as a man, do all he should in life and for his country. The training of boy's body is as important a part of education as the training of his mind. He should be trained in gymnastic exercises and in games of every kind. The quickness of thought, alertness in understanding the situation, swiftness of decision, promptitude of action and accuracy of judgment are some of the qualities that most need to be developed in the young and these are qualities which are largely developed in the play ground. Moreover a boy learns to work with others by sub-ordinating himself to common object and to subordinate his own success to that of his side. He learns the very qualities in the play ground which are wanted in a man of action in the true patriot. The physical training therefore must be made compulsory to all those who attend to School, even if literary is not so.

The boys may be charged one month's fee extra during a year and the rest of the expenditure may be met by the Government.

LAND AND LOCALITY.

- Q. In what towns should schools be situated?
- A. Mombasa, Nairobi, Kisumu and Lamu are suitable to higher Elementary Schools and all other important stations where there are at least twenty children of school going age may have Elementary Schools.
- Q. Should such schools be purely elementary as Government School to-day or should each have a secondary department?
- A. At Nairobi and Mombasa there should be a school having a secondary department together with hostels attached to them so that boys of elementary schools may join the secondary department and live in the hostels. Kisumu and Lamu may have Elementary Schools as there are at present at Mombasa and Nairobi together with hostels attached to them to facilitate outstation children nearer to these stations where there are at least 20 children of school going age may have schools up to the IV Standard of the Elementary School.
- Q. Could secondary Commercial and Technical education be centralised in Boarding Schools in some part of the Protectorate. If so, what part should be most suitable?
- A. As already stated secondary schools are suggested to be established at Nairobi and Mombasa and Commercial and Technical education can be centralised there. Nairobi is suitable in every way. Mombasa though hot, will suit too, in the first place there are so many merchants there and the number of artisans is not also small on account of there being P.W.D. and Railway workshops.
- Q. What area of land do you think should be reserved for (a) Elementary Schools, (b) A Secondary School to allow of the proper allowance of buildings, boarding houses and playing fields?
- A. (a) For an Elementary School with a boarding house and play ground five acres will suffice, while for a secondary School not less than 7 acres of land will be required.

Girls' Education:

- Q. Are all Indian races in favour of education of girls?
- A. Yes, they are.
- Q. Can girls be educated in the same schools as boys?
- A. No. It is against custom, as far as the Indian History can be traced the system of one and the same school for boys as well as girls never existed in India and neither the Indians would admit of such a system.
- Q. 3. What kind of education do you recommend?
- A. For the present Elementary Education is advisable and that must be made compulsory, household management, sewing and such other subjects necessary for girls' education should be included in the curriculum. Arrangements, however, should be made for Secondary education no sooner the community shows a desire for the same.

Qualification and Pay of Teachers.

- Q. 1 Do you consider that the Standard of teachers employed is satisfactory?
- A. 1 No. There should be all qualified teachers in a School, no one should be allowed to enter this department unless he is certificated. The teacher is not merely fountain of facts, the walking in encyclopaedia and universal provider of useful and unless information to the young but their guide, philosopher and friend and the skilled builder of their characters, trainers of their bodies and developer of their intellects. In short he should be model man. It may be said that it is almost impossible to get such sort of men, true and therefore it is not business of each and every body to go to the profession, and therefore it is urged that only trained hands should be employed in this department.

Q. Should teachers be graded, if so, what system do you recommend? What kind of salaries should teachers get, what Standard of qualification should be required?

A. Yes, certainly they should be:—

5th Vernacular trained. 100—7½—145 with free quarters.

4th Anglo-Vernacular trained. 160—10—210 with free quarters.

3rd Anglo-Vernacular trained and experienced hands. 210—15—300 with free quarters.

2nd Graduate trained and experienced hand. 320—20—400 with free quarters.

1st B.A., B.T. Experienced. 400—25—500 with free quarters.

V Grade for infants and 1st Standard (vernacular) of all Schools.

IV Grade and III Grade for higher classes of elementary Schools.

II Grade for headmasters of elementary schools and the Assistants in high Schools.

I Grade headmasters of high Schools.

Source of Revenue.

Q. What system of local contribution, fees and Government Grants prevail in India?

A. In some of the Indian states primary education is free and Schools are supported by the general taxes especially land revenue. In Government territories primary schools are maintained by Municipalities, District Boards and Provincial Funds, the chief source of revenue being land tax, the details of which is not procurable here.

Q. Do you consider that Education should be (a) free throughout (b) (based on a low fee), (c) based on a high fee with free places allotted according to the judgment of the local Committee?

A. Elementary Education should be free and higher education should be based on a low fees. It is very difficult to introduced compulsory primary education unless it is free.

Q. Do you favour the imposition of local contribution in addition to Government Grants if so, on what bases or should schools be maintained out of general taxation only?

A. The School should be maintained out of general taxation only, local contribution will be always fluctuating, ignorant people will consider the education a burden, from the teachers point of view it will not be respectable.

Q. Do you favour any endowment of School? Could school be endowed by the Indians of the country? Could help be obtained from India.

A. No. Indians are bearing and are ready to bear still more general taxation and education can be provided out of that. No help can be expected from India, it is not a rich country, besides there is much room for improvement in India itself in sanitation and education.

Q. Should buildings be provided out of Government fund or capital endowment or could loan be raised by debentures payable over a period of twenty or thirty years?

A. Yes. They should be provided from Government funds. It is difficult to expect loan by debentures or endowments. However question may be referred to the Indian Association.

Q. Would you favour a system of taxation by which each community supported its own school.

A. Yes, taxes realised for education purposes should be utilised for the good of the community they have secured, however all Indians must be considered as belonging to one community and taxes paid by them for education may be used for Indian Education only.

MEDICAL, INSPECTION AND RELIGIOUS INSTRUCTIONS.

- Q. Are you in favour of compulsory medical inspection of all children and keeping of health record?
- A. Yes. It is urgently needed for the good of the community itself.
- Q. Should parents be compelled by law to carry out the recommendation of the Medical Officer.
- A. No. The parents can be induced to carry out those recommendations by the public spirited persons, teaching staff and Committee members.
- Q. Should religious instructions be given in school hours by qualified persons appointed by the School Committee?
- A. No. People must make their own arrangement privately, a course of moral instruction, however, may be introduced which may be common to all religions. There are so many different sects among Indians in this country that it is nothing but impossible to try this side of education.
- Q. Is it true that much of the Indian labour imported from India is illiterate?
- A. Yes, it is so.
- Q. Is illiteracy common among the Indians of East Africa?
- A. No. Artisans are for the most part illiterate, the merchants almost all know reading and writing at least in their own vernacular.
- Q. Should evening classes be started for illiterate adults? Would they be well attended to, or should they be compulsory?
- A. Yes, they should be started, it will be considered a boon by some of the artisans, but attendant should not be made compulsory, there may be many, too old for going to Schools, for some of them it may be difficult to work whole day in the shops, and then to work in the evening classes. Some may have overtime and thus may be unable to attend.

Siri Guru Singh Sabha,
Nairobi, 17th January, 1913.

THE SECRETARY,
The Indian Association,
Nairobi.

DEAR SIR,

SIKH BOYS' AND GIRLS' SCHOOLS, NAIROBI.

Perhaps you are aware that this Sabha has been running two schools for Indian children (Boys and Girls) for the past several years. The fact of establishing as many educational institutions as possible for the daily growing number of our Indian children in Nairobi cannot be denied, the more so in case of the denominational ones.

With a view to securing a site for these schools in the Nairobi Township, I understand Mr. Mangal Dass on behalf of this Sabha interviewed the Hon'ble Ag. Chief Secretary about five month ago, when he was informed that it may be possible to grant us a piece of land on or near Ngara Road for this purpose.

Now, that I understand your Association is going to consider and put forward to the Government the scheme of development of the area round about Kyambu Road, past the Native Market, I would be obliged if our requirements in connection with these schools be considered and embodied in the general scheme and your recommendations. I think it would be better if the matter could be dealt with through your Association instead of representing it direct to Government.

As regards the extent of the site in question, I should say that at least one acre for the School building is essential. In addition to this, the sports ground for the Girls' school should necessarily be adjacent to the building proper necessitating therefore the grant to us of about five acres in all. We need not ask for a sports ground for the boys as the common ground set apart will do for all.

The present arrangement for holding classes of these schools are only temporary. The boys classes are accommodated in a couple of rooms attached to our Gurudwara and the girls are taught in a private dwelling on the River Road lent voluntarily for the purpose.

Trusting that the matter will receive the consideration that is its due.

I am, etc.,
(Sgd.) WARIAM SINGH,
Hon. Secretary,
Siri Guru Singh Sabha.

No. 43.

Nairobi,
30th March, 1918.

TO THE DIRECTOR OF EDUCATION,
Nairobi.

SIR.

...I am directed by my Sabha to approach you with the following request which I hope will meet your favourable consideration.

The Sabha is fully aware of the Education facilities so far afforded by the Government, but according to Indian usage the girls and boys cannot be sent to the same school, the Sabha feels very keenly want of arrangement for female education which you will certainly agree must go hand with boys education. The Sabha therefore requests the Government through you kindly make some arrangements for this long felt want, if the Government cannot at present see their way to do so they may be pleased to reserve a plot of land for this purpose in the Nairobi township and oblige.

Yours faithfully,

BUXI GIANCHAND,
Hon. Secretary,
Sanatan Dharam Sabha, Nairobi.

ARYA SAMAJ (THE VEDIC CHURCH.)

No. 103/11.

P.O. Box No. 243,
Nairobi,
21st May, 1918.

TO THE DIRECTOR OF EDUCATION,
Nairobi.

DEAR SIR,

I understand that some land is to be allotted for the Indian Schools under the new scheme at N'gara Road and I therefore beg to apply for the requirements of the Aryan Girl School.

The Aryan Girl School was established under the auspices of my Samaj back as 1909 and certain correspondence was exchanged with the then Education Board, vide my letter No. 23/11 of 23rd December, 1910. Owing to the lack of accommodation and for various other reasons the existence of this Girl School could not be kept long.

We have now an elaborate scheme in hand for opening an Aryan Girl School, and one will be opened in Arya Samaj not before long, but for the permanent one we should have some land allotted to us where we may be able to deal with all our requirements. I therefore request that need of my Samaj be kept in view of the land anywhere at N'gara Road or anywhere else which may be allotted on the recommendation of the proposed Education Commission.

Thanking you in anticipation.

Yours faithfully,

D. D. P.,
Hon. Secretary,

2. INDIAN EDUCATION.

The Government system of importing Indian coolies in place of training African artisans has brought a large number of illiterates into the country. A large number of these return to India but considerable proportion remain as fundis in the private firms or settle down as petty traders. Many of them are anxious to have their sons educated but remove them from school as soon as they can be of use in business, and such boys may therefore still be classed as uneducated, though not strictly illiterate. In this country of mixed races, it is imperative that the Indian community should be as enlightened as possible and opinion among leading Indians has been expressed in the favour of free and compulsory education.

With a view to reducing the number of witnesses before the Commission, I have drawn up a number of questions and have requested that the Indian school Committee of Nairobi and Mombasa will confer with the Indian Associations and forward replies which may be considered representative of Indian opinion.

My recommendations for Indian education are as follows:

(1) Sound elementary schools in Nairobi and Mombasa under English Headmasters with a preponderating allowance for educational hand-work. As the Indian Educational Service does not train schoolmasters in handwork, these must be trained by this department. Day schools under Indian teachers might be opened in Kisumu, Nakuru and Machakos which would carry education up to ten years of age, after which pupils should be transferred to boarding establishments attached to Nairobi or Mombasa.

(2) From the age of 14 years or at such period as may appear individually suitable, boys should be transferred to a secondary boarding school where they can obtain a higher general education combined with commercial or technical training of some kind.

Attention is drawn to the offer of Mr. Abdul Rasul Allidina Visram of £5,000 for a High School in Mombasa and £5,000 for payment of staff for three years, provided that education is carried up to the Standard of the Matriculation Examination of Bombay University. I have endeavoured to meet his wishes by adding four classes to the present school but it is imperative that a dividing line shall be drawn between preparatory or elementary and higher education.

Attention is also drawn to the offer of £1,000 for the founding of an Indian school in Lamu by an Indian merchant of Bombay. This was refused by Government but is still available.

SECTION E.

ARAB AND SWAHILI EDUCATION.

Letter No. 20/18.

THE ARAB SCHOOL,
Mombasa,
4th March, 1918.

THE DIRECTOR OF EDUCATION,
Nairobi.

SIR,

Referring to your letter on the subject of the development of Coast education I take it that there is little hope of improvement during 1918 beyond the additions to staff of a European Assistant and some Native teachers. Up to April, 1919, therefore it will only be possible to erect the additional class-room and start a class for teachers. I still think however the local schools, as laid down in the Schedule accompanying my letter No. 105/17 of 15th August, 1917, essential, and hope that the Education Commission will consider that question. Already one year has elapsed since, I visited Takungu, Kwa Jomva, Malindi, etc. At that time the people were remarkably keen on the institution of local schools but if nothing is done they will lose interest, and it may be difficult to fill the schools when they come to be opened.

2. The boys who joined the K.A.R. periodically visit the Arab School, when on leave, and most of them will probably return to school and form a Senior Class in which they can receive definite training for their future civil work.

3. I attach the following for your consideration and hope you will urge upon the Commission the advantages of opening up the Coast Area immediately, instead of waiting until 1919.

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

R. F. GAUNT,
Headmaster.

COASTAL AREA ELEMENTARY VERNACULAR SCHOOLS.

ESTIMATES 1918-1919.

MALINDI:

REVENUE.		Rupees.
Estimated number of pupils 25.		
School fees at Rs. 2-00 per month, for 9 months (school) ...	450	

EXPENDITURE.		
<i>Building.</i> Would almost certainly be lent.		
<i>Equipment.</i> Books, slates, etc.	150	
<i>Staff.</i> One Native teacher at Rs. 35/- per month ...	420	

TAKAUNGU.

REVENUE.		
Estimated number of pupils 20.		
School fees at Rs. 2 per month, for 9 school months ...	360	

EXPENDITURE.		
<i>Building.</i> Liwali would probably provide a room.		
<i>Equipment.</i> Books, slates, etc.	150	
<i>Staff.</i> One Native teacher at Rs. 35/- per month ...	420	

MIDA.

REVENUE.		
Estimated number of pupils 15.		
School fees Rs. 2/- per month for 9 school months ...	270	

EXPENDITURE.		
<i>Building.</i> Liwali would probably provide a room.		
<i>Equipment.</i> Books, slates, etc.	150	
<i>Staff.</i> Junior Teacher at Rs. 30/- per month ...	360	
Lamu. The same as Malindi.		
<i>Kwa Jomva.</i> The same as Takaungu.		

Remarks. In these schools reading, writing, and Arithmetic (in Swahili) would be taught to Standard II.

Teachers could be trained and sent from Mombasa Arab school and the schools would be visited periodically by the Inspector of Coast Education.

R. F. GAUNT,
Headmaster.
4-3-18.

THE ARAB SCHOOL, MOMBASA.

ESTIMATES 1918 AND 1919.

Estimated Revenue. (School fees 1917) and 1918, Rs. 1,321.

		Rupees.
<i>Estimated Expenditure, 1918-1919.</i>		
Calculate at least 20 new boys before end 1918-19		1,630
(1) <i>Buildings.</i>		£
(a) Boarding House Rent	100	
(b) Second storey to School, £500	500 or 250?	
<i>or 2 extra class room</i> £250		
<i>Work Shop</i>	100	
(2) <i>Staff.</i>		
Headmaster Arab School and Inspector of Coast	£400	
by £25 to £500	400	
Do. do. Duty allowance	50	
European Assistant Master £250 by £15 to £400	250	
Indian Technical Instructor £120 by £10 to £150	120	
Four Swahili Assistant Teachers	220	
Menials	18	
(3) <i>Equipment</i> including Industrial branch	100	
(4) <i>Books and Stationery</i>	40	
(5) <i>Maintenance</i> (water, light, washing, Conservancy, etc.)	50	
(6) <i>Passages, 1 return</i> (Headmaster), 1 single (Asst. Master)	140	
(7) <i>Teachers' and School Library</i> (urgently required)	20	
(8) <i>House Allowances</i> (2)	120	

R. F. GAUNT,
Headmaster.
5-3-18.

MOMBASA ARAB SCHOOL.

IMMEDIATE REQUIREMENTS FROM APRIL, 1919.

I. *Buildings.*

It is estimated that at the end of March, 1919 the number of boys will probably be too great for the capacity of the present building (including the additional class-room). I would suggest therefore that during 1919 the upper storey be added to the school and at the same time the Central Arab Building School be erected on the mainland. In April, 1920, the Arab school would then be transferred to the mainland, where the Industrial side could be greatly developed and more attention paid to school games. The present school in Mombasa would become a Native Teachers' Training College, and a Commercial school where classes would be held for boys wishing to obtain Clerkships, or to enter the Survey Department.

II. *Staff.*

Headmaster and Inspector of Coast Education.

Two European Assistants, or 1 European Assistant, and 1 Technical Instructor.

1 Indian teacher or Technical Instructor.

5 Native Teachers.

1 Office Clerk.

1 Office Boy.

III. *Curriculum.* Showing necessity for I and II.

I have already proposed that an Industrial class be formed during 1918. I would suggest that industrial teaching be confined to Carpentry at first. From April, 1919, masonry could be added and the boys could receive practical instruction in Carpentry and building during the erection of the second storey to the Arab School. The scheme of Education from April, 1919 to March, 1920, would be shortly as follows:—

Class I (b) Kindergarten work, Letters, Figures, Tables in Kiswahili. New boys' class.

Class I (a) Hand and Eye work. Reading, Writing and Arithmetic in Kiswahili.

Class II. Hand and Eye work. Subjects as in I (a) plus reading and writing in English.

Class III. Hand and Eye work. Reading, Writing, Arithmetic, Local History, Local Geography. Object lessons, in English with a Swahili Teacher. On promotion from this class a boy is supposed to be able to understand spoken English and to write answers in simple English.

Class IV. Ordinary school subjects including Elementary Science and Geometry. In this class the boy is encouraged to work entirely in English. Carpentry and Masonry would here take the place of hand and Eye work.

Class V. Ordinary school subjects including Algebra and Geometry, General Geography, History, and Science, Carpentry or Masonry, whichever preferred. Typewriting and Office correspondence if required.

Class VI. Same as Class V. but here a boy is expected to state definitely what work he intends to take up on leaving school and is specially trained for that work.

Class VII. This class will at first include the teachers' class and is intended for those boys who wish to go to India or England to complete their education.

From Classes VI and VII teachers will be selected for work in the Coastal Elementary Vernacular Schools. The work of Classes I (a) to VII does not correspond exactly to that of Standards in English Elementary schools and for that reason they are named differently.

R. F. GAUNT,
Headmaster.

2. ALLOCATION OF MISSIONARY STATIONS.

SOCIETY.	1. Nyanza.	2. Kenya.	3. Ukamba.	4. Seyyidie.	5. Tana-land.	6. Nai-Jubasha.	Total.
1. C.M.S. ...	3	5	2	7	0	0	17
2. Church of Scotland .		1	1				2
3. African Inland Mission ...	1	2	6	0	0	3	12
4. Friends ...	3						3
5. Roman Catholic ...	6	16	5	2			29
6. Seventh Day Adventists ...	5						5
7. United Methodist ...		1		2			3
8. Unclassified ...	4		2		4	1	11
Total ...	22	25	16	11	4	3	82

Friends' Industrial Mission at Kaimosi not included, no returns having been sent.

APPROXIMATE STATISTICS OF MISSIONARY SCHOOLS.

FEBRUARY, 1917.

(EXCLUDING MASAI.)

	No. of Pupils Stations on roll.	Average attend-ance.	Village Schools.	Pupils attend-ance.	European Missionaries Men.	Women.	Native Teachers.	
	82	11,763	8,031	410	18,587	100	89	776
A. Distribution according to Provinces.								
1. Nyanza ...	22	4,930	3,352	317	16,274	33	21	414
2. Ukamba ...	16	2,870	1,980	34	938	27	25	127
3. Kenya ...	25	2,539	1,713	39	995	27	32	154
4. Seyyidie ...	11	1,118	777	17	330	9	4	73
5. Tanaland ...	4	124	124	3	50	0	0	8
6. Jubaland ...	1	110	24	0	0	0	0	not stated.
7. Naivasha ...	3	72	61	0	0	4	7	0
Total as above	82	11,763	8,031	410	18,587	100	89	776

NOTE:—Attention is drawn to the large number of village schools. Frequency of inspection and method of control might form a subject of investigation.

THE RESPONSE OF AFRICAN NATIVES TO MISSIONARY EDUCATION.

Proportion of European Missionaries and Native teachers to pupils in average attendance at Central Stations and Village Schools.

	1. Europeans.	2. Native Teachers.	Proportion of 1. to Pupils.	Proportion of 2. to Pupils.
A. Nyanza ...	54	414	1:363	1:47
B. Ukamba ...	52	127	1:55	1:22
C. Kenya ...	59	154	1:46	1:17
D. Seyyidie ...	13	73	1:85	1:15
E. Naivasha ...	11	0	1:5	
F. Tanaland ...	0	8		1:15

B. DISTRIBUTION ACCORDING TO MISSIONARY SOCIETIES.

SOCIETY.	No. of Stations.	on roll.	Average Attendance.	Village Schools.	No. of Pupils.	European Missionaries		Native Teachers.	Proportion (a) to Missionaries.	(b) to Native Teachers.
						Men.	Women.			
1. C.M.S. ...	17	3,286	2,369	81	6,322	19	14	184	1:263	1:47
2. C.M.S., Scotland	2	486	427	17	451	8	6	44	1:63	1:20
3. Friends' Indus. ...	3	504	327	18	1,684	3	4	24	1:287	1:84
4. African Inland ...	12	929	667	13	291	16	25	48	1:23	1:20
5. Roman Catholic ...	29	4,119	2,699	181	7,377	38	21	294	1:170	1:34
6. Seventh Day Ad.	5	370	288	35	830	6	3	45	1:124	1:25
7. United Methodist	3	160	128	12	240	3	3	36	1:61	1:10
8. Lumbwa Indus. ...	1	82	62	2	40	1	3	10	1:25	1:10
9. S.A. Compound ...	1	971	485	0	0	1	2	13	1:161	1:37
10. Indep. Ogada ...	1	224	150	12	520	0	1	31	1:670	1:22
11. Indep. Nyakach ...	1	155	100	30	700	3	3	32	1:133	1:25
12. German ...	4	124	124	3	50	Removed.		8		1:22
13. Swedish ...	1	110	24	Not stated.						
4. Gospel Mission ...	2	243	190	6	82	2	4	7	1:45	1:30
Total ...	82	11,763	8,031	410	18,587	100	89	776	1:141	1:34

Estimated Total Protectorate Revenue, 1918-19 ... £1,622,090
 Estimated Native Hut and Poll Tax ... £ 280,840
 Percentage of Annual Revenue from Natives in direct Taxation. 17.3.

NATIVE HUT AND POLL TAX.

PROVINCE.	AMOUNT.	PER CENT.
1. Nyanza	123,470	43.97
2. Kenya	80,000	28.49
3. Ukamba	43,730	15.57
4. Seyidie	15,020	5.35
5. Naivasha	13,450	4.79
6. Tanaland	3,050	1.08
7. Jubaland	1,200	0.42
8. Northern Frontier District	920	0.33
Total ...	280,840	100.00

SECTION F.
NATIVE EDUCATION.

NATIVE EDUCATION.
NYANZA PROVINCE.

Recommendations of District Commissioners.

1. Number of Mission Schools in each District under European supervision.

	Kisumu.	Mumias.	Nandi.	Lumbwa	Kisii.	Total.
(a) C.M.S. ...	2	1				3
(b) Roman Catholic ...	3	2				6
(c) Church of Scotland ...						
(d) Other denominations .	4	2	1	1	5	13
2. Number of Pupils.						
(a) On school rolls ...	2,989	1,200	16	82	516	4,803
(b) In average attendance.	1,378	800	13	62	418	2,671
3. Number of Pupils in village schools ...	9280	2,600		30	1,730	13,640
4. Estimated No. of Children available for education	60,000	75,000	25,000	5,000	80,000	245,000

5. (a) Names of elementary schools providing the best discipline and teaching.

- (1) Kisumu: C.M.S. Maseno and Kisumu.
R.C., Kisumu, Alwar and N. Maragoli.
Friends—South Maragoli.
- (2) Mumias: R.C., Kakamega (discipline).
C.M.S., Butere (teaching).
- (3) Nandi: Only one school, A.I.M., Aldai.
- (4) Lumbwa: Only one school, Lumbwa Industrial.
- (5) Kisii: (1) R.C., Asumoi.
(2) S.D.A., Kendu.
(3) S.D.A., Kawagamoo.

(b) Existing elementary schools which may be recommended for Government assistance to meet the needs of the district.

- (1) Kisumu: No mention.
R.C. Missions.
Friends' Mission (Mr. Rees).
- (2) Mumias: C.M.S., Butere.
R.C., Kakawega.
- (3) Nandi: None.
- (4) Lumbwa: No recommendation.
- (5) Kisii: The schools given in (a).

(c) Places where additional elementary schools are required with recommendations, re. controlling authority.

- (1) Kisumu: C.M.S., Maseno and Kisumu.
- (2) Mumias: No more required.
- (3) Nandi: Kapsabet, Kapiet, Kaptumo or any one of them. Controlling authority must be Government. See remarks under (f).
- (4) Lumbwa: Possibly one in Bulat and one in Sotik.
- (5) Kisii: I recommend that one additional school be established in each of the 35 locations, the schools to be in charge of Native teachers under control of the D.C.

(d) Should native elementary education be free or should fees be charged?

- (1) Kisumu: Free.
- (2) Mumias: Free.
- (3) Nandi: Free, if possible, to start with. Light fees might be charged, if necessary later, as soon as the benefits of the school have been appreciated by the Natives.

- (4) Lumbwa: Free.
 (5) Kisii: I am of opinion that fees should be charged. The natives would be quite ready to pay and the money so obtained would help to cover the expenses of the school.

(e) Are separate Government elementary schools required?

- (1) Kisumu: Not at present.
 (2) Mumias: No.
 (3) Nandi: Yes.
 (4) Lumbwa: Not yet.
 (5) Kisii: Yes. They would be more popular than the Mission schools. More regular attendance could be assured. Very many of the natives want their children to be educated but are not anxious for them to receive religious teaching.

(f) Should a secondary or high school with facilities for technical training be now established by Government in the district? Should fees be charged at such a school? Should technical training be compulsory at high schools? What industries are recommended?

(1) Kisumu: (1) I am strongly in favour of technical schools being established whenever funds can be provided. It is a matter of supreme importance to the country to begin to train a native artisan class as soon as possible.

Fees should not be charged as the apprentices at a technical school earn very little wages if any during the period they are indentured.

(2) As Missions can provide sufficient training for elementary clerical education while often they cannot afford technical instruction, it is considered that technical training should be compulsory at any such schools as the Government Technical School at Machakos.

Industries recommended, carpentry, brick-making, and brick-laying, stone work and metal work.

(2) Mumias (1) A technical school is very necessary: either a Government technical school or Government assistance to certain Missions to provide technical instructors.

(2) No.

(3) Yes.

(4) Agriculture, Carpentry and Masonry.

Others Remarks.

With reference to sect (f) I would prefer to see a Technical school established by the Government providing Secular Elementary Education and Technical instruction: there are however a great number of Mission schools in the district and the influence of these is very strong, and it may be considered that the establishment of a Government school would lead to complications and that it would be preferable to provide existing Mission schools (the two mentioned in Sect (a) are recommended) with Technical Instructors making it compulsory that all boys undergoing technical instruction should be directly under the control of the Government instructor for a certain number of hours during the week.

(3) Nandi: No.

Other Remarks.

Nandi has had no educational facilities. The Mission has been here some years and done very little. In my opinion these Missions which combine Missionary effort with trade are not likely to accomplish much in the educational line. The Nandi themselves are not keen on Mission Education. I have managed to get some chiefs to send a few small boys, and more are going shortly, to the Mission for Education. A beginning has been made. But I am convinced that what is really wanted here is a Government (secular) Elementary school. I think we ought to do something for the Nandi in this respect. I would guarantee to procure as many boys for it as were required. Any one of the three centres of Kaptumo, Kapsabet and Kapiet would be available. The Kaptumo house could be used for a schoolmaster. At Kapiet there is a good brick house belonging to Mr. A. C. Ross which he is anxious to sell, having retired from the district. I think this might be bought for £200. At Kapsabet the A. D. C.'s house could be used as a residence for the schoolmaster and the council chamber as a school-room or a suitable building could be built. I would build a brick building (sundried bricks) myself if necessary.

I am sure that such a school would have great results in Nandi as they are an extremely intelligent people, and in my opinion, with half a chance, will prove a valuable asset to the country. At present they are backward; as an example superstition and witch craft abound here more than any where else, so far as I know.

I venture to bring forward this proposal, as the Director of Education implies that Education is going to receive increased attention in Native districts. I cannot recommend Government assistance to the Mission as it is of no use. A Government Secular school is badly wanted if the funds are available for the pay of a schoolmaster. Building expenses are as shown above either nil or very little. I need not say that all my influence would be brought to bear to make the school a success. Without Government influence, there is no chance for education in Nandi.

(4) Lumbwa: District not ready for high school.

(5) Kisii: I don't consider that the time has yet arrived for the establishment of a secondary or a high school.

Other Remarks.

I find it very difficult to make recommendations as I am in total ignorance of the views of the Education Department or the intended scope of their operations. I have recommended three Mission schools for Government assistance as they are in my opinion the most deserving and should be the first to receive assistance if any is to be given by Government. But I consider that it would be better to have the Government schools altogether separate from the Mission. The parents who should have a voice in the matter are in general opposed to the conversion of their children to Christianity and I think that it is almost certain that if the Missionaries have control over or are in any way connected with the running of the Government schools, efforts will be made, if not by the Missionaries themselves, at least by their native converts to induce the children to become Christians. Such action would in many cases be contrary to the wishes of the parents.

When children arrive at years of discretion there is nothing to prevent them from going to the Missions for religious instruction if they want it.

KENYA PROVINCE.

NATIVE EDUCATION.

Recommendations of District Commissioners.

I. Number of Mission Schools in the district under European supervision:

	Fort Hall.	Nyeri.	Embu.	Meru.	Total.
(a) C.M.S. ...	3				3
(b) Roman Catholic ...	6	4	2		12
(c) Church of Scotland .		1		4	5
(d) Other denominations	2				2
2. Number of Pupils:					
(a) On School Rolls ...	1,591	704	176	1	2,472
(b) In av. attendance ...	1,115	350		102	1,567
3. Number of Pupils at Village Schools ...	608	135	164	100	1,007
4. Estimated Number of Children available for education ...	66,000	99,000	58,000	10,000	233,000

5. (a) Names of Elementary Schools providing the best discipline and teaching.

(1) Fort Hall: Weithaga, Kahuhia, Fort Hall.

(2) Nyeri: Church of Scotland Mission, Tumu-Tumu.

(3) Embu: Both schools are of the same class.

(4) Meru: United Methodist.

(b) Existing elementary schools which may be recommended for Government assistance to meet the needs of the district.

- (1) Fort Hall : I think all might be assisted to improve staff, building, etc.
- (2) Nyeri : Church of Scotland, Tumu Tumu and R. C. Mission, Teto and Karima.
- (3) Embu : A small grant for the purchase of more and better equipment might be given to both schools.
- (4) Meru : United Methodist.

(c) Places where additional elementary schools are required with recommendations re. controlling authority.

- (1) Fort Hall : Existing main schools with their outschools appear to meet present demands. Roman Catholic and Protestant schools should not be allowed in vicinity of each other.
- (2) Nyeri : Chief Wajura's—controlling authority D.C. acting under instructions of D.E., Baricho. ditto.
- (3) Embu : Kikuyu, Embu, Embure, Chuka, Wimbe. Education Department to be controlling authority.
- (4) Meru : The Government Boma : controlling by an appointed Missionary and the District Commissioner.

(d) Should Native elementary education be free or should fees be charged?

- (1) Fort Hall : Small fees should be charged. The natives are well off ; it would tend to impress upon them that education is of some value and also tend to keep away those who attend school for other purposes than education.
- (2) Nyeri : I think free at first, *i.e.*, until education has got some grip on the people when fees should be charged.
- (3) Embu : I am doubtful about this point. Mission schools are open to all and sundry for nothing and at present the Missions are only too glad to get people to come. If then Government schools were to charge fees, the natives naturally would not understand why they should pay when something for nothing was to be had next door. Contra, it is probable that Government schools might be better staffed and equipped and so give a more valuable education. There is also the point that when a person can take up or drop a thing as he pleases without pecuniary loss he will not attach much value to it, but if a father has paid so much for educating his son he may insist on the attendance being regular. On the whole I think that small fees might be charged as we should thus get the sons of wealthier parents with whom it might be well to commence at first.
- (4) Meru : Free.

(e) Are separate Government elementary schools required?

- (1) Fort Hall : I see no necessity at present if existing schools are assisted and supervised by Government.
- (2) Nyeri : I think so, but at the same time I should not like to see purely secular teaching. There must be religious instruction of some sort. As a beginning I would support picked native teachers of a very high moral character under control of D. C.
- (3) Embu : Yes.
- (4) Meru : Yes, the trouble in this district lies in the fact that the innocent boys or lionis are not allowed to associate with the warrior class, and many of the latter would be only too glad to avail themselves of the opportunity to learn, but cannot under existing conditions without losing their tribal status.

(f) Should a secondary or high school with facilities for technical training be now established by Government in the district? Should fees be charged at same? Should technical training be compulsory at high schools? What industries are recommended.

- (1) Fort Hall: Not unless a native having completed his education, would be assured of an opening where the exercise of his talents and attainments would benefit him and the community. A technical school for training of artisans only would be of great value.
- (2) Nyeri: (a) I do not think the time is yet ripe.
(b) Yes, with remission for scholarships.
(c) I think so.
(d) Carpentry, masonry, Agriculture.
- (3) Embu: (a) Yes. (b) No. (c) Yes. (d) All artisan work and handicrafts.
- (4) Meru: Meru is not advanced enough for secondary or High schools, but when it is ready, I see no reason why fees should not be charged.

NATIVE EDUCATION.

UKAMBA PROVINCE.

Recommendations of District Commissioners.

i. Number of Mission Schools in the District under European supervision.

	Nairobi.	Kyambu.	Machakos.	Kitui.	Total.
(a) C.M.S. ...	2	1			3
(b) Roman Catholic ...	1	3	1		5
(c) Church of Scotland ...		1			1
(d) Other Denominations.		3	4	1	8
No. of Pupils.					
(a) On School Rolls ...		1,269	463	26	
(b) In av. attendance ...		997	290	11	
No. of Pupils on Rolls of Village Schools					
	40	593	78	8	719
Estimate No. of Children available for education					
		26,400	12,517	31,600	70,617

(a) Names of schools providing the best discipline and teaching.

Nairobi: No choice.

Kyambu: The Church of Scotland easily First: Africa Inland Mission the worst for discipline: the Roman Catholic Schools do not concentrate greatly on Education.

Machakos: A. I. M., Machakos and Mbooni.

b) Existing elementary schools recommended for Government assistance to meet the needs of the district.

Nairobi: All.

Kyambu: All, so long as your minimum requirements as to literary and technical education will be fulfilled: short of these none. I believe all schools in this district are well conducted and deserving.

Machakos: A.I.M., Machakos.

A.I.M., Mbooni.

A.I.M., Mukaa.

Kitui: No recommendation.

(c) Places where additional elementary schools are required with recommendations re. controlling authority.

Nairobi: Possibly in the Native Location.

Kyambu: This depends upon the increase in the number and efficiency of the village schools. If these can be organised and the Central Mission schools will undertake slightly higher education than the village schools, the present Central Mission schools should suffice, I recommend that Missions be the controlling authority for all except the highest educational colleges.

Machakos: Nzawi, Kibwezi. Erection of schools in contemplated by A. I. M. in Kilungu and Kilama.
 Kitui: I should like to see one or two more elementary schools opened on the lines of that of Mutha, except that Government might pay the teacher.

(d) Should Native Elementary education be free or should fees be charged?

Nairobi: Free for first year and fees thereafter.

Kyambu: For the time being certainly small children should be admitted free: to charge fees would exclude them as their parents are usually averse to their attendance. Secondary class education should be paid for.

Machakos: As the Mkamba does not appreciate philanthropy, a charge if only small should be made.

Kitui: I am of opinion that fees should be charged in all cases but that the amount should be nominal for some time to come. The A. I. M. charge 10 cents a quarter for the first year and 20 cents a quarter afterwards, but this might well be increased to Re. 1/- respectively. If made to pay, natives will want value for their money and should make their children attend: on the other hand there is the question as to whether attendance can be made compulsory if fees are charged.

(e) Are separate Government Elementary schools required?

Nairobi: Not at present.

Kyambu: In my opinion certainly not. It appears to me that in any tribe Government must undertake all or none. Of the Elementary Education: the former course is impracticable on account of expense. The latter remains.

Machakos: Yes: at Matungulu or Mwala: Nzawi, Kibaoui, Kisau or Kaumoni: Kibwezi.

Kitui: See (d) above.

(f) Should a Secondary or High school with facilities for technical training be now established by Government in the district? should fees be charged at such a school? Should technical training be compulsory at high schools? What industries are recommended?

(a) Nairobi.

1. The P.W.D. Technical school exists. I think that higher literary education should be subordinated to advanced technical training. Facilities for the former might eventually be given in connection with the latter. I am not aware that there is any demand for this now.
2. Fees should be charged on a graduated scale and bonuses or scholarships given for proficiency after so many years in the Institute.
3. Technical training should be insisted on from the earliest reasonable age and carried to the highest point possible.
4. (a) *Carpentry*: To include furniture, bridge and waggon building,
 (b) *Masonry*: To include stonelaying.
 (c) *Smithing*: To include manufactures from corrugated iron.
 (d) *Leather manufactures*: Saddlery and boots, etc.
 (e) *Basket and Mat-making*, e.g. rope, door mats.
 (f) *Tailoring*: To include measuring and cutting out.
 (g) *Care and management of machinery* for coffee, fibre and flax.
 (i) *Simple Engineering*, e.g. Road making, surface drainage and laying of culverts.
 (j) Possibly domestic science, including cookery, high class laundry work, starching of shirts and collars and dressing of table linen.
 (h) *House-painting*.

Other Remarks.

As there is no Native reserve in this district, the number of children is small, but it is to be presumed that the central technical institute will be in Nairobi, and that boarding facilities will have to be provided.

(b) *Kyambu.*

Government High School	...	...	Yes.
Fees	...	...	Yes.
Technical Training	...	...	Yes.
Carpentry, Masonry, Smithy work, Basket work, netting, Leather work: special classes for all forms of engineering.			

Other Remarks.

A confusion of terms may arrive between the questions and answers above: The system that I would recommend is:

- (1) Primary Elementary Education. In Mission village schools.
- (2) Secondary Elementary Education. At Missions.
- (3) High Education (D. of A's Secondary Education). At Government Provincial Colleges.

(c) *Machakos.*

The present Government school at Machakos could supply the want at present. Some fees should be charged. Technical work should be compulsory. House building, Carpentry, Blacksmithing, Elementary Veterinary course, the use of waggons and ploughs.

Other Remarks.

It is not easy to make many recommendations regarding technical instruction until we have seen some results at the Machakos school.

The development of the technical side of this school has been several years delayed by unavoidable events but should go ahead now as a European is again in charge.

(d) *Kitui.*

Should a Secondary or high school be established? At present there is no scope for such a school. But I recommend that industrial training, technical and agricultural be undertaken at all elementary schools and that fees charged be inclusive.

I consider it more important for the natives to learn some handicraft and something about agriculture than to read and write though a small knowledge of the latter is necessary to properly accomplish the former.

Ref. No. 4/39.

Mombasa,
9th July, 1917.

DIRECTOR OF EDUCATION,
Nairobi.

EDUCATION OF NATIVES.

I have the honour to acknowledge your No. 166/1 of the 31st January last and beg to forward the various returns as sent in by Missions and the various District Commissioners.

The returns from various Missions need careful analysis and consideration, and the following points are referred to:—

Number of European staff. It would have been better to have headed this enquiry "Number of European *Teaching* Staff," qualified and unqualified, for instance.

Mr. Harris, of Rabai, is quite frank and states "None." Mr. Maynard, of Mbale, states "Superintended only by district Missionary." This is frank and according to fact. Mr. Bassett, of Ribe, gives the European staff as one man and one woman. As far as my information goes the staff consists of himself and his wife; the latter has resided in Nairobi for a considerable period owing to ill-health. Mr. Bassett is an energetic Missionary, but as far, as I know does not teach to any extent. I inspected this school and found the instruction entirely carried on by Native teachers of a mediocre class.

The same remark apply to the Mazeras Mission. The one European is Mr. Griffiths and I do not think that he has time for teaching to any extent, and I should not place the teaching in a high class. The figures look large but attendance is intermittent, and I do not think that Education is gripping the Wa Nyika in the same way as it does the Buganda, and latterly the Kavirondo.

At the school at Baya Nyundo the same remarks apply. The one man is Father Vettiger, an old man, broken in health and deficient in a knowledge of English. This school is of little Education value.

Of course many of the schools I have not seen, but the criticisms submitted are, I consider, of general application.

I am aware that the low standard is mainly due to lack of funds, and it is a question for consideration as to whether it is wise to attempt to give a large number of children a mere smattering which they afterwards entirely forget, or to concentrate and give a smaller number a better education.

It must also be remembered that many of the Missionaries are not trained teachers and do not view education as of the greatest value *qua* education, but merely as a medium of transmission of the Christian belief. This is of course only natural, but it rather vitiates the outlook from an educational point of view.

Looking round generally I considered that the Buxton High School is probably the only educational institution of this class in which education is the primary consideration.

Speaking generally I consider that Government support should only be given to schools where English is taught to all the pupils above say Standard II and where the teaching staff is certified by the Education Department as being of a certain grade of efficiency after examination.

I generally deprecate the teaching of any local African language. Swahili is the *lingua franca*, and the perpetuation of Ki-Nyika, Ki-Pokomo, Ki-Teita, etc., is, I think, likely to check the economic development of the tribes concerned. Missionaries generally oppose the spread of Swahili as they consider it aids the spread of Mahomedanism. Government cannot, however, lock up tribes in their reserves in these days of progress, and the language commonly used where labourers work and in commercial dealings must be the one in general use. The success of any particular creed will not depend on artificial aids. Uganda will probably come to regret that Luganda has been made the Official native language of that Protectorate.

The following questions have provoked replies, and I venture to give my views.

(a) Native Elementary Education. Should it be free? Should it be compulsory?

Theoretically I am of opinion that it should be free and compulsory, at any rate for a number of years. The organisation necessary to deal with the numbers will, however, be so vast that it is, I think, obvious to most of us that funds will be inadequate for a considerable time to come.

I therefore consider that unless there are cases in which groups of natives are financially able to subscribe enough to pay half the cost of a teacher and to erect a school, Government should postpone the general education of natives and concentrate for the present on Secondary and technical education for a limited number, and also upon the education of a considerable number of native teachers.

(b) Should secondary or High schools be established? Should fees be charged? Should technical training be compulsory at high schools? What industries are recommended?

I consider the use of the term 'high school' unfortunate, as it pre-supposes a number of elementary schools where the pupils graduate for the high school. I would advocate the foundation in each Province (not in each district) of a large educational establishment in which a considerable number of picked youths should be educated compulsorily under the apprenticeship system. They would all be boarders; some would have received no education and others may have received rudimentary instruction from native teachers at a Mission or elsewhere.

All the pupils should receive a thorough education and in English up to say Standard IV. The continuation of their education beyond this would depend on the trade in which they specialised and upon their desire to learn more.

For instance if a boy was trained as a mason there would probably be little need to continue his literary education. If, however, he was picked out for training as a teacher or as a surveyor it would be imperative that his education be carried to a much more advanced stage.

All boys should commence to receive some training in handicraft as soon as they were physically strong enough, the education should be free and a portion of the receipts from native taxation should be allotted to these schools as a grant-in-aid.

The schedule of industries should comprise the following:—

Carpentry and wood turning; Masonry; Brick making and lime burning; Smiths' work; Fitting and turning metal; Care of machinery; Motor driving; Telegraphy; Elementary surveying; Forestry; Agricultural methods and practice; Accounting, typing and shorthand.

Picked youths would specialize at a certain age, and, with regard to the more complex technical trades would have to go on to the Railway or Public Works Department shops to complete their apprenticeship. A young surveyor would, for instance, complete his training in the Survey Department, and would then probably receive a salaried appointment either there or with a licensed surveyor. In the same way with agriculture the youth would go to one of the Government farms.

Considerable co-operation on the part of Government Departments will be necessary, but once they realise how they would benefit. I do not anticipate anything but assistance. The choice of the staff to organize and run the proposed establishments will be one of some difficulty, and until a number of trained native assistants become available progress will necessarily be somewhat slow. For that reason we cannot commence work soon enough.

C. W. HOBLEY,
Provincial Commissioner.

NATIVE EDUCATION.
SEYYIDIE PROVINCE.

Recommendations of District Officers.

1. Number of Mission schools in each district under European supervision.

	Mombasa.	Rabai.	Malindi.	Taita.	Vanga.	Total.
(a) C.M.S.	2			3		5
(b) Roman Catholic ...	1			2		3
(c) Church of Scotland						
(d) Other denominations						

2. Number of Pupils.

(a) On roll	487	220	707
(b) Av. attendance ...	374	120	494

3. Number of Pupils in Village schools ...
4. No. of Children available for Education ...

4,000	200	8,000	6,314
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5. (a) Names of elementary schools provided the best discipline and teaching.
 1. Mombasa : Buxton High School.
Catholic Mission School.
 2. Rabai : Not mentioned.
 3. Malindi : No schools.
 4. Taita : Mbale, Sagalla.
Wusi, Bura.
 5. Vanga : No schools.

- (b) Existing elementary schools which may be recommended for Government assistance to meet the needs of the district.
 1. Mombasa : Buxton High School.
Catholic Mission school.
Freretown C.M.S. school.
Government Arab school.
 2. Rabai : Not mentioned.
 3. Malindi : No schools.
 4. Taita : As in 5 (a) provided that Europeans are resident in charge.
 5. Vanga : No schools.

- (c) Places where additional elementary schools are required with recommendations re. controlling authority.
 1. Mombasa : None.
 2. Rabai : No mention.
 3. Malindi : Malindi.
 4. Taita : Mbololo, under C.M.S.
 5. Vanga : No mention.

- (d) Should elementary education be free or should fees be charged?
 1. Mombasa : Free and compulsory.
 2. Rabai : See Provincial Commissioner's remarks.
 3. Malindi : Free at first : fees later.
 4. Taita : Free, unless attendance is compulsory.
 5. Vanga : Free. The charging of fees might prevent parents sending their children.

- (e) Are separate Government elementary schools required?
 1. Mombasa : Yes, decidedly.
 2. Rabai : Yes.
 3. Malindi : Yes.
 4. Taita : No.
 5. Vanga : Impossible to answer, as there are no Mission schools.

- (f) Should a secondary or High school with facilities for technical training be now established by Government? Should fees be charged at such a school? Should technical training be compulsory at High schools? What industries are recommended?

1. Mombasa : A secondary school should be established at Mombasa. No fees should be charged. Technical training should be compulsory. Industries recommend. Surveying, Typewriting, Telegraphy, Dispensing.
2. Rabai : No mention.
3. Malindi : No mention.
4. Taita : The Wa-Taita are well-fitted to receive some technical training but before advocating the establishment of a Government High school, it would be advisable to ascertain how far the Missions are in a position to supply such training. Fees should be charged for it. If a High school is established, technical training should be compulsory and should comprise the usual industries.
5. Vanga : I do not think this is necessary. Boys have put their names down for the P.W.D. school and this I think can serve the needs of the district.

In reply please quote
M.P. No. 878 and date.

Provincial Commissioner's Office,
Naivasha,
26th March, 1917.

SIR,

With reference your letter No. 166/1 of 31st January, 1917, I have the honour to forward herewith returns of Education of Natives from the various Districts of this Province.

2. In my opinion it is most undesirable that any persons calling themselves Missionaries, frequently unable to speak English, should be allowed to plant themselves down in native reserves without first passing some test, fixed either by law, or to the satisfaction of the Director of Education.

J. W. T. McCLELLAN.

NATIVE EDUCATION.
NAIVASHA PROVINCE.

Recommendations of District Officers.

1. Number of Mission Schools in each District under European supervision.

	Ravine.	Eldoret.	Marakwet.	Kabarnet.
African Inland	1	1		1
2. Number of Pupils				
(a) On roll	25	7		40
(b) Av. attendance	20	6		35
3. Number of Pupils in village schools				
4. Number of Children available for education	4,000	562	400	11,144
5. (b) Existing elementary schools which may be recommended for Government assistance to meet the needs of the district.
 1. Ravine: Nil.
 2. Eldoret: { I am not in a position to recommend or discourage the one existing Mission in Elgeyo. I paid one visit to the place. They told me they could not get pupils. Before deciding upon bolstering up this Mission, I suggest that the Director of Education pay it a visit and subject the teachers to a personal examination as to their qualifications, methods, etc. One school would probably be sufficient for Elgeyo, Marakwet and possibly Kawasia.
 3. Marakwet: {
 4. Kabarnet: A.I.M., Kapeopita.
- (c) Places where additional elementary schools are required with recommendations re. controlling authority.
 1. Ravine: Nil.
 2. Eldoret: { See above.
 3. Marakwet: {
 4. Kabarnet: None as yet.
- (d) Should elementary education be free or should fees be charged?
 1. Ravine: Nil
 2. Eldoret: { It should certainly be free.
 3. Marakwet: {
 4. Kabarnet: Free at first, fees afterwards.

(e) Are separate Government elementary schools required?

1. Ravine: No.
2. Eldoret:
3. Marakwet: There are no resident natives in the district (Eldoret) except in the Elgeyo Reserve and the children of squatters would not justify the expense of a school.
4. Kabarnet: No answer.

(f) Remarks by Officers.

1. Ravine: Natives show no desire for education. The Kamasia are most backward and the Uasin Gishu Masai have no use for it.
2. Eldoret: In my opinion it is technical schools that are wanted very badly. Carpentry, Masonry, Agriculture, elementary mechanical engineering should be taught *free*. I would at any rate for the present, omit all idea of reading and writing. Simple mental arithmetic is necessary. I think attendance at these schools should be compulsory. I am in favour of introducing these elementary technical schools at once, making attendance compulsory and charging no fees. Expenses to be paid ex-native hut and poll tax and if necessary a Government Grant. Higher education to be considered after all this is working.
3. Marakwet: Untouched as far as education goes. There is a branch of the A.I.M. not far away in Elgeyo and possibly the Mission might wish to extend its operations to Marakwet but I do not consider that this could be recommended.
The Marakwet children are fairly intelligent and would probably repay efforts for education under a suitable scheme. I am strongly of opinion that such a scheme to be of any value would have to ensure a strict disciplinary regime and should combine some measure of industrial training, preferably in agriculture and allied industries, with elementary scholastic education. Attendance would probably have to be compulsory and a beginning might be made with the sons of headmen. The most suitable place for a school would be the Government station.
4. Kabarnet: The natives of this sub-district are either very primitive Hill Kamasia or nomadic pastoral Suk. neither shows the least desire as yet for education and it is with extreme difficulty that a few boys are get to attend the existing Mission school. The Kamasia have only lately come under close administration and it seems that it will be some years before they are ready for education. The Suk like the Masai have no use for anything but cattle.

Note:—Nakuru and Naivasha have no resident native population. Turkana is hardly ready for it.

NATIVE EDUCATION.

PROVINCES OF TANALAND AND JUBALAND.

Recommendations of District Officers.

i. Number of Mission schools in each district under European supervision:

		Lamu.	Tana River.	Kismayu.
(a) C. M. S.			1
(b) Roman Catholic			
(c) Church of Scotland			
(d) Nenkirchener Evangelical		4	
(e) Swedish Mission			1

Note:—The C.M.S. school is presumably under European supervision but has only a native teacher. The German Missionaries have been removed.

2. Number of Pupils.
- | | | | | | |
|------------------------|-----|-----|----|-----|-----|
| (a) On roll | ... | ... | 35 | | 110 |
| (b) Average attendance | ... | 20 | | 180 | 34 |
3. Number of Pupils in village schools
- | | | | | | |
|--|--|--|--|----|--|
| | | | | 50 | |
|--|--|--|--|----|--|
4. Number of Children available for education
- | | | | | | |
|-----|-----|-----|-------|-------|-------|
| ... | ... | ... | 3,000 | 1,875 | 1,088 |
|-----|-----|-----|-------|-------|-------|
5. (b) Existing elementary schools which may be recommended for Government assistance to meet the needs of the district.
1. Lamu: Nil.
 2. Tana River: Ngae and Kulesa.
 3. Kismayu: Nil.
- (b) Places where additional elementary schools are required with recommendations re. controlling authority.
1. Lamu: There are at present no proper schools and a new scheme would have to be thought out.
 2. Tana River: (1) Kipini. No elementary school, about 40 Arab and Swahili children available for education.
 - (2) Charra, about 200 children of Mahomedan Pokomos available.
 3. Kismayu: Nil.
- (d) Should elementary education be free or should fees be charged?
1. Lamu: It should be free to begin with in the villages but fees could be charged at Lamu.
 2. Tana River: If fees are charged very few pupils will come forward. Practically no Pokomos are in a position to pay fees, but a few Arabs at Kipini possibly could.
 3. Kismayu: Free.
- (e) Are separate Government elementary schools required?
1. Lamu: Yes.
 2. Tana River: Would suggest that Government take over the Mission elementary schools which are at present carried on by Native teachers who get no pay and are very short of slates, books, etc.
 3. Kismayu: No.
- (f) *Further Remarks.*
1. Lamu: I don't think that enough scholars sufficiently advanced could be found for a high school just yet, but technical training would be greatly appreciated and fees should be charged, but it should not be compulsory. Carpentry, cabinet and furniture making, tin-smithing, boat building, shoemaking, and black-smithing should be taught.
 2. Tana River: Do not think these people are in a position to pay fees but pupils might give free labour in technical work, etc. I would recommend technical training, e.g. Carpentry, sawing, a fair amount of timber is available on the river, good for dhow building, house-fittings, etc.
 3. Kismayu: No education of any kind is recommended.
- Note by Director of Education:—I do not agree with the District Commissioner Kismayu. I am strongly of opinion that schools should be opened plentifully throughout Jubaland and the Northern Frontier District on the lines followed by Lord Kitchener in the Soudan, when it will probably be found that the necessity for military expenditure will disappear.

No. 1219/1.

The Hon'ble Chief Secretary,

Nairobi.

Education Office,
Nairobi,
October 16th, 1917.

SIR,

DEVELOPMENT OF NATIVE RESERVES FROM FUNDS ACCRUING
FROM NATIVE TAXATION.

I have the honour to forward herewith my remarks on the proposal contained in your No. 16295/24 of the 3rd current.

2. I also enclose suggestions for a definite policy to be followed as regards native education in drawing up which I have had the advantage of Colonel Ainsworth's advice and would recommend that all payments of grants may be made in accordance with the policy proposed.

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

J. R. ORR,

PROPOSED POLICY FOR NATIVE EDUCATION EAST AFRICA
PROTECTORATE.

I. NATIVE RESERVES.

Primary Education in the Native Reserves.

A broad basis of village schools.

Curriculum: Reading, Writing and Arithmetic in Swahili or in the vernacular and Swahili under native teachers.

Duration of training not less than two years.

B. General and Industrial Education in the Native Reserves.

Central District or Missionary Schools.

Necessary features of these schools.

Type of School: (1) They shall be boarding schools.

Discipline: (a) The discipline shall be semi-military, similar to that of the K.A.R. or police.

Curriculum and Aim: (3) The industrial work shall originally be determined by the bent of the tribe: e.g. Agriculture, Stock, or Artizan work. Supplementary industries shall be added as pupils increase until the school is able to produce by the work of its pupils under instruction almost everything that the school requires, e.g. buildings, roads, transport, food, etc.

Physical industrial and General Education: (4) (a) Physical—quarterly Medical inspection of pupils and organized physical training.

(b) Industrial—Every pupil when of sufficient age shall be trained in one industry, trade or profession: e.g. carpentry, masonry, veterinary work, saddlery, clerical work, etc.

(c) General—Practical drawing, Arithmetic and Mensuration in close connection with industries: Object Lessons on Products, Manufactures and Elementary Scientific laws, Composition in Swahili and English languages, Religious and Moral instruction, Hygiene.

Buildings: (5)—Original buildings shall be of Sundried brick or other economical material and erected by the staff and local labour with a view to replacement by buildings erected by pupils under instruction.

Staff: (6) For Government Central Schools: Head of Artizan schools: A good type of Polytechnic Instructor or an Ex-Sergeant R. E. One Agricultural or Industrial assistant. Two trained Army or Country Council School masters—for supervision of village schools and teaching at Central schools. Native teachers as required. Missionaries to be invited to engage staff on similar lines but left free to select their own staff.

Note. (a). When a responsible Missionary Society agrees to follow the policy laid down by Government, such society shall at the discretion of Government, be eligible for a grant for the establishment of a Central Industrial school equal to the cost which would be entailed in establishing a Government Central school.

Note: (b). In native Reserves where schools are not plentiful, Education shall be centralized at a Central District School and Village schools shall be thereafter established as required and as teachers may be available.

Duration of Training at Central Schools not less than five years:

- C. Government Departments: Where Government engage large numbers of labourers, *e.g.* Railway, Public Works, Agricultural Departments, etc., schools shall be attached and shall be under the control of the Education Department. The curriculum and the time allotted to studies shall be arranged by the Director of Education with the Head of the Department concerned. Where the number of pupils in such schools exceeds one hundred, an European school master shall be engaged for each school.

III. *European Farms.*

- D. Schools on European Farms: Where a number of native families are settled on an European farm, the owner thereof shall be invited under assistance from Government, to provide a school in the charge of a trained native or European teacher for the children of such families.
- E. Payment of Fees: The payment of fees by pupils shall be at the discretion of the Commissioner for Native Affairs and the local Administration Officer.
- F. Normal Schools: Grants shall be made to recognised Missionary Societies for the establishment of centres for the training of teachers under an European schoolmaster. A Government Normal school shall also be established, the Headmaster of which shall be responsible for the organization control, and inspection of all training centres and the examination of all students.
- G. Salaries of Teachers: A scale of salaries for native teachers shall be laid down on an uniform basis throughout the Protectorate, Missions shall if necessary receive grants to maintain this scale.
- H. Legislation: Legislation shall be undertaken to ensure the regular attendance of all pupils who (or whose parents on their behalf) have consented the attendance at school. In the case of defaulters, responsibility shall be assigned according to laws affecting minors.
- I. Policy and Estimates Governing Native Education: The policy and Estimates governing Native Education shall be formulated by the Director of Education of the Protectorate with the approval of the Commissioner and Council for Native Affairs.

THE PSYCHOLOGY OF ELEMENTARY EDUCATION LEADING TO TRAINING OF AFRICAN ARTIZANS.

It is an axiom in England that a sound technical education cannot be grafted on to a stunted elementary education, and experience has shown that an African without some general education has no basis for a technical training, *e.g.* a native will recognise a stick as smooth but has no knowledge of a plane surface. To prevent waste of material therefore some preliminary education is required. The following class-room course is recommended, to be spread over a period of at least three years, the first six months or other necessary period being spent wholly in the class-room, the remainder of the period being divided in varying proportions between the class-room and the workshop. The reason for each kind of training is shown herewith.

A. *Training of Observation.*

- I. *Manual Training:*
Reason: Trains the observation, gives deftness of touch and exactness of measurement.
Work: A full course of cardboard modelling followed by light woodwork.

4. *Drawing* :
Reason : Gives idea of form, lightness of touch accurate perception.
Work : Model and freehand drawing : drawing to scale.
 5. *Writing* :
Reason : Gives neatness, accuracy and control of fingers.
Work : Copy-book and transcription.
 4. *Practical Arithmetic and Mensuration* :
Reason : Improves observation and gives idea of number, size and proportion.
Work : Four simple rules and compound rules on practical lines, weighing and measuring concrete objects.
- B. Development of Thought.*
5. *Reading*.
Reason : Gives accurate perception : fixes and extends ideas.
Work : Masomo Ya Kwanza, Masomo Mepesi Swahili and if required English Readers.
 6. *Easy Original Composition*.
Reason : Fixes ideas : develops thought and imagination.
Work : Intelligent reports on work done : Composition of work, places, people, etc.
 7. *Physical Training* :
N.B.—The most satisfactory period for the training of African Artizans is five years. Unfinished work only can be expected on a three years course. No man should be admitted to a workshop until he has given proof that he can work intelligently in accordance with the above scheme.

No. 632/1.

Education Office,
Nairobi,
17th June, 1918.

The Principal Medical Officer,
Nairobi.

SIR,

CHILD-WELFARE IN THE EAST AFRICA PROTECTORATE.

1. In view of the pending appointment of a Commission to inquire into the whole question of Education throughout the Protectorate, I have the honour to request that you will find an opportunity of expressing your view as to the care which should be expended in maintaining the health of children of all races throughout the country.

2. The study of child-welfare is receiving close attention in England in view of the wastage caused by the war, and in a recent issue of the Quarterly Journal of the Sanitary Institute emphasis is laid by more than one writer upon the enormous loss of man power to the Empire in Britain alone which has resulted from neglect of this study, nor do I feel that any system of Education can be satisfactory which does not have regard to the bodily health and development of children from the earliest years.

3. This Department has since 1912 given the matter considerable attention. The Medical Officer of the European School examined the boarders—boys and girls—at the beginning and end of each term and now includes the day-scholars also twice yearly. He has already a valuable collection of data concerning the health of European children in the tropics, but closer attention especially to the mortality among infants is still required.

4. As regards Natives, similar instructions to the above have been issued the Headmaster of the Native School at Machakos, and the first examination has brought to light the fact that a number of young and new pupils are suffering from debility, which can probably be removed by regular and good food. I understand that enlistment for the Carrier Corps revealed the existence of a large amount of disease in the Reserves and that Government is intending to appoint Medical Officers for work in the Reserves only. Prevention, they say, is better than cure, and I should like to cut at the root of disease by encouraging the concentration of children in Central schools when they could be under medical inspection. The improvement of physique of K.A.R. and police askaris who lead a regular life leads me to infer that the percentage of disease in the Reserves could be very greatly reduced in the course of time, and the medical officers whom it is proposed to appoint could be instructed to collect statistics and pay special attention to child welfare, so that the means of organisation appear to be available.

5. I shall be obliged if you will kindly give this matter your careful consideration.

J. R. ORR,
Director of Education.

ON WHAT BASIS ARE GRANTS MADE TO MISSIONS AND
OTHER SCHOOLS.

i. *Gold Coast*: For the purpose of earning Annual Grants all Primary Schools are classified as:

Class	I.	...	Very good.
"	II.	...	Good.
"	III.	...	Very fair.
"	IV.	...	Fair.

The terms Urban and Rural refer not to the locality but to the type of curriculum which a primary school takes up:

URBAN SCHOOLS.

(a) *Standard Pupils.*

Class	I.	...	as above	27/6	per head.
"	II.	...	" "	22/6	"
"	III.	...	" "	17/6	"
"	IV.	...	" "	12/6	"

RURAL SCHOOLS.

(a) *Standard Pupils.*

Class	I.	...	25/-	per head.
"	II.	...	20/-	"
"	III.	...	15/-	"
"	IV.	...	10/-	"

URBAN AND RURAL SCHOOLS.

(b) *Infant Pupils.*

Class	I.	...	10/-	per head.
"	II.	...	8/-	"
"	III.	...	6/-	"
"	IV.	...	3/-	"

To entitle a school to be classed under I, II, III, or IV, the value of the instruction, both Literary and Industrial will be taken into consideration.

Annual prizes are given by Government for competition among pupils of assisted schools in:

- Hand and Eye Work.
- Industrial Work.
- Agricultural Work.

Assisted School during the whole year.

For Part I, or Part II only of the certificate he may obtain half the grant. Part I dealing with general education, Part II with Hand and Eye, Industrial or Agricultural training. Holders of 3rd class certificates do not receive grants for more than 10 years.

(b) Grants for 2nd class certificates. Every holder of a complete 2nd class certificate is entitled to a grant as follows:

1st and 2nd year	...	...	£ 5 or £ 8.
3rd and 4th year	...	...	£ 8 or £10.
5th and 6th	"	...	£10 or £12.
7th and 8th	"	...	£12 or £15.
9th and 10th	"	...	£15 or £18.
11th and 12th	"	...	£18 or £20.

According as above and provided he is receiving a minimum salary of £25.

(c) Grants for 1st class certificates. Every holder of a 1st class certificate receiving a salary of not less than £30 per annum is entitled to a Government grant of £20 or £25 as above provided he has obtained five satisfactory reports on a complete 2nd class certificate and has obtained the maximum grant allowed to holders of same.

(d) Grants to candidates taking a course in agriculture, Hand and Eye training, or Industrial Work. A grant of £2-10-0 is made towards the expenses of candidates provided they complete the course and pass the prescribed examination.

(a) *Special Grants for School Buildings, Equipment, etc.*

1. A grant in the case of an Assisted School newly established or enlarged of one-eighth of the cost of building or enlargement.
2. A grant equal to three-fourths of the sum expended on any new building or enlargement of an existing building necessitated by the new obligatory subjects of Hand and Eye or Industrial Training providing that such building or

(b) *Grants to Training Colleges.*

- (a) A grant of £7-10-0 for each student who has been in training for one year, has obtained the third class Teachers' certificate Part I, and has undertaken to go through a second year's course and to teach either in a Government or Assisted School for a period of five consecutive years commencing before the expiration of three years from the date on which he took his certificate.
- (b) A grant of £15 for each student for whom a grant of £7-10-0 has already been given, who has been in training for two years and has passed a final examination for the second class certificate.
- (c) Where such Institution is residential and is presided over by a qualified European principal approved by the Director of Education and where there are during the first two years at least 10 students and in subsequent years, 20 students in training as Teachers, of whom at least 25% pass the 3rd class certificate examination and give an undertaking as above and at least 20% pass the final examination—a yearly grant of £150 and £100 for each additional qualified European on the regular and permanent staff in respect of every 15 students in training as Teachers in excess of the first 20.

(c) *Grants to Students.*

- (a) A grant of £2-10-0 to each student taking his 3rd class certificate.
- (b) A grant of £5 to each student taking his second class certificate.

(d) *Grants to Teachers.*

- (a) Grants for 3rd class certificates. Every holder of a complete 3rd class certificate is entitled to an Annual Grant as follows:—

1st and 2nd year after commencing teaching	£ 3 or £ 5.
3rd and 4th " " " "	£ 5 or £ 8.
5th and 6th " " " "	£ 8 or £10.
7th and 8th " " " "	£10 or £12.
9th and 10th " " " "	£12 or £15.

According to efficiency, provided that he receives a minimum salary of £20 and has taught in a Government or enlargement is used solely for instruction in these subjects and that plans and estimates are previously approved by the Director of Education.

- (3) An annual grant equal to one-fourth of the sum expended on the rent or maintenance of buildings and the maintenance of apparatus and furniture.
- (4) A grant equal to the sum expended with the approval of the Board, in purchasing additional equipment for the obligatory subjects of Hand and Eye, Industrial and Agricultural Training.
- (5) An annual grant equal to half the sum expended in maintaining such equipment.
- (f) Grants to Secondary Schools £1 per head calculated on the average attendance of a school classified as fair.
£2-0-0 per head for a school classified as good.

SOUTHERN NIGERIA—RATES OF GRANTS.

(1) *To any Infant School.*

A grant of 5s. to 10s. for each unit of average attendance and varying according to the efficiency of the school. The amount of this grant shall be calculated on the annual average attendance. In order that this grant shall be made, the pupils must be taught in a room properly constructed and furnished for the instruction of Infants, and provision made for:

- (1) Suitable instruction in elementary subjects;
- (2) Simple lessons on common objects and phenomena of every day life.

In the event of the conditions (1) and (2) not being fulfilled, the Director may award a grant of 2s. to 5s.

Note.—The Sub-standards are to be counted as part of the Infant School or Class in every respect.

(2) *To any Primary School.*

- (a) A grant up to £1-5s. for each pupil who shall pass in the prescribed Obligatory Subjects. Failure in any one subject will reduce the grant by 3s. Without the approval of the Director, no pupil shall be entitled to any grant under this rule who shall not have made at least 150 attendances during the year preceding the examination. No grant shall be paid in respect of any pupil who does not satisfy the examiner in three of the obligatory subjects.
- (b) A grant of 3s. for each unit of average attendance.
- (c) A grant of 3s. for each pupil who satisfies the examiner in any Optional Subject except singing. (Grant to be calculated on the average attendance.)
- (d) A grant of 1s. or 2s. for each unit of average attendance where the pupils are taught to sing from note or modulator. No grant will be awarded in the case where pupils are taught to sing by ear.
- (e) A grant up to 3s. for each unit of average attendance for organisation and discipline.
- (f) A grant up to and not exceeding £10 may be made to any Assisted School in which the Inspector certifies that (1) Manual Training, (11) Agriculture, has been satisfactorily taught during the year by a teacher competent to give such instruction. This grant will be dependent on the excellence of the work and the average attendance of the school, and is in addition to all other grants.

Note.—A grant to any one School shall not exceed £20.

- (g) Annual Prizes of £10 or £5 and £2 for (1) Industrial work and (2) Agricultural work will be offered for competition to the pupils at all schools having an annual average attendance of not less than 50 Standard pupils.
- (h) Annual Prizes of £5 and £2 for (1) Industrial work and (2) Agricultural work will be offered for competition to the pupils at all schools having an annual average attendance of not less than 20 Standard pupils.

(3) *To any Secondary School.*

- (a) A grant up to £3 for each pupil who shall pass in the prescribed Obligatory Subjects. Failure in any one subject or part of a subject will reduce the grant by 4s. or 2s. respectively.
- (b) A grant of 4s. for each pupil who shall pass in any of the Optional Subjects except singing. The grant for singing shall be awarded according to paragraph (d) of 65, 11.
- (c) A grant of 4s. for each unit of average attendance.
- (d) A grant up to 3s. for each unit of average attendance for organisation and discipline.

(4) *To any Trade or Technical School.*

- (a) A grant of 5s. to 10s. for each unit of average attendance shall be awarded to those schools in which the prescribed literary subjects have in the opinion of the Inspector been taught satisfactorily.
- (b) A grant not exceeding £2, £3, £4, £5, and £6, will be paid in respect of each pupil, under instruction for the first, second, third, fourth, or fifth year's work respectively, provided that in the opinion of the Inspector the work is satisfactory and that the pupil has been present at least 280 working days (Saturday half-days to count as full days) during the year, a full working day to consist of at least six hours practical instruction.

(5) *To any Agricultural School.*

- (a) A grant of 5s. to 10s. for each unit of average attendance shall be awarded to those schools in which the prescribed literary subjects have in the opinion of the Inspector been taught satisfactorily.
- (b) A grant not exceeding £2, £3, and £4 respectively for first, second, or third year's pupils will be paid in respect of each pupil, provided that in the opinion of the Inspector been taught satisfactorily.

- (b) A grant not exceeding £2, £3, and £4 respectively for first, second, or third year's pupils will be paid in respect of each pupil, provided that in the opinion of the Inspector the work is satisfactory, and that the pupil has been present at least 280 working days (Saturday half-days to count as full days) during the year, a full working day is to consist of at least six hours' practical instruction.
- (c) A grant in respect of tools not exceeding one-half of the amount spent by Managers may be made to Technical or Trade schools and Agricultural schools. The amount of this grant shall not in the case of any school in any one year exceed the sum of £25 and items of expenditure must in all cases be supported by satisfactory vouchers.

(6) *Maintenance and Building Grants.*

- (a) A grant not exceeding one-half nor less than one-fourth of the amount spent by Managers may be awarded in respect of School Apparatus, Furniture, and Books which are for use by the teachers. The amount of this grant in the case of any one school shall not exceed the sum of £30 and the items of expenditure must in all cases be supported by satisfactory vouchers.
- (b) A grant not exceeding one-third of the total cost may be made in the case of new school buildings, enlargements, or improvements of existing school buildings. This grant will only be paid when plans and estimates have been approved by the Director before building commences. Vouchers must be produced showing the actual payments already made, and the receipts for each item of the total expenditure must be forwarded by the Managers to the Directors within one month from the date of the application for the grant.
- (c) Not less than one-third of the total amount of grant earned by any one school, exclusive of Maintenance and Building Grants, shall be paid to the teachers of such school proportionately to their respective salaries.

(7) *Grants to Pupil-Teachers.*

- (a) A grant of 5s. a quarter will be paid in respect of a first-year pupil teacher as an augmentation of his salary provided he is in receipt of a salary of not less than 5s. a month from the Managers of the school.
- (b) A grant of 25s. a quarter will be paid in respect of a second-year pupil teacher, provided he is in receipt of a salary of not less than 7s. 6d. a month from the Managers of the school, and he is the holder of first-year pupil-teacher's certificate.
- (c) A grant of £2, a quarter will be paid in respect of any holder of a second-year pupil teacher's certificate who is actually employed as an assistant teacher, and is in receipt of salary of not less than 15s. a month from the Managers of the school.
- (a) A grant of £3 and £4 respectively for first or second year passes of pupil-teachers shall be paid to the teacher (or teachers) who has been responsible for the instruction given to such pupil-teacher during the year.

Note.—The above grants shall be paid to the pupil-teachers and their instructors without any deduction, provided the report of the Inspector is satisfactory.

(8) *Grants to Teachers (Assisted Schools.)*

- (a) Every holder of a third-class teacher's certificate will be entitled to an annual grant not exceeding £12 which will be awarded according to the report on his efficiency, provided he is in receipt of a minimum salary of £24 per annum. This grant will not be paid to any holder of a third-class certificate for more than five years.
- (b) Every holder of a second-class teacher's certificate will be entitled to an annual grant not exceeding £20 which will be awarded according to the report on his efficiency, provided he is in receipt of a minimum salary of £36 per annum.

- (c) Every holder of a first-class teacher's certificate will be entitled to an annual grant not exceeding £25 which will be awarded according to the report on his efficiency, provided he is in receipt of a minimum salary of £45 per annum.
- (d) Grants not exceeding two-thirds of the amounts stated in (a), (b) and (c) will be paid to female teachers holding third, second or first-class certificates provided they are in receipt of corresponding salaries.
- (e) Holders of Honorary Certificates under these Regulations will be entitled to an annual grant of £5.
- (f) To every holder of a certificate of competency to teach Agricultural Manual, or Industrial work a grant of £10 per annum will be paid in addition to any other grant awarded under these Regulations, provided the report on the efficiency of his instruction is satisfactory.
- (g) A grant of 6d. to 1s. per day will be paid to all teachers whilst attending a course of instruction in Agricultural, Manual or Industrial training, according to the report of the Inspector.
- (h) Teachers holding certificates of other countries or Colonies may at the discretion of the Director be awarded certificates of equivalent value of the Colony of Southern Nigeria without examination, and in such cases will be entitled to the grants enumerated in the foregoing sections.
- (i) Persons who have been educated elsewhere than in West Africa, and who are qualified educationally, or holders of degrees of recognised universities, who are desirous of obtaining teachers certificates, may on passing the examination in School Method and in the Principles and Practice of Teaching, be awarded certificates of that class corresponding to their educational qualifications.

Note.—These grants are made in respect of Certificates granted under these regulations. Holders of Certificates granted under Rules in force prior to these Regulations will continue to receive such grants as were paid or payable under such Rules, unless and until they receive certificates under these Regulations. No grant shall be paid to teachers who neglect their duties and do not properly and regularly instruct their Pupil-Teachers, or whose reports as to their efficiency are unsatisfactory.

(g) *Grants to Training Institutions.*

1. The following grant will be made to any institution approved by Government for the special training of teachers:

- (a) A grant of £10 for each student, who has been in training for one year, has passed an examination in the subject prescribed for the first year's examination of teachers (Schedule F.), and has given a bond to the Governor to go through a further year's course and to teach either in a Government or Assisted School for a period of five years.
- (b) A grant of £15 for each student for whom a grant of £10 has already been paid who has been in training for two years, and has passed an examination in the subjects prescribed for the second year's examination of teachers (Schedule G).

2. The following grants will be made to students at any Institution approved by Government for the special training of teachers:

- (a) A grant of £3 to each student fulfilling the conditions set forth in subsection (1) (a) above, and who is recommended by the Managers of such Institution.
- (b) A grant of £6 to each student fulfilling the conditions set forth in subsection (1) (b) above and who is recommended by the Managers of such Institution.

66. An appeal against a decision of the Director may be made to the Provincial Boards of Education by Managers of Schools, and the recommendations of the Boards shall be submitted to His Excellency the Governor, whose decision shall be final.

SECTION G.
ADMINISTRATION.

Duties Assigned to Head Office.

*Staff: Director of Education,
Two, 4th grade, and one, 6th grade clerks*

A office routine.

I. Returns :

(a) Inward Returns from Schools.

Monthly returns of fees.

Expenditure of books and stationery.

Quarterly returns of arrears offers.

List of breakages and stock on hand in boarding schools. Monthly and half yearly.

Checking of furniture issued by P.W.D. to members of the staff.

Termly returns of numbers in attendance in classes.

(b) Outward Returns :

Register of Europeans and Non-Europeans in the Department.

Checking of Staff List.

Bluebook returns.

Quarterly returns of European and Non-European staff.

Arrears of fees to Audit Department.

Returns of Mules and Livestock.

Annual Report.

2. Teaching Staff :

Applications for employment, correspondence re. Engagement of European, Asiatic, Swahili and Native teachers, determining rates of salary, increments, Medical papers, Vital statistic forms, leave when due, provision of substitutes, provision of quarters, supervising of agreements, arrangement of work, complaints, resignations, and reporting same to Treasury and Secretariat.

3. School Committees :

Arranging agenda for Nairobi School Committee. Submitting applications for admission of pupils with information thereon. Arranging for tenders for supply of provisions to school and correspondence concerning same. Correspondence with parents re. admission. Correspondence with Ladies' House Committee and forwarding or supressing recommendations.

4. P. W. D. :

Informing P.W.D. of school buildings required.

Approving plans of Government Architect.

Correspondence re. repairs to buildings, drainage, etc.

5. Circulars :

Dealing with, replying to, and forwarding to schools, Secretariat, Treasury and Medical Circulars. Issue of Departmental Circulars to parents and staff.

6. Finance :

Drawing up of annual Estimates with correspondence re. additional services previous to same. Informing schools of substance of their votes. Checking of monthly paysheets.

Checking of vote book and departmental account books. Issue of financial statement to schools half-yearly. Revised estimates of revenue and Expenditure Replies to Treasury and Audit Queries. Indents on Crown Agents for books and stationery. Signing and checking all vouchers throughout the department. Financial statement for annual report.

7. Stores :

Arranging for the purchase of all school equipment, books and stationery. Issue of same to schools. Supervision of correctness of store ledger.

B. Inspection and Examination.

Inspection and Examination of all schools throughout the Department, including methods of teachers and progress of pupils. Arrangement of curricula for European, Indian, Arab and Native schools.

Correspondence with Cambridge Syndicate and College of Preceptors re. yearly Examinations. Arrangement of inspection or examination of and payment of grants to assisted schools e.g. Y.W.C.A., Y.M.C.A., Mission industries.

C. Direction of Education.

Study of reports and publications from Great Britain and other countries concerning latest development of educational thought.

Especially directed towards :

Suitably of education to national life and ideals of European, Indian and Negro races.

1. Theory of organisation of schools, *e.g.* buildings, furniture, School-books, Medical attendance, curricula, salaries, training of teachers, etc.

2. Education Methods : Study of educational journals concerning improved methods of teaching and directing attention of staff to same.

3. The share of the state in elementary and secondary education school life in the Tropics—hours of school attendance—provision of playgrounds—fees.

4. Methods of administration :—Cost of education in various countries—Length of school life. General vocational training.

2. Suggested Re-organisation.

The backbone of the Education Department should be an examining Board and I would earnestly ask for the appointment of a capable body of inspectors, who will be continually on tour and will ensure that the teaching from the highest class in Nairobi to the humblest native bush school is satisfactory. I would strongly recommend that such men be obtained from New Zealand and that their salary be from £600 to £800. My chief reason for asking for the appointment of an Examining Board is that the present system of external examinations (Cambridge Local and College of Preceptors) tends to mere cramming and not to education. These inspectors should be of sufficient number and standing that their certificates may be recognised by education authorities of other countries. Their function will then be threefold :

- (a) To inspect the methods of teaching in each school and to criticise the suitability of the curriculum.
- (b) To examine in conjunction with the staff of each school and adapt the examination to the curriculum and not the curriculum to the examination.
- (c) To assist and examine the training of teachers.

Training Colleges.

The only training afforded in the Protectorate is given, as far as I know, at Frere Town and at Buxton High School. The following recommendations are now put forward :

- (a) European Schools : All teachers shall if possible be obtained from England. Teachers appointed after a general education at the University shall be required to pass a departmental examination in the History of Education, Psychology, the Theory and practice of teaching, school organisation, and the method of teaching of those subjects on which they are engaged. This should be necessary before confirmation of their appointment, unless they hold English diplomas.
- (b) Indian and Native schools : Every Missionary Society shall be encouraged to found its own training college which shall be maintained by Government grants and shall be under the supervision of the Head of the Government Training College and Inspectors of the Department. A Government Training College should be established which shall train Indian teachers and provide a higher certificate for Native teachers trained either within the College itself or at Mission Schools.

Office Routine.

The Education office should be staffed similarly to other offices, by the addition of a qualified European accountant and store-keeper. The Head of the department should be set free for the organisation, and direction of education and the editing of the journal of education.

Control.

In many colonies and in all Dominions, the control of education is closely connected with national development and is vested in the Board which is representative of the interest of the country. The constitution of the Board similar to those established in Australia and New Zealand is attached. It meets once a year to consider the report of the Director of Education and outline the policy for the future. Below the Council of Education are Government Bodies and school committees, working in touch with Inspectors. It has for a long time been a matter of dispute whether the above mentioned bodies should be executive or advisory. After study of practices prevailing in many countries, I recommend that Executive work shall be left to the permanent officers of the department and that all bodies except the Supreme Council, shall be purely advisory and all executive officers shall be required to submit to the various bodies all proposals for approval before execution. A suggested scheme of control and salaries is attached.

EDUCATION DEPARTMENT EAST AFRICA PROTECTORATE.

I. CONTROLLING AGENCIES.

A. *Council of Education* :

The Hon. The Chief Secretary (Chairman).
 The Director of Education.
 The Hon. The Treasurer.
 The Hon. General Manager, Uganda Railway.
 The Director of Public Works.
 The Hon. The Director of Agriculture.
 The Hon. The Commissioner for Native Affairs.
 The Minister-in-charge Church of England.
 The Minister-in-charge Church of Scotland.
 One Representative, Mombasa Chamber of Commerce.
 One Representative, Nairobi Chamber of Commerce.
 Three Representatives, Settlers' Industrial and Agricultural Associations,
 or non-official members of the Legislative Council.
 One Missionary appointed by C.M.S.
 One Missionary appointed by Church of Scotland.
 One Missionary appointed by Roman Catholic Societies.
 Two Education Inspectors.
 Two Members of the Protectorate Teaching Staff.

N.B.—All bodies throughout the Protectorate to be fully represented. Indians to be represented either directly or through the Chamber of Commerce.

Function of Council : To lay down a definite policy for European, Indian, and Native education : to prepare the Estimates : and to advise on all proposals put forward by the Executive.

B. EXECUTIVE AND ADMINISTRATIVE.

I. *The Director of Education.*

Defines the general policy : engages and dismisses teacher : lays down the curriculum for European, Indian and Native Education : exercises control over all forms of education, training and apprenticeship throughout the country—general, Agricultural and Industrial, subject to the approval of the council of Education.

Salary : £1,000 rising to £1,200.

II. *Inspectorate.*

Central Examining Board for all schools—from chief Protectorate European Secondary School to Training colleges. Lecturers in Training colleges and schools on methods of teaching. Inspectors of all schools—European, Indian and Native including Mission bush schools.

Ten Inspectors. At £600 rising to £800.

N.B.—Must be men with University degrees.

TEACHING STAFF.

I. *Chief Protectorate European Secondary Schools* :

(a) <i>Boys.</i>	
Headmaster, £800, rising to £1,000.	
Senior Assistants (after ten years)	£600-£800
Junior Assistants	£300-£500
(b) <i>Girls.</i>	
2/3 of Men's Salaries :	
Headmistress	£600-£800
Senior Assistants (after ten years)	£400-£600
Junior Assistants	£200-£400

N.B.—All the above to possess University degrees.

Elementary European School.
(certificated Teachers).

Headmaster (with English experience)	£400-£500
Assistants	£250-£400
Headmistress	£300-£400
Assistants	£150-£300

2. Arab and Native Education :

Coast Area :—

Head of Coast Industrial Boarding School and Organiser and Controller of Coast Education	...	...	£600-£800
One assistant	...	...	£300-£500
Industrial Instructors	...	...	£250-£400

Central District Industrial Schools.

Headmaster	...	...	£400-£500
Assistants (European)	...	...	£250-£400
Assistants (Native)	From Rs. 75/- according to certificate.		
Training College Superintendent	...	...	£300-£500

3. Indian Education :

Secondary Boarding School :

Headmaster (European)	£300-£500
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Elementary Schools :

Indian Teachers.

Nairobi and Mombasa, 1st grade clerks.

Other Schools, according to attendance.

4. Grants to Mission Schools.

Staff grants to Mission schools to be sufficient to enable them to rank with corresponding grade of Government schools.

SECTION H.

FINANCE.

PROVISION OF FUNDS FOR THE DEVELOPMENT OF EDUCATION.

Education is supported from funds of three different kinds :

- (1) State grants : *i.e.* appropriation of part of the consolidated revenue of the State to cover the whole or part of the cost of Education. These State grants are either made *en bloc* to cover the approved up-keep of schools or in the form of grants for particular objects. The proportion of Government expenditure assigned to education in sixteen Dominions, Colonies, or Protectorates of the Empire from New Zealand to Nyasaland is shown in the accompanying tables. Attention is also drawn in these tables to area, population and total revenue of the various Colonies. It will be seen that East Africa is placed sixteenth, though the actual percentage is now 10% as against 0.69 of last year.
- (2) Local Taxation, assessment or Contributions. This is an out-of-date manner of financing education and is not employed in modern Dominions, though prevalent in Great Britain and Canada. A list of the Dominions in which it is respectively employed is enclosed. In countries where education rests on local taxation, about half the cost is borne by the Government Exchequer, the remainder being met by province, country or township assessment. For instance, in Great Britain in 1912, of public expenditure on elementary education £11,735, was borne by Parliamentary grant, while £12,750 were met by local rates. Even in England there is a strong feeling that the cost of education should not be borne by rates, Dr. Macnamara, M.P., in his pamphlet on the Education Bill of 1902, writes as follows :

" It seems to me that by far the safest and indeed the most just course would have been to have gone boldly for the nationalisation of the Education charge as a national Service. Why there should be a local rate in aid of a Berkshire School any more than there is for the Berkshire regiment I have never been able to understand. Surely Education is as much an Imperial Service as either the Army or the Navy. I am the more surprised that Mr. Balfour has gone in for so largely increasing the rating charge for education because I observe that at the 1895 General Election he put upon his Election card the following :

" Poor Law and School Board Rates to be charged in the Imperial

Exchequer."

- (3) *Fees*: A list of the Dominions which do or do not levy fees is attached, showing that fees play an insignificant part in Government education.

Recommendations.

- (1) The Commission should study the tables showing the proportion of the Annual Estimates assigned to education in various colonies. It is recommended that the Estimates should be compiled each year in a more scientific manner than has been the case hitherto. It might be possible for instance to reserve a certain percentage for each department. One would think East Africa with Europeans, Indians, Goans, Arabs and Natives to educate might—even allowing for its lack of development—assign to education half the percentage of Southern Rhodesia or a native state like Basutoland. But the late Governor told me himself that he was opposed to assisting education out of Government funds and as a matter of fact he refused to assist education out of Government funds and as a matter of fact he refused to assist education unless he was driven to it, as in the Legislative Council of February, 1917. At present the Estimates are allocated at the whim of the Governor of the day and I think that a certain percentage of the annual expenditure should be recognised as reserved for education. A re-allocation of the estimate on these lines would find all the money required.
- (2) *Local Taxation*: Inasmuch as ample funds would be forthcoming if East Africa came more into line with other colonies. I am all the more opposed to local taxation. I consider that education is an Imperial and not a local Service and should be borne entirely by Government funds. A local education rate must militate against an efficient service and to this I attribute the low salaries and bad prospects attaching to education in England, since any attempt to improve education means better pay for the teaching staff, which means a rise in the education rate and consequent hostility to education on the part of the rate payer. Such a system therefore must always act as a break on the intellectual and moral progress of the nation as assisted by education. I attach hereto a cutting from the report of the Board of Education on American schools, arguing that education indirectly repays to the state in cash many times over any funds expended thereon.

If however the Commission feel that local taxation is required, then I would suggest that each race subscribe only for its own schools.

- (3) *Fees*: I am not in favour of free education. However, small the fee may be, it should be levied to remind the parent of his responsibility to his child. However, necessary it may be to secure the highest moral, physical and intellectual development of each boy or girl in the interest of the state, yet this will not be attained by removing that need for self-sacrifice by which both parents and children were accustomed in former times to secure a good education.

In European Education I strongly recommend with the support of settlers of Limuru and Ruiru that fees be charged in all schools and that any case where exemption is required be considered and recommended by a local Committee. Government education must begin at the bottom: it must provide education for the poorest and therefore fees whether for tuition or board and lodging should be moderate.

In native education most District Commissioners are of opinion that the native does not appreciate that for which he has not to pay. The only questions for the Commission to decide are:

- (1) Whether, apart from the Kavirondo district in which there is an enormous demand for education, there is sufficient demand in the various districts to ensure a satisfactory number of pupils being educated, Mr. Gaunt reports most unsatisfactorily on the lack of demand for education at the Coast.
- (2) The amount of fees to be charged.

SOURCES OF REVENUE.

In all provinces of Australia, *i.e.* New South Wales, Victoria, South Australia, Western Australia, Queensland, Tasmania, in the Dominion of New Zealand, in the Union of South Africa, *i.e.*, Transvaal, Orange Free State, Natal, the cost of public education is borne by the consolidated revenues of the State. No local contributions are required.

In the Dominion of Canada, *i.e.*, Ontario, Quebec, Manitoba, New Brunswick, Nova Scotia and in Newfoundland, about half the cost of education is borne by the State and half by local rates.

PAYMENT OF SCHOOL FEES IN THE DOMINIONS OF THE EMPIRE.

New South Wales: Education in all State schools is free.

Victoria: do. do. do.

Queensland: Fees are only charged at State-aided grammar schools. State High Schools free.

South Australia: No. fees. Board and lodging of children free if required.

Western Australia: Fees are charged at State technical schools and evening classes.

Tasmania: Fees are charged above the primary school.

New Zealand: Fees are charged above primary school but so liberal are the State bursaries that 84% of students in secondary schools receive free education.

Cape of Good Hope: Fees are charged and fixed by the school board.

Natal: do. do. do.

Orange Free State: do. do. do.

but no child shall be excluded through inability to pay.

Transvaal: Primary education only free.

Ontario: Elementary education free between 5 and 21.

Quebec: Education is only free in Montreal.

Nova Scotia: Education free.

New Brunswick: All education up to 20 years free to pupils residing within the district.

Manitoba: Free.

British Columbia: Fees after 17th year.

BOARD OF EDUCATION—REPORT ON AMERICAN EDUCATION.

The Diverting of the Mind from Crime to Production.

Collateral evidence bearing upon the same broad question furnished by the fact that in Massachusetts, where the public school term in the United States is longest, and the expenditure on education is largest, the average productive capacity of the citizen is greatest. Education in Massachusetts is to average United State education (measured in time spent at school) as 70 to 43 (seven years to 4.3 years); productivity is as 66 to 37. Or, quoting still from the memoir forming part of the Paris exhibit, "the excess of productive capacity for the State of Massachusetts in one year is 200,000,000 dollars or about twenty times cost of maintaining the public schools." This goes a long way towards answering the question as to whether the community can afford to pay the cost of public education.

THE EDUCATION COMMISSION.

INTERIM REPORT.

The Commission appointed by Your Excellency to enquire into and report on educational matters in the Protectorate has in consequence of a deputation to Your Excellency from the Nairobi Chamber of Commerce been requested by Your Excellency to submit an interim report dealing with the immediate educational requirements for Europeans especially in regard to Nairobi.

2. The Commission has sat on eight days and has called 21 witnesses necessarily inhabitants of Nairobi and the neighbourhood.

3. The opinion arrived at by the Commissioner on the evidence before them is that it is essential that provision be made in the next year's Estimates for the erection of a new central boarding school in order that its building may be begun in the next financial year. It would obviously be unsound to suggest a site or to lay down definite particulars for such a school without obtaining the views of localities other than Nairobi. There is however no doubt that such a school is very necessary and substantial provision should be inserted in the Estimates for an appreciable instalment to be started.

4. It is evident that a school of any size will take the best part of two years before it can be available. The Commission is strongly of opinion that the fact that a new boarding school is going to be built should not be a reason for neglecting to provide more accommodation for boarders at the present school. The Commission is unanimous in considering that the present school must be extended to meet present and future needs until the new boarding school is ready for occupation. It is aware that such a course probably means some waste but it is much better to waste material and labour than to run the risk of children growing up without education at the time when the foundation should be laid.

5. The Staff of the present Nairobi School should be the best procurable. If possible trained teachers with university education should be selected. The school at which candidates were educated should be ascertained. The greatest importance is placed by the Commission on the provision of cultured teachers. The evidence before us shews the present school staff to be inadequate, and steps should at once be taken to improve it. Salaries should be increased sufficiently to attract the best type of teachers both men and women. The Commission do not consider that the scale of pay which was put up by Mr. Low and which is attached hereto is too high. If suitable teachers cannot be obtained for the salaries therein suggested, the scale should be raised. The only criticism that the Commission has to make on Mr. Low's scale is that it is of opinion that the senior mistress should have the same pay as the senior Assistant Master.

6. The Commissioners recommend that at the earliest opportunity Kindergartens should be established in Parklands, at Kilimani and at the present school under properly qualified kindergarten mistresses or alternatively that private kindergartens under properly qualified mistresses be encouraged by Government assistance. It is in the Commissioners' opinion important that kindergartens should be established in the neighbourhood of Parklands and Kilimani so that young children beginning their education need not have to travel long distances in the sun to the present school. Any buildings erected and used for the purposes of such Schools should be suitable and approved by the Education Authority.

7. It is in the Commissioners' opinion essential that further and better provision be made at once for a gymnasium and for covered play grounds for use during rainy days and the hot sunny hours in the middle of the day. With these provisions suitable instructors, one of each sex, should be obtained to supervise the physical training of the boys and girls. Much greater attention should be paid to organised games under the control of a games master and mistress.

8. The evidence shews that the present school is not unhealthy and the Commissioners think that there is little real risk to health in extending its size to tide over the time which must elapse before the new school is built.

9. With reference to the kind of education given at the Nairobi School the Commissioners have not had an opportunity of going into the matter as fully as they would wish, but so far as they are at present advised they are of opinion that the education to be aimed at is that which is given at good class secondary schools in the United Kingdom. The most important thing in the Commissioners' opinion is the creation of a high tone in the School, such a tone must come from the teaching Staff. The Commissioners cannot too strongly urge the importance of improving that at the earliest possible moment.

(Sgd.) J. W. BARTH,
Chairman, Education Commission.

NAIROBI,
8th December, 1918.

PROPOSED SCALE OF SALARIES OF TEACHING STAFF.

EUROPEAN SCHOOL, NAIROBI.

Headmaster	...	...	...	...	£500 to £700 by £20.
Second Master	...	...	...	...	£300 to £500 by £20.
Four Assistant Masters	...	...	...	...	£250 to £400 by £15.
Senior Mistress	...	...	...	...	£200 to £400 by £20.
Five Assistant Mistresses	...	...	...	...	£200 to £300 by £10.

REPORT
OF THE
EDUCATION COMMISSION
OF THE
EAST AFRICA PROTECTORATE,
1919.

SOCIETY.
POONA.

SWIFT PRESS, NAIROBI.

REPORT

OF THE COMMISSION APPOINTED BY CHARLES CALVERT BOWRING, COMPANION OF THE MOST DISTINGUISHED ORDER OF SAINT MICHAEL AND SAINT GEORGE, ACTING GOVERNOR, ON THE 8TH DAY OF JULY, 1918, TO ENQUIRE INTO AND REPORT ON THE EDUCATIONAL REQUIREMENTS OF THE EAST AFRICA PROTECTORATE.

COMMISSION.

The text of the Commission is as follows :

THE COMMISSIONS OF ENQUIRY ORDINANCE, 1912.

A COMMISSION.

I, Charles Calvert Bowring, a Companion of the Most Distinguished Order of Saint Michael and Saint George, Acting Governor of the East Africa Protectorate, do, by virtue of the powers conferred on me by the Commissions of Inquiry Ordinance, 1912, by this my Commission under my hand appoint :—

THE HON. J. W. BARTH, M.A. (Oxford).
COL. THE HON. J. AINSWORTH, C.M.G., D.S.O.
THE REV. J. W. ARTHUR, M.D., (Glasgow).
THE REV. J. BRITTON, B.A. (Durham).
THE REV. J. CAZAC
C. M. DALAL, ESQ., B.A. (Bombay).
THE HON. W. MACLELLAN WILSON
A. MORRISON ESQ., M.A., B. SC. (Aberdeen)
W. J. MOYNAGH ESQ.,
MRS. ISABEL ROSS, B.A. (Liverpool)

To be Commissioners to inquire into and report on :—

- (1) The types of schools considered necessary for the education of European and Indian children in the Protectorate.
- (2) The localities in which such schools should be situated.
- (3) The standard of education to be established and maintained in such schools having in view the future development of the Protectorate.
- (4) The provision immediately required for the purpose of providing education for the European and Indian children of the Protectorate.
- (5) The extent to which education should immediately be introduced among the Arabs and Swahili of the Coast area.
- (6) The extent to which education should immediately be introduced among the native population throughout the Protectorate.
- (7) The types of schools considered necessary for the education of the Arab, Swahili and native population.
- (8) The localities in which such schools should be situated.
- (9) The standard of education to be established in such schools.
- (10) The advisability or practicability of adopting any system of Compulsory Education.
- (11) The limits of age within which education should be compulsory if a compulsory system of the education be adopted.
- (12) The sources of revenue available and suitable for the purposes of education.
- (13) Any matters relevant to or in elucidation of the aforesaid terms of reference.

And I do hereby appoint the said J. W. Barth, to be Chairman of such Commission.

And I do hereby direct that five of the aforesaid Commissioners shall form a quorum.

And I do hereby direct that the aforesaid inquiry be held at such place or places in the Protectorate as the Chairman may think fit.

And I do hereby command all persons whom it may concern to take due notice hereof and to give their obedience accordingly.

Given under my hand at Nairhoi, this 8th day of July, 1918.

C. C. BOWRING,
Acting Governor.

The personnel of the Commission was altered by the addition of Mrs. Roger Laws, (Teacher's Diploma, Honours, Cambridge) by a further Commission dated the 18th October, 1918, and of Mr. Mathew Hall Kell, (A.C.P. Certificated Teacher, England) and the Honourable Vaman Vishnu Phadke (M.A. Edin, B.A. Bombay), by a further Commission dated the 14th December, 1918.

PRELIMINARY.

The Commission has sat at Nairobi, Mombasa, Nakuru, Kisumu, Lumbwa, Londiani and Eldoret.

The evidence of a large number of witnesses representative of all sections of the community was taken and the Commissioners take this opportunity of expressing their thanks to them for their assistance and to those who sent memoranda on the subjects referred to the Commission for its consideration. The evidence and memoranda are attached to this report as Appendix A.

2. The Commission was much impressed by the evident desire for education among all sections of the community including the native. Very little provision has hitherto been made to meet the urgent needs of the Protectorate.

Although it is true that the education vote has quadrupled since 1914, the mere fringe of the subject has been touched. It is obvious that if the State do its duty to the European, Asiatic and Native races in the Protectorate it must be prepared to face heavy expenditure. Such expenditure is in the opinion of the Commission a sound investment to increase the fitness of the rising generation to take its full part in the economic development of the country. Attention is drawn to the figures set out by the Director of Education shewing the comparative expenditure on Education (vide Appendix B).

TERMS OF REFERENCE.

3. The Commissioners propose to deal seriatim with the terms of reference.

4. The first term is:—

“The types of Schools considered necessary for the Education of European and Indian children in the Protectorate.”

To deal effectively with this term it is desirable that European and Indian Education be taken separately. Further it is convenient that the second term of reference *i.e.* “The localities in which such Schools should be situated” should be dealt with at the same time as the first.

EUROPEAN EDUCATION.

5. The Commission is of opinion that a kindergarten system under the control of trained and experienced teachers as a foundation is most desirable and recommend that a kindergarten division should be established at the Nairobi, Nakuru and Eldoret Schools. In Nairobi in order that very young children should not be under the necessity of taking long journeys every day to the central school it is suggested that either state or state aided kindergarten schools should be established at Kilimani and in Parklands. The latter alternative, *i.e.*, state aided, is in our opinion the better.

The European child population of Kisumu and Mombasa is such a varying factor that it would be a waste of power and money to institute European schools at present in those localities but if and when such population increases efforts should be made to provide the necessary means for its education.

6. Apart from kindergarten primary schools, that term for the purposes of this report meaning schools in which education is carried up to and includes the 4th standard schools, should be established in Nairobi, Eldoret, Limoru and Kyambu and at other places if and when a sufficient number of children are available. The number suggested is a minimum of 20.

In addition to primary schools it will be in the Commissioners' opinion necessary to develop and maintain “farm schools” in such communities as that living on the Uasin Gishu Plateau more or less on the present lines subject to the principles propounded hereafter in this report.

7. The primary schools at Nakuru and Eldoret should have facilities for boarding and should with the kindergarten department form a part of the education available at such schools. In our opinion the education available at the above schools, should be both primary and secondary, *i.e.*, it should go beyond Standard 4 and should attain the standard necessary for the Junior Cambridge examination. Eventually it should aim at the matriculation standard and be organised with that end in view.

8. There should be one Central School for the Protectorate and the education given there should definitely attain the matriculation standard.

9. There has been much difference of opinion among witnesses and others where the Central School should be situated. Various sites have been recommended, Kabete being perhaps one of the most favoured.

10. The Commission has visited a site in the lines of the King's African Rifles which has been strongly recommended on the ground of its nearness to Nairobi, although being out of the town, the availability of medical assistance, the proximity of sources of supply both of food and clothing, the possibility of attending places of worship, the practicability of having visiting masters for such subjects as music and languages, the presence of a good water supply and of electric light and the availability of the usual amenities of civilisation both for the pupils and the staff. The Commission also visited a site at the Scott Sanatorium and the site at the back of the present Nairobi School.

11. The Commission have come to the conclusion that the Sanatorium site, which consists of the present buildings in a plot of about 12 acres with an additional adjacent area of unalienated Crown land which it was informed consisted of over 400 acres, is the best from all points of view for the Central School. It is situated in a very pleasing position with commanding views and attractive surroundings and it is sufficiently removed from Nairobi to be free from all the disadvantages of the dust which sweeps that town. It is at a slightly higher altitude which makes a great difference in its general healthiness and appearance and it is so close to Nairobi that the advantages set out above claimed for the King's African Rifles lines site apply almost equally to it. Further it is so close to the Kabete Laboratory and Government farm that those institutions are available for purposes of instruction in agriculture and agricultural science. The site is in the supply area of the Nairobi Electric Power and Lighting Company, and has the auxiliary water supply for Nairobi situated on it.

12. It is realised that it will be necessary to continue a school in Nairobi and the Commission think that a good primary day school should be established at the present school and that properly constructed buildings should be erected on the area now reserved at the back of the present site to which the primary day school should be removed. This area affords a very good site for the erection of such a school with ample room for playing fields.

13. It is thought that all pupils from Nairobi who have reached the secondary stage of their education and who would be of the age of about 12 or over could attend the Central School, especially if some form of transport were instituted from those areas of the township more remote from the Sanatorium. The Commission suggest that Government motor vehicles might be used although it is realised that unless high charges are made for their use a considerable financial burden will fall on the Government. But apart from assisted transport the Commission is of opinion that the distance to the Sanatorium site from any part of Nairobi is not insuperable for a pupil of 12 years of age or upwards. In so far as Parklands is concerned where the child population is greater than in any other district of Nairobi the Sanatorium site is just as available as the King's African Rifles site or the present school. It seems probable that Nairobi will develop in the direction of the Sanatorium, the suggested Upper Nairobi Township is an indication of this. In so far as Kilimani is concerned the distance across country to the Sanatorium, where we are informed a road already exists, is not great.

14. It will be necessary at the Central School to have a primary department for the reception of those children who do not live near another primary school and whose parents wish them to be educated at the Central School. For instance the parents living at such a distance from Nairobi that the day primary school would be impossible should be able to have their children educated at the Central School.

15. If it be found impossible to acquire the Scott Sanatorium the adjacent Crown land should be utilised for the school site. If the Sanatorium can be acquired the buildings afford a ready made nucleus for the immediate inception of the school.

16. The plans for the new central school and for any new school buildings should be carefully considered by persons having practical acquaintance with the architectural requirements of a school.

17. The Commission wishes most strongly to emphasise the necessity in the Protectorate for a sound modern education as opposed to a classical education. Classical education should not be excluded but classical subjects should be optional.

18. It has been suggested that at any rate the pupils from the country will naturally acquire hand and eye training at their homes but nevertheless the Commission is of opinion that such training for example woodwork, drawing and needlework gradually advancing to further instruction in technical subjects should be given. The use of scientific or technical education not as a channel of acquiring knowledge but as a means of education *i.e.* teaching the pupil accurately to think and do things for himself is increasingly recognised and as presumably a large number of the pupils attending the Protectorate schools will become engaged in technical occupations we think it most desirable that an education based on the above lines should be given.

19. The question of co-education has been fully considered by the Commission. The meaning attached to the term is education which deals with both boys and girls as one family without any artificial restrictions or separation in or out of class apart of course from dormitories. Co-education is in its infancy in England and there it is recognised that a very specially trained staff of teachers is necessary if it be carried out fully. In this country the sexes develop much earlier and sexual knowledge is acquired we believe at a much earlier age than at home. There would therefore appear to be an added danger from a too close association of the sexes at school especially of the elder children. The moral influence of the teachers in co-education schools must to be effective be very great but the risks, as long as human nature remains must always be present, and the strain on the teacher must be correspondingly severe. At the same time there has been no evidence that the present system of mixed schools has been harmful although some parents are decidedly of opinion that there should be separate schools for boys and girls. The Commission is of opinion that education in secondary schools should where possible be given in separate schools that is to say boys and girls should not be taught together in the same class or the same building. In primary schools there is much to be said in favour of continuing the present modified system of co-education.

20. The question of the staff for European schools has been most carefully considered and the Commission is of opinion that the highest class available should be obtained. It lays most stress on the fact that every teacher should be trained for his or her work, that is he or she should possess a certificate or diploma from some recognised authority dealing with the training of teachers. The whole science and art of teaching has been so developed and revolutionised during the last thirty years that unless the foundation of education in the Protectorate is to be badly laid it is imperative that persons who have served an apprenticeship in acquiring their profession should be obtained. Next to the fact of training the Commission lays stress on the importance of obtaining persons who for choice have had an university education. The advantages of such an education lie not so much in the particular degree which is a hall mark of having at one time possessed a certain amount of knowledge but in the educative and humanising effect of working and living with others of a similar age and imbibing others' ideas and points of view. The attainment of the ideal set out above involves the expenditure of considerable sums for the salaries of the staff required but the Commission is emphatically of opinion that money should be liberally spent in obtaining the right staff. If the right staff is not obtained the foundation is weak and the whole structure raised on it is unsound. With the qualifications outlined above the technique should be perfect and the tone of the schools should be excellent.

21. Owing to the very elementary condition of the Protectorate's institutions the Commission does not consider it advisable that at present local material should be used for the purpose of training as teachers. If a resident wishes to adopt that profession then the Commission thinks it advisable that he or she as the case may be should go home to be trained. It is realised that in some cases *e.g.* farm schools it would be unnecessary to insist on an university education but in every case professional training should be insisted on.

22. It is obvious that it would be too early to start a normal school for Europeans in the Protectorate; it will therefore be necessary to obtain the necessary teachers from other sources. The Commission is decidedly of opinion that teachers should be recruited in the United Kingdom. In selecting them great care should be exercised in obtaining only those of the highest standard of character having in view the peculiar dangers and difficulties of life in the Protectorate. The selection of teachers should be entrusted to some person or body of persons having practical experience of education and some knowledge of the requirements of the Protectorate.

INDIAN EDUCATION.

23. With regard to Indian education the Commission is of opinion that primary schools should be established at Kisumu, Nairobi and Mombasa and at other places when the Indian child population of school age reaches the level of 20 or more. Secondary schools should be established at Mombasa and Nairobi. The primary schools at those centres could with advantage form a division of the secondary school. In Mombasa the munificence of the Honourable Abdul Rasul Allidina Visram, has provided a school building with a large sum for launching the school successfully. In Nairobi it is necessary to develop the present Government school into an efficient secondary school with up to date buildings and staff. The present buildings are unsuitable and inadequate and the Commission recommends that an area of 40 acres be reserved as a site on which a properly equipped building should be erected as soon as possible. The site suggested is one near the Nairobi Indian location. The area formerly reserved as an agricultural show ground appears to be most suitable.

24. The Commissioners inspected the present Indian school at Mombasa and were struck with its unsuitability for a school. It consists of a godown divided into five compartments in which eight classes work. The Commissioners consider that additional temporary accommodation should be provided pending the completion of the new school and that additional staff should at once be procured.

25. Provision should be made at Nairobi and Mombasa for the boarding of pupils from a distance by means of hostels in cases where their parents are unable to make other arrangements.

26. Owing to the customs of the race it is advisable that in Indian schools the sexes should not be mixed: there must be sufficient staff to teach boys and girls separately in separate schools.

27. With regard to the medium of instruction it is thought that in the early stages the vernacular should be used, that is up to the 3rd standard, and after that English should be the medium.

28. Owing to the necessity of inculcating religious beliefs at present private primary schools for Indians are in existence. If such schools have at least 20 pupils and are subject to Government inspection, and if the secular education given therein is sound and the staff is approved the Commission is of opinion that they might well be assisted by Government grants provided that if a Government primary school for Indians is available the necessity for such a grant does not arise.

29. The remarks which have been made above relating to hand and eye training and technical education for Europeans apply equally well to Indian schools. Similarly the staff should be the best procurable. A considerable amount of feeling was evinced by Indian witnesses that the control of a school should if possible be European. The Commission supports this view at least in the case of Nairobi and Mombasa. As long as we must go outside for trained teachers in the case of Indian teachers those with the highest Indian qualifications should be obtained.

STANDARD OF EDUCATION

30. The third term of reference is "The standard of education to be established and maintained in such schools having in view the future of the Protectorate." This has largely been dealt with above. The Commission is in agreement with views expressed by some witnesses that technical, vocational training should be available in the Railway and Public Works Department workshops and at Kabete. These courses would be normally post school but if the Central school attain the position in the future which the Commission thinks it ought to attain then the practical education given at the above institution could well be accompanied by theoretical courses at the school in *e.g.* agricultural science and the scientific principles forming the basis of engineering whether mechanical or civil. At the same time the Commission is of opinion that agriculture should be taught in all secondary schools as a means of education.

31. The fourth term of reference is "The provision immediately required for the purpose of providing education for the European and Indian children of the Protectorate." In dealing with this matter the Commission would refer to the interim report of the 8th day of December, 1918, a copy of which is attached hereto as appendix C. In the Commissioners' opinion the provision of the schools proposed in the foregoing paragraphs of this report should be instituted as speedily as possible. Education is a thing which cannot wait; unless it is provided speedily the number of children who have grown up without it or with a very inadequate smattering increases. It is admittedly in the interest of the state that all its Members should be well educated. The tremendous strides made by such a country as Germany in every field of human activity before the late war may be directly attributed to its splendidly organised system of education. It is not necessary or probably useful to copy the methods of any other country but the state should aim at providing an efficient education for every one. In this Protectorate the needs of the Europeans and Asiatic communities should be catered for immediately. The Commission does not by making the above recommendation mean to infer that the education of natives on the lines suggested in this report should be delayed. The number of Europeans and Asiatics are fewer and if they are to exercise the right sort of influence over the mass of natives it is highly essential that they should be educated. The Commission therefore lays great stress on the immediate provision of the means for such education.

EDUCATION OF ARABS AND SWAHILIS.

32. The fifth term of reference is "The extent to which education should immediately be introduced among the Arabs and Swahili of the Coast Area."

This term of reference deals mainly with what one may call the Mohammedan civilised population at the Coast apart from the Mohammedan Indian population. The Arabs have been so long at the Coast appearing first as

conquerors and subsequently as immigrants and have to so great an extent amalgamated with the Swahili population that the Commissioners think that both Arabs and Swahilis might attend the same schools. The local Baluchi population might also be added. They are mainly the descendants of mercenaries employed by earlier Sultans of Muscat. There is already a Mohammedan school at Mombasa and the Commission considers that the education afforded there should be both primary and secondary and that in the chief towns on the Coast primary schools should be established wherever there is a child population of 20 or over. The Mombasa Mohammedan school should become the High school for the Mohammedan Coast Arab, Baluchi and native population.

33. There appears to be a difference of opinion on the question of the teaching of Arabic and the Koran in the Mohammedan school. The Commission thinks that Arabic should be taught in the same way as it proposes Classics should be taught in the European school, *i.e.*, it should be an optional subject.

34. With regard to the teaching of the Koran the Commission is of opinion that there is no objection to the Koran being taught in a definite Mohammedan school for Arabs, Baluchis and natives at the Coast provided that there is real instruction by a qualified teacher. But it does not approve of the Government undertaking training in Memorandum law and theology as desired by some witnesses. Probably the desired result could be obtained with the least friction if steps were taken to secure the efficiency of the existing Koran schools.

35. With regard to the medium of instruction the Commission is of opinion that Swahili should be used in the earlier stages say up to the 3rd standard and that thereafter English should be used. The remarks regarding technical education in the case of Europeans and Indians apply equally to Arabs and Swahilis. It is perhaps desirable to reiterate that technical education does not necessarily mean vocational education but that technical subjects should be taught as a medium for education. In the case of the Mohammedan schools agricultural and agricultural science should be taught in the higher classes with a view to vocational training.

36. The staff for the Mombasa Mohammedan school should be the best obtainable and it may probably be necessary to engage trained teachers from elsewhere for the religious and Arabic part of the curriculum. The headmaster as at present should be a well qualified European.

37. The Commission here would like to refer to the public spirit and munificence of the Honourable Sheikh Ali bin Salim, C.B.E., who has founded and endowed a primary school for the education of Arabs and Swahili at Malindi.

NATIVE EDUCATION.

38. The sixth term of reference is "The extent to which education should immediately be introduced among the native population throughout the Protectorate.

This term brings the Commission to one of the most important matters referred to it. A mass of evidence has been taken from missionaries and others on the question of native education and the conclusion arrived at by the Commission is that the best method of furthering education among the native population apart from the Coast Mohammedan native is by means of the organisation which already exists among the various missionary bodies. The general experience gained in South Africa appears to be that Government effort in native education must be allied to missionary effort. The following extract from the South African Native Affairs Commission 1903-1905, is relevant:—

"In considering the relations between the European and the Native populations certain responsibilities on the part of the race which occupies the position of the governing and superior caste claim attention. Among such responsibilities there is a duty as to the moral and intellectual elevation of the subject race and the Commission recognises that upon the Governments of the South African Colonies this duty is laid.

For the moral improvement of the Natives there is available no influence equal to that of religious belief.

It does not seem practicable to propose any measure of material support or aid to the purely spiritual side of Missionary enterprise, but the Commission recommends full recognition of the utility of the work of Churches which have undertaken the duty of evangelising the heathen and has adopted the following resolution:—

"(a) The Commission is satisfied that one great element for the civilisation of natives is to be found in Christianity.

"(b) The Commission is of the opinion that regular moral and religious instruction should be given in all Native schools. It must be accepted that we cannot have a general acceptance of moral and intellectual ideals without the same are influenced by religious thought. Civilisation will in time undoubtedly remove the natives from their own woes and restraints and unless Christian morals and restraints take their place the Black will be prone to imbibe the worst aspects of civilisation."

39. The great danger of secular education divorced from moral and religious instruction is that it tends to break down the native beliefs, which we often regard as absurdly superstitions but which do take the place of a religious or moral law and keep the native more or less straight, without replacing such beliefs by anything else to take their place. The native requires something more than an abstract moral code in place of his primitive moral law and a definite religious belief is necessary if he is to become an honest and respectable member of society. So strongly do the Commission feel on this subject that it recommends in cases where Government schools are now or may hereafter be established among pagan tribes that definite moral instruction based on religion should be given in such schools to replace the restraints of so called superstition and tribal control.

40. The question whether or not education is a useful adjunct to a person who has to earn his living by manual labour has been so often threshed out and the truth of an affirmative reply so often proved by experience that the Commission does not propose to waste time by dealing with this subject in the case of natives. It is obvious that a native who has had some education and has had his intellect developed on proper lines must be a better labourer than a totally uneducated labourer. He is more able to understand his instruction and to see them properly carried out. For education to have effect it is implied that the education given must be the right sort. For natives education should be on technical lines, as many witnesses have recommended, but there appears to be a fear that if any literary education is given the child educated will be ruined and will look forward to clerkships and similar occupations rather than to entry in the labour field. But technical education is impossible without some literary education. It is an essential preliminary to effective technical instruction and the Commission is of opinion that up to 11 years of age the education given should be literary but it should include hand and eye training gradually verging to the purely technical. After that age education should be both technical and literary. The demand for skilled labour, although great, is limited and the requirements of other walks in life available for natives should be kept in view.

41. Another reason why it is desirable that native education should largely at least at present be left in the hands of the missionary societies is that they monopolise the human material in the shape of educated natives available for the spread of education among their fellow natives.

42. If the education of natives is left as the Commission suggest to the various religious bodies at work in the mission field it is obvious that Government must assist in providing the necessary funds and having done that it must take steps by inspection and advice to see that the money is properly applied or rather that it is getting good value for it and more important still that the education is sound and on the right lines. For education to be sound it will be necessary to train teachers. This work is now being done by missionary societies and should be developed so that instead of being taught to read and write by the most primitive methods the native should be educated in the correct sense of the term whether it be in a secondary school or in a village school. The Commissioners lay the greatest stress on the creation of efficient normal schools.

43. The Commission has had before it the proposals of the Director of Education for subsidising mission schools it is however of opinion that that the matter can be put succinctly by suggesting that grants in the following proportions should be made to approved schools:—

- European staff up to the 2/3rd of the salary paid.
- Native Certificated staff up to 2/3 of salary paid.
- Equipment grant up to 1/3rd of cost.
- Building grant in the case of central schools up to 1/3rd of cost.
- Boarding grant up to Rs. 75 per head.

44. The Commission is entirely opposed to any system of payment by results which it recommends should be abolished in the case of the grants to technical schools now made. A grant should depend on the general state of efficiency of the school. That can be ascertained by frequent inspection. Normal schools should be subsidised on the same lines as other schools.

45. The Commission suggest that a great deal of good could be done if district officers generally were to shew sympathetic interest in the cause of native education by occasionally visiting schools and telling chiefs and others the value of education.

46. The advice District Officers could give both to the natives themselves and to the missionary societies would be most helpful. It must be emphasised that the Commission is only in favour of Government support being given to those institutions which really educate.

47. The Director of Education has stated that he has estimated in his draft estimates for 1920-21 for a Government normal school which would be entirely of a secular character for the training of teachers in Government native schools of which he proposes to make provision for about a dozen.

48. The Commission except Mr. Morrison and Mr. Dalal is not satisfied that the time has come for such an institution for the training of teachers from schools apart from Mohammedan and Arab schools. The dissentient members agree that religious teaching should be given in Government normal schools but are of opinion that immediate provision should be made for training native teachers in Government normal schools. The Director of Education pointed out that in various tribes missionary effort has either been withdrawn or has not been initiated and he apparently fears that if the staff for Government schools were drawn from missionary institutions attempts to evangelise would take up the time of the teachers. For the reasons stated above the majority of the Commissioners is of opinion that religious and moral instruction should be given to every native and does not think that a Government secular normal school or Government schools without any sort of religious instruction would be a success. This objection does not hold in the case of normal school for the training of teachers for Mohammedan schools.

49. We are informed that the Machakos Government technical school for natives costs about £14 per head, reckoning £1 at Rs. 15/-, per annum. It is quite evident that missionary societies cannot be expected to develop technical education of a vocational kind without considerable assistance from the State. Such education is expensive as in its earlier stages the pupil must waste a large quantity of material which is increasingly expensive. At the same time the Commission reiterates its opinion that technical education should be the principal aim and object of native schools. As with Europeans and Indians, the Government technical departments form an opportunity for the attainment of skill in the higher grades of the trade taught.

50. It is recommended that the Government should subsidise Missions in respect of pupils at technical schools between the ages of 12-18. It is desirable that the pupils should be apprenticed in order that some control may be exercised over them apart from their parents.

51. One of the principal means whereby the knowledge of reading and writing is spread is through the village or "out school" as it is known. These schools are usually in the control of a native mission teacher and are visited from time to time by European members of the mission. It is in the opinion of the Commission very necessary that these schools should be under trained teachers who should in turn be under the close control of the mission authorities: otherwise wasted if not dangerous effort results. It is of course not at present possible to give technical education in these schools other than perhaps more instruction in agriculture.

52. Complaint has been made that missions are handicapped in their endeavour to provide technical instruction by the limitation put on the amount of land which can be held. The Commission is of opinion that in any case in which a mission undertakes definite technical education sufficient land should be leased to it for the purpose. Such grants of land may in the case of agricultural instruction make the concern self supporting.

53. Technical education should not be confined to boys but should be given to girls both native and of other races. The chemistry of cooking or the art of needle work afford efficient media for education.

54. With regard to the language in which education is given to natives the Commission is of opinion that the initial stages must be in the vernacular. The Commission is strongly of opinion that after the necessary preliminary instruction in the vernacular English should be taught in all native schools both on patriotic and practical grounds. At present orders are given to the majority of natives engaged in labour in Swahili a language which is foreign both to the employer and to the employee and as a rule is equally badly spoken by both with the result that misunderstandings are frequent and the relations between employer and employee become strained. Swahili is rarely spoken accurately by upcountry tribes some of which are not even Bantu and the Commission thinks that if a foreign language is to be taught to a native it should be English.

55. The Honourable W. MacLellan Wilson, disagrees with the view stated above on the question of English in native schools in the following words:—

(MINORITY REPORT).

(RE ENGLISH FOR NATIVES).

"As only the very fringe of education for natives has been touched it appears to us that the wholesale teaching of English to natives at present is impracticable if any reasonable standard of decent colloquial English is to be reached and maintained. On the other hand as a *Lingua Franca* the Swahili language is the most easily attained by the many tribes of different dialects in the country. The vernacular languages which have been reduced to writing are spelt phonetically—including Kiswahili—whereas the

varied rules and numerous exceptions in the orthography as well as grammar of the English language present almost insuperable difficulties to the acquisition of the language by natives born of many generations of untutored minds.

We are of opinion, therefore, that instruction in English in the initial stages of the development of education facilities should be restricted to those natives who, chosen for their intelligence, are being educated for clerical work either in Government service or in commercial life. All such teaching in English should be under competent European teachers and should commence at the age of eight or nine years. In technical training the various terms of measurements and nomenclature used in industries would necessarily be taught in English. But even these terms, it is found in practice, are liable to be altered in construction by natives to suit their particular methods of pronunciation."

Sd. W. MACLELLAN WILSON.

With this expression of opinion Mrs. Laws, Mr. Kell and Mr. Morrison agree. Mr. Morrison adds: "A child can be taught to read Swahili in a month as compared with 3-10 years to learn to read English correctly. Swahili should be taught in every case and as much English as it is possible to teach properly."

56. The Commission is of opinion that education is essential to a native population but it is of opinion that it should be extended as material is available that is as and when teachers become trained education should be extended.

57. Native schools should be graded as (1) primary for the essential preliminary literary education and (2) technical schools including the following:—

- (1) Normal for the training of teachers;
- (2) Surveying;
- (3) Telegraphy;
- (4) Medical work;
- (5) Administrative work (training for post in the administration);
- (6) Commercial work;
- (7) Industrial work;
- (8) Agricultural work;

To provide for higher technical instruction the Government technical departments such as the Railway, Public Works Department, Post Office and Survey Office should provide in their estimates for a sufficient sum to deal with the matter. The Commission is informed that the Railway has asked for a sum of £3,000 for this object to be provided in the 1920-21 Estimates.

TYPES AND LOCALITIES OF SCHOOLS FOR ARABS, SWAHILIS AND NATIVES.

58. The next terms of reference are:—

(7) "The types of schools considered necessary for the education of the Arab and Swahili and native population and"

(8) The localities in which such schools should be situated and

(9) The standard of education to be established in such schools. Terms of reference (7) and (9) have already been fully dealt with in connection with the preceding terms of reference. Item 8 has also to some extent been dealt with. It should be the aim of the Government to encourage the establishment of schools for natives throughout the native reserve and in the principal towns of the Protectorate where there is a considerable resident native population. With regard to Arab and Swahili schools Mombasa is provided with a Mohammedan school for these races and as stated above the public spirit of the Honourable Sheikh Ali bin Salim has provided a primary school for Arabs at Malindi. Mohammedan primary schools should also be established at the principal Coast towns. In dealing with the various sections of the community no reference has been made to the Somali. We think it important that education should be given to this intelligent and difficult race. In the Commission's opinion education of the proper sort will be a potent factor in rounding off the sharp corners which at present make the race unattractive to the average European. Many Somalis already have learnt to read and write Arabic presumably at their own Koran schools. The difficulty of providing the proper staff is of course enormous but we are certain that if the Somali children should be induced to attend properly organised schools which must necessarily recognise the Mohammedan faith the tribe as a whole will develop into a useful section of the community and the present difficulties of administration will diminish.

COMPULSORY EDUCATION.

59. The 10th item of reference is:—

“The advisability or practicability of adopting any system of compulsory education.” The Commission is of opinion that compulsory education, which should necessarily at least in its primary stage be free, should be the goal to be aimed at but thinks at present so many difficulties lie in the way that it cannot see how any scheme of compulsory education can effectively be carried out. The aim should be to provide the means of education and then to apply compulsion to Europeans and Indians in the first place after that to the Arabs, Baluchis and Swahilis. In the case of natives it must be many years before universal compulsion can be carried out and any partial form of compulsion it is thought will at the present stage of civilization to which the native has attained be accompanied by an inclination to move out of the area in which compulsion exists. In the case of Europeans, Indians and Mohammedan Coast Arabs and Swahilis it might be possible to introduce compulsion in those towns and within a certain area round them where the necessary schools exist. If compulsory education in any form is introduced the Commission recommends that in the case of Europeans the limits of age should be 5 to 16 years and in the case of Indians and Mohammedan Coast Arabs, Baluchis and Swahilis it should be 7 to 14 years.

The Hon. J. Ainsworth suggested that if a father of a native agrees that his child or children should go to school then if any such child does not attend school the father should be liable to a penalty. Mr. Ainsworth is in favour of the introduction of legislation to bring this form of compulsion into force. The majority of the Commissioners however are of opinion that the effect of any such scheme would make the problem of inducing native parents to agree to their children going to school still more difficult. It is thought that a parent would be unlikely to agree to the education of his child if he knew he would be liable to a penalty if the child failed to attend school.

The Honourable J. Ainsworth with whom Mrs. Laws and the Honourable W. MacLellan Wilson agree differ from the majority in the following words:—

“While agreeing with the decision that in educational matters it must be many years before natives can be subjected to a system of universal compulsion we are, however, of the opinion that it is necessary to devise some means whereunder natives who have entered upon an educational course (technical or otherwise) can be compelled to complete such course. In this connection we favour procedure based on the proposed draft legislation put up by Mr. Ainsworth.”

REVENUE.

60. The 12th term of reference is “The sources of revenue available and suitable for the purposes of Education.”

The Commission thinks that it would be a mistake to earmark any particular source of revenue for education but that education should as in the case of other state services be provided out of the general revenue of the country. Proposals have been made to set apart areas of land the revenue from which should be devoted to education. This policy is proposed rather too late in the day and would in any event not provide any immediate revenue of sufficient proportion to be of much use. As long as the finances of the Protectorate are inadequate to provide all the crying needs of a country in its early years of development the Commission is of opinion that education must be paid for to some extent by the parents. This especially with reference to the non-native sections of the community. The Commission has the greatest sympathy with the principle that education is a benefit to the state and that therefore the community should pay for it but one must adopt a perhaps illogical compromise in the circumstances and parents in our opinion should be required to pay a reasonable sum for the education of their children. The present fees in the case of the European schools are very low and could we think be raised without inconvenience. Substantial reduction should however be made in the case of brothers or sisters going to the same school. The fees for boarding should in every case cover the cost which should include what one may term overhead charges and not only the mere cost of the food supplied. In view of the fact that there may be parents who cannot pay any school fee which may be fixed we advise that school committees should have power to remit fees in proper cases. The case for any reduction should be most carefully considered as other countries have found this procedure is very greatly abused. Boarding fees should not in any case be free or be given at a reduced rate.

61. The sources of revenue which the Commission suggest to meet in some measure the very greatly increased cost if the Commission's recommendations are to be carried out are if possible the imposition of a Customs Tariff in

place of the present ad valorem duty. In default of this a land tax on the unimproved value of the land: such tax should be fixed in proportion to the amount required but should be a reasonable percentage on such value. The method of assessing the value should we suggest be as follows:— The owner or Crown lessee should assess the land himself there should be power for the taxing authority to increase such assessment if it consider it too low with provision for an appeal to a tribunal if the owner objects to the increase. There should also be an inhabited house tax based on the annual rental value payable by the persons living in the house so that all sections of the community contribute. In the case of a farmer paying land tax no inhabited house tax should be levied. With regard to revenue from natives the Commission think the poll tax might well be raised but it should not be raised unless the natives have a definite proportion of the increase spent on their needs including education. Mr. Kell disagrees with the suggested land and house taxation in the following words:— "I disagree with the recommendations of the Commission contained in para 61 with reference to taxation, because of the unevenness of the incidence of the taxes proposed. To tax one class on almost its whole stock-in-trade while allowing all others to escape with a tax only on their houses seems an invidious discrimination against landholders."

Sd. M. H. KELL.

Mr. Dalal with whom Mr. Morrison agrees makes the following observations on the suggested inhabited house tax:—"Such a tax will fall heavily on those who are least able to bear it. The principle of taxation should be that it should fall lightly on those who are least able to bear it and heavily on those who are most able to do so. Such a tax as that abovementioned even though light will fall heavily on the poorer sections of the Community. Moreover the persons who dwell in their own houses, the Government servants who get houses free, will be untouched by such a tax. I would therefore say that such a form of taxation is not desirable firstly because it will fall heavily on the poorer sections of the community and also because it leaves untouched the classes mentioned above most able to bear it. But if such a tax is after all to be introduced, I would recommend that persons paying rent under say Rs. 30/- should be exempted from the tax and that the classes mentioned above should be taxed according to the probable rental value of the houses they occupy be they Government or otherwise."

BOARD OF EDUCATION.

62. With regard to the last reference (13). "Any matters relevant to or in elucidation of the aforesaid terms of reference" the principal matter which in the Commission's opinion is desirable is the formation of a Board of Education which should subject to the Government's adoption of the Board's proposals be entrusted with the development and administration of education in the Protectorate. It is thought that education stands on a different footing to other Government activities and that it is unfair and undesirable that the educational policy should be in the hands of an individual. The Commission recommends that a representative board be formed consisting of the following:—

The Attorney General President.

This choice was made mainly because of the necessity of having some one as president who could effectively control debate and act more or less in a judicial capacity in relation to the matters brought forward to see that all opinions have sufficient expression.

The Chief Native Commissioner.

The Director of Education who should be a full member of the Board and also act as its Secretary.

Two unofficial elected members of the Legislative Council.

One Lady nominated by the Governor.

Two members nominated by the Missionary Protestant Alliance.

Two Roman Catholic members.

One Indian member.

One Arab member.

With power of the Governor to nominate not more than two additional members who may be ladies but who are experts in educational matters.

Mr. Dalal with whom Mr. Phadke agrees states:— If the Board is to be a representative one as appears to be the view of the Commission then I would suggest that there be 2 Indian members on the Board one from Nairobi and one from Mombasa the names to be suggested by the respective Indian Associations of the above places."

The Director of Education should be the officer to carry the Board's policy into effect.

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With power of the Governor to nominate not more than two additional members who may be ladies but who are experts in educational matters.

Mr. Dalal with whom Mr. Phadke agrees states:— If the Board is to be a representative one as appears to be the view of the Commission then I would suggest that there be 2 Indian members on the Board one from Nairobi and one from Mombasa the names to be suggested by the respective Indian Associations of the above places."

The Director of Education should be the officer to carry the Board's policy into effect.

The Board should be appointed by the Governor and its duties should be to lay down the education policy to be followed and to see that it is carried out. The directly executive member would be the Director of Education whose title we suggest should be altered to that of Superintendent of Education. He would have to be assisted by a number of Inspectors of Schools whose duty would be to inspect and report on all schools especially those in receipt of Government grants. The inspectors would work directly under the Superintendent of Education and would report to him. The Superintendent of Education would submit to the Board any suggested alteration in principle or practice for its consideration. The Commission thinks it of importance for the efficient control of education that a staff of Inspectors be provided as soon as possible.

63. In connection with the Board of Education each school should have a board of management or Committee which could advise on its general tone and requirements. Such Committee should correspond with the Superintendent of Education and if necessary with the Board of Education.

CODE OF EDUCATION.

64. The Commission has remarked on the absence of any code for native education and recommends that one of the earliest tasks of the Board of Education should be to compile one. The Board should similarly deal with codes for all species of schools.

DENOMINATIONAL INSTRUCTION.

65. With regard to the religious instruction of Europeans and Indians opportunities should be given for denominational instruction to their members by the respective churches apart from the secular curriculum. In this connection the teaching of Dutch must be considered. The Commission had the advantage of hearing the Rev. H. C. de Wet, the pastor of the Dutch Reformed Church on the Uasin Gishu Plateau. He urged the teaching of Dutch, that is High Dutch as opposed to the Taal, as it is the language of his Church. The Commission sees no objection to Dutch being taught as an optional additional subject in those schools on the Plateau where there are Dutch children. The teaching of Dutch will necessarily displace some other subject for those who take it. That disadvantage is however we consider outbalanced by the advantage of giving Dutch children the opportunity of becoming well grounded in their faith. In all European schools English should be the medium of education and we do not think there is any considerable body of opinion among the non English inhabitants of the Protectorate that any other medium should be used.

OTHER MATTERS.

66. In the case of farm schools it may be occasionally be necessary to help out English in the earliest stages by Taal and therefore in the case of farm schools situated in the Dutch area the teacher might with advantage possess some knowledge of that tongue. Farm schools should each have its committee and should either be limited in the number of pupils attending them or should have more than one teacher.

67. The Commission recommends that suitable areas for schools should be reserved in any township that is or may hereafter be planned.

68. All private schools that is all schools other than those established and controlled directly by the Government should in the Commission's opinion be licensed and none but licensed schools should be allowed. As a necessary corollary licensed schools will have to be inspected to see that the education given is efficient. If efficient then the Commission recommends that a grant in aid should be given by Government in cases where such a grant is required. It is not intended that the term private school should be extended to a few children either of one or more families taught by a governess.

69. The system of licensing schools would check the institution of schools where the education given is hopelessly bad and the system of grants would enable such schools as the Nairobi Roman Catholic school mainly attended by Goans to be subsidised.

70. In dealing with the matters referred to it although ever conscious of the restricted nature of the available public funds the Commission has not taken into consideration the financial aspect of its recommendations but has endeavoured to propound the principles on which education should be based and expanded in the Protectorate.

71. The question of the education of Eurasian children has somewhat perplexed the Commission. Colour prejudice is so strong that on the one hand the Committees of the European schools refuse to admit them and on the other the Eurasians themselves in some cases refuse to go to schools where other races e.g. Goans are educated. As most of the people of this mixed race are employed by the Railway the Commission suggest that primary education might be afforded by a Railway school at Nairobi which should not necessarily be

confined to Eurasians and that secondary education should be obtained in India where we believe the difficulty that exists here is not present. The Government might help by giving assisted passages and by making some grant for the education to be thus obtained.

72. Some economy might be effected by changing the present system whereby all school material, including books, is provided by the State. The Commission thinks that it is more hygienic and certainly less wasteful if each pupil buys his or her own material. There can be few parents who cannot afford the necessary money for this.

73. The Commission has been considerably handicapped by having no secretary but at its inception and indeed up to the present the shortage of staff has rendered it impossible to depute an officer for the post.

Nairobi,

The 18th day of October, 1919.

J. W. BARTH,
Chairman.

John Ainsworth.
John W. Arthur.
J. Britton.
Q. Cayzae.
C. M.-Dalal.
M. H. Kell.
G. B. Laws.
A. Morrison.
W. J. Moynagh.
V. V. Phadke.
Isabel Ross.
W. MacLellan Wilson.

NOTE.

Mrs. Ross who had to leave the Protectorate for Europe before being able to write her views on matters with which she did not fully concur in the recommendations made by the Commission has signed the report subject to sending in a further memorandum.