DECLARATION

I declare that this thesis is my original work and has not been presented in any other university for consideration of any certification. This thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

Maina, Mercy Wanjiru
REG NO. E55/12789/09

This thesis has been submitted with our approval as University Supervisors.

Prof. D.N. Sifuna
Department of Educational Foundations

Prof. A.M. Karugu
Department of Educational Foundations
DEDICATION

To my dear husband and friend Mr. Nicholas Maina and my children Jimnah, Phyllis, Charles, Agnes, Doris and my grandchildren, Jeremy and Jason for their tireless support in my academic pursuit to this level.

I take responsibility for all the ideas expressed in this work and for any errors, I alone am to blame.
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### ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>AIM</td>
<td>Africa Inland mission</td>
</tr>
<tr>
<td>CCM</td>
<td>Consolata Catholic Mission</td>
</tr>
<tr>
<td>CGM</td>
<td>Church of God Mission</td>
</tr>
<tr>
<td>CMS</td>
<td>Church Missionary Society</td>
</tr>
<tr>
<td>CSC</td>
<td>Cambridge School Certificate</td>
</tr>
<tr>
<td>CSM</td>
<td>Church of Scotland Mission</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>DEOs</td>
<td>District Education Officers</td>
</tr>
<tr>
<td>DRSR</td>
<td>Department of Resource Surveys and Remote Sensing</td>
</tr>
<tr>
<td>EDAR</td>
<td>Education Department Annual Report</td>
</tr>
<tr>
<td>FAIM</td>
<td>Friends of Africa Industrial Mission</td>
</tr>
<tr>
<td>GAS</td>
<td>Government African School</td>
</tr>
<tr>
<td>GMS</td>
<td>Gospel Missionary Society</td>
</tr>
<tr>
<td>HGFM</td>
<td>Holy Ghost Fathers Mission</td>
</tr>
<tr>
<td>HSC</td>
<td>Higher School Certificate</td>
</tr>
<tr>
<td>KAR</td>
<td>King’s African Rifles</td>
</tr>
<tr>
<td>KISA</td>
<td>Kenya Independent Schools Association</td>
</tr>
<tr>
<td>KKEA</td>
<td>Kikuyu Karing’a Independent Association</td>
</tr>
<tr>
<td>KNA</td>
<td>Kenya National Archives</td>
</tr>
<tr>
<td>KPE</td>
<td>Kenya Preliminary Examination</td>
</tr>
<tr>
<td>KTI</td>
<td>Kenya Teacher 1.</td>
</tr>
<tr>
<td>LNC</td>
<td>Local Native Council</td>
</tr>
<tr>
<td>MHF</td>
<td>Mill Hill Fathers</td>
</tr>
<tr>
<td>NHAM</td>
<td>National Holiness Alliance Mission</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>NITD</td>
<td>Native Industrial Training Depot</td>
</tr>
<tr>
<td>NMS</td>
<td>Nilotic Mission Society</td>
</tr>
<tr>
<td>NPA</td>
<td>New Primary Approach</td>
</tr>
<tr>
<td>PA</td>
<td>Pentecostal Assemblies</td>
</tr>
<tr>
<td>RCM</td>
<td>Roman Catholic Mission</td>
</tr>
<tr>
<td>SA</td>
<td>Salvation Army</td>
</tr>
<tr>
<td>SDA</td>
<td>Seventh Day Adventist</td>
</tr>
<tr>
<td>T1, 2, 3, 4</td>
<td>Teachers 1, 2, 3, 4</td>
</tr>
<tr>
<td>TTC</td>
<td>Teachers Training College</td>
</tr>
<tr>
<td>UMCM</td>
<td>United Methodist Church Mission</td>
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ABSTRACT

The opening of Kagumo Teachers Training College in 1944 remains an important landmark in the improvement of the quality of African education in the country as it provided facilities for the training of a more highly qualified grade of primary teachers. It was thus a springboard for the growth of teacher education particularly in the study period 1944-1964. Although many studies had been undertaken on development of teacher education in Kenya there was no known study done on Kagumo Teacher Training College. This study, therefore, focussed on the development of teacher education with special reference to Kagumo Teachers Training College in Nyeri County, using historical design. The study sought to examine factors behind the establishment in 1944 as well as tracing growth and development of the College from 1944 to 1964.

The target population was teachers who underwent their training at Kagumo Teachers Training College, former Principals and former tutors, Education Officers and members of the community. A sample size of 22 respondents were selected using purposive and snowball sampling. The respondents were five former tutors, six former students, eight members of the local community and three education administrators took part in the study as respondents. Data was collected using primary sources specifically interviews, observation as well as secondary sources. Qualitative data from interviews and observation were categorised as themes for comparison as well as quoting the responses. Data from secondary sources were analysed through content analysis and merged with qualitative data. The study found that; the College was established for the purpose of undertaking the training of primary school teachers of calibre of Makerere for the Colony, local community participated in the development of the College, between 1944-1949 growth of the College remained lethargic as compared to the secondary section until implementation of Beecher Report (1949), the period between 1950-1964 registered a phenomenal growth in terms of enrolment, staffing and gaining full status after relocation of the primary section in 1957 to land opposite the College and the secondary school to its present location in 1960.

The findings may be informative to educational scholars, researchers and policy-makers in appreciating the role of Kagumo in teacher education and also encouraging and stimulating further interest and research on teacher education in the country.
CHAPTER ONE: INTRODUCTION

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, justification, significance, assumptions and conceptual framework of the study.

1.1 Background to the Study

Teacher education is common in education discourse in Kenya. Although the training of teachers is such an important factor in an education system, the idea of having teacher training in Colleges as separate entities is a relatively recent phenomenon in Kenya. Before the World War II, teacher training centres in Kenya were appendages of either primary or secondary schools (D.N. Sifuna, F.N. Chege and I.O. Oanda, 2006:365).

The term ‘College’ could not be used in regard to St. Mary’s Yala when the Principal, Fr. Farmer wanted it to be called College after its establishment in 1927. The case of St. Mary’s Yala applied to all other teacher training institutions which conducted teacher education in Kenya. The Director of Education contended that ‘College’ was a term used for institutions whose entrants were from senior secondary schools. As it were, ‘school’ was the appropriate term for all institutions which were concerned with training of teachers in Kenya since their entrants were of low education level (Karugu, 1986:104). It was not until 1952 when the Binns Commission recommended the use of the term ‘College’ for institutions where training of teachers took place. In addition, it proposed that classrooms should be called lecture rooms, the teachers be called lecturers and trainees be called students. The Binns Commission hoped that with these changes the training of teachers would acquire status and dignity which it lacked.
In the early period of colonial rule, teachers were mainly trained on the job. In regard to the missionaries, to whom teacher training was part and parcel of the evangelical work, the informal training of teachers was carried out using the pupil-teacher system. The most promising among the pupils was invited to stay on after finishing standard VIII in order to learn the art of teaching from the missionary teachers. Thus the education of pupil teachers was the responsibility of the school manager (Oliver, 1965:215).

Government involvement in African Teacher Education became more visible when the Jeanes School was opened in 1925 by the Government. The main function of the Jeanes School was to train visiting teachers who were to supervise village schools and community projects. The Jeanes school made important contributions to the growth of teacher education. For one, the in-servicing of village teachers by Jeanes supervisors was one of the earliest attempts to improve the quality of teachers. Second, innovations in the curriculum of the school included use of African folklore and local teaching aids. The missionaries, who had never welcomed the Jeanes School on the basis that it did not offer an atmosphere for teachers to benefit spiritually, protested to the Director of Education on its role (Osogo, 1971: 114).

Apparently, the missionaries considered the Jeanes School to be a threat to their control of teacher training. This became especially so in 1936 when after the Government phased out the training of visiting teachers in the Jeanes School and replaced it with the training of elementary teachers. The missionaries reacted by reorganizing their teacher training strategies inorder to avoid sending their teachers to the Jeanes School. The Protestant groups opened Kahuhia Normal School to train their teachers.
During the colonial period in Kenya, the dominant attitude towards primary teacher education was that it was an inferior activity and this explains why there seems to have been no coherent policy on teacher education. Many in the Government had little doubt that native education was for the purpose of producing literate unskilled artisans to work as builders and planters for the white man. The Government, therefore, gave little attention to the quality of instruction in schools.

The first Government involvement in teacher education was 1919 when the Education Commission of East Africa made the proposal that school teachers should be graded in accordance with examinations. Pupil teachers were to be examined with work prescribed for standard V with a professional examination of a lesson presentation before an inspector. There were to be three grades of certificated teachers. The third class certificate teacher would enter teacher training centre after standard seven and having worked as a pupil-teacher. The second class teachers would be persons holding a third class certificate who would undergo a two years’ training. First class teachers would be teachers, holding second class certificates and would have to obtain five annual reports, three of them consecutively. There was provision for attaining special certificates. One would have to be an instructor in agriculture, industry, history, hygiene, blackboard work and writing. This was an attempt to classify primary school teachers and to structure teacher education courses. These rules were, however, not implemented as the Government was more concerned in giving industrial education that would boost the colonial economy than improving the quality of education.

In 1925, the Government appointed the Committee on Grants-in-Aid to investigate and recommend the procedure of giving grants. The following grants were proposed:
a) Buildings: Up to half of approved expenditure.

b) Salaries:

i. Europeans: four fifths of salaries of approved teachers and instructors together with four fifth cost of second class return ticket every five years plus same allowance for the wife in the case of married men.

ii. African teachers:

Teachers in village or junior secondary school possessing the vernacular certificate would get up to 50 shillings a month while Teachers with English leaving certificate would earn 50 to 100 shillings a month. The Third Class Certificate teachers would get 100 to 150 shillings a month, those teachers with Second Class Teachers Certificate 100 to 150 shillings a month. The highest graded teacher possessing First Class Certificate would get 200 to 250 shillings a month.

The Committee recommended that the Government was to pay two thirds of the above salary scales without insisting on missions to pay the one third. The salary scales were not welcome to the missions who considered them rather high and they did not adhere to them. The Government ranked the former schools for catechists and church teachers situated in European mission stations as regular training centres for primary teachers (Mutua, 1975:147).

The 1934 grants-in-aid rules recognized institutions carrying out teacher training for grants in aid. Rates were payable to institutions undertaking elementary teacher training for twenty pupils. These rules were issued in order to force the missions to
set up teacher training institutions as separate entities from primary and secondary schools (Karugu, 1986:102).

The Advisory committee on Native Education had in 1924 recognized that the key to a sound education system lay in the training of teachers. The various colonial education commission reports kept harping for the Government to focus its attention on the need for trained teachers. These include the Phelps-Stokes Commission of 1924 on whose recommendations the Jeanes School had been established and the Pim Report of 1936 which stated that the expansion of education would depend on the training of African teachers to take charge of elementary schools and replace European staff who incurred heavy expenditure in the form of high salaries. Most of these principles and policy statements remained only in theory. The development of teacher education was to move at a very slow pace.

A landmark development in the evolution of teacher education was the 1931 Education Ordinance which made rules on teachers’ certificates classifying them into, Elementary Teachers’ Certificate, Lower Primary Teachers’ Certificate, Primary Teachers Certificate, and the Jeanes Teachers’ Certificate. The Makerere Teacher was at the apex of the teachers’ hierarchy and held a diploma. In making a survey of primary teacher education, Sifuna (1975:27) gives an outline of further restructuring done in 1948 when the Government issued rules regarding certification of teachers in Arab and African schools resulting with four certificate grades. The highest grade was the T1 Certificate whose holders were teachers trained for three years at Makerere. A T1 teacher could teach up to form IV. Next was the T2 Certificate whose holder could teach up to form II. The person must have reached form IV and taken a two years’ training course. There was then the T3 Certificate
whose holders qualified to teach up to standard VI, having reached form II and taken a two years’ training course. At the bottom rung was the T4 teacher’s Certificate. It allowed the holder to teach up to standard IV. The candidate must have reached standard VI and undergone a year’s training course. For the T2 to T4 courses, subjects studied were those covered in the primary course plus practical teaching and blackboard use. The issuance of these rules was to help in the improvement of the quality of teachers as ungraded teachers would have to seek training. As it were, the Government did not have adequate training places and hence untrained teachers continued to be recruited.

Sifuna and Otiende (2006: 222-225) observe that since 1945, there was remarkable development of teacher education corollary to rapid expansion of the primary education. These scholars consider the establishment of primary teacher training centres as the most significant educational development in Africa in the 1940s. A contributory factor was the end of the World War II. The return from the war front, of Africans with heightened awareness of the importance of education had far-reaching effects on the development of education in Kenya. They urged for the expansion of primary schools, a fact that led conversely to a shortfall in the supply of teachers.

In his study on Federalism and Higher Education in East Africa, Southall (1974:24-25) has discussed the report of the De La Warr Commission Report of 1937 alluding to its outcome which was the upgrading of Makerere to begin diploma courses. Although it would continue offering professional courses including teacher training, by 1940, there were only 28 students from Kenya. It is the 1945 Asquith Commission’s recommendation of readying Makerere for university status that
brought home forcefully, the extreme lack of adequate teacher training opportunities in Kenya. Makerere could not satisfy the demand for highly qualified teachers in Kenya. In the meantime the Advisory Council on African Education appointed to look into the possibilities of opening a centre for training teachers proposed that the Government should open a Teacher Training Centre at Kagumo. Kagumo Teachers Training College was opened in January 1944. It trained T2 teachers, which was the highest grade of teachers produced locally. Its students were pupils who had passed the Junior School Examination. Kagumo TTC was the only centre catering for this category of teachers for the whole Colony. It was the first institution of teacher training at that level.

The opening of Kagumo, as a Government teacher training centre was an indication of the Government’s official commitment to African Teacher Education. Unlike the many other teacher training centres which reflected denominational and vernacular biases, Kagumo Teachers Training College was national, non-denominational and non-sectarian taking pupils from all over the country.

Sifuna (1975:18) rightly observes that the opening of Kagumo in 1944 was an important landmark in the improvement of the quality of African education in the country as it provided facilities for the training of a more highly qualified grade of primary teachers. Besides Kagumo having been a pre-service teacher training centre, in the period covered by the study, 1944 to 1964, Kagumo TTC developed into the centre for the improvement of primary teacher education as an in-service centre for different categories of teachers. Such courses include Handicraft, Upgrader, headmaster and school inspector programmes.
Unlike other teachers training centres, which operated as appendages of primary and secondary schools, Kagumo was unique in that it was established for the sole purpose of undertaking primary teacher training. The secondary and the primary school wings at Kagumo had to be relocated to separate sites in 1960, underscoring the importance to which the primary teacher training programme at Kagumo was being accorded by the Government. The secondary wing was relocated to Kiganjo and retained the name of Kagumo while the primary school moved to Kiambuiri. The College was left in the original site having displaced the school. The contribution of Kagumo Teacher Training College to the education development of Kenya from 1944 to 1964 was studied by examining the roles played by former Kagumo students in national development. The growth and development of teacher education was examined by tracing the increase in the number of student teachers registered and the increase in the number of specialised teacher training courses in Kagumo TTC in the period 1944-1964.

**1.2 Statement of the Problem**

The history of teacher education in Kenya was characterised by delay and neglect by the colonial officials. When the Government established an education department in 1911, its concern was to provide education for the children of European settlers leaving the education of Africans to the missionaries. Later, it came to be recognised that there was need for primary school teachers following the expansion of education at the primary school level. Consequently, Kagumo TTC was established by the Government in 1944 to train highly qualified Kenyan primary school teachers. Classes started in January 1944 with eight students and two staff members who shared the staffroom with the primary school teachers. Although a number of studies
had been carried out on the history of teacher education in Kenya, no particular study has addressed the history of Kagumo Training College. There was thus a knowledge gap in this respect. The study set out to bridge knowledge gaps in some specific aspects in the history of teacher education in Kenya with reference to issues surrounding the establishment of Kagumo Teacher Training College. To achieve this, the study focused on the factors which influenced the emergence, growth and development of Kagumo Teacher Training College to become an institution of its own kind, playing a crucial role in the development of primary teacher education in Kenya in the period between 1944 and 1964.

1.2.1 Purpose of the Study

The purpose of the study was to examine the growth and development of primary teacher education in Kenya in the period 1944 to 1964 using a case study of Kagumo Teachers Training College. The study focused on the factors behind the emergence of Kagumo Teacher Training College in 1944, its growth and development and its contribution to the improvement in the quality of education in Kenya.

1.3 Objectives of the Study

This study sought to achieve the following objectives:

i. To highlight the factors behind the establishment of Kagumo Teacher Training College in 1944.

ii. To trace the growth and development of Kagumo Teacher Training College from 1944 to 1964.
iii. To establish the contribution made by Kagumo Teacher Training College to the development of primary teacher education in Kenya.

1.4 Research Questions

To realize the above objectives, the study tried to answer the following questions:

i. What were the factors behind the establishment of Kagumo TTC in 1944?

ii. Which were the major events in the historical growth and development of Kagumo Teachers Training College from 1944 to 1964?

iii. How did Kagumo Teachers Training College contribute to the development of teacher education in Kenya?

1.5 Significance of the Study

The significance of the study lay in the fact that it provided some insight into the factors that have influenced the development of teacher education in Kenya.

1.5.1 Significance of 1944 to 1964

A study of the growth and development of Kagumo TTC between 1944 and 1964 is significant in that the College was established in 1944 just before the end of the Second World War and its growth and development was in the post-Second World War period. The Second World War was a turning point in the history of Africa. Before the war, the pace of change in colonial Africa had been slow, however after the war the pace increased in momentum. Thus, the Post-Second World War period was characterised by a “wind of change”. The wind of change was the shifting of the official colonial policy from self-sufficiency to a policy of giving increased aid to the colonies as a means of preparing them for self-Government. The 1948
Memorandum of Education for Citizens emphasized that education must develop a sense of public responsibility and democracy not just to be taught but to be lived. In line with this, the Ten-Year Development Programme called for the provision of primary education to fifty per cent of school age children by the end of ten years. To achieve this, there was need not only to increase expenditure in education but also to improve the quality of education. The establishment of Kagumo TTC in 1944 was in fact one of the most important educational undertakings by the Government. It was the proof of Government commitment to address the problem of quality of the African primary education. Later, in line with the proposal by the Beecher Report of 1949, KT1 course was introduced in Kagumo TTC in 1951. Kagumo was the only teacher training centre in Kenya that trained KT1 primary school teachers. These were primary teachers of the highest calibre known as T1 formerly trained only in Makerere. In the period 1944 to 1964, Kagumo TTC provided a model for other teacher training Colleges to aspire to. Thus, the period 1944 to 1964 is significant in that it is the period in which teacher education came to acquire prominence.

1.6 Limitation of the Study

The study covered a period of twenty years from 1944 to 1964. 1944 is the year in which Kagumo Teacher Training College was opened to train primary school teachers while 1964 is the year in which the Kenya Education Commission submitted its report proposing radical and revolutionary changes to the entire education system following Kenya’s attainment of independence in 1963. The year 1964 is the year when the first African Principal to Kagumo was appointed. This made 1964 an appropriate year to terminate the study.
1.7 Assumptions of the Study

This study made the following assumptions in its investigations:

i. The respondents would be willing to give information about Kagumo TTC.

ii. That there would be ex-Kagumo students of the period to be covered by the study who could give coherent information about the growth and development of Kagumo from 1944 to 1964.

iii. That there existed relevant data in the College archives, the Kenya National Archives, the District Information Centre, the KU Post-modern Library and in the Kenya National Library services.

iv. That the College authorities would allow access to confidential information.

1.8 Conceptual Framework

The study aimed at highlighting the factors behind the establishment of Kagumo Teachers Training College in 1944, tracing the growth and development of Kagumo Teachers Training from 1944 to 1964 and establishing the contribution made by Kagumo Teachers Training College to the development of primary teacher education in Kenya. The study showed that the establishment of Kagumo Teachers Training College as well its growth and development created opportunities for teacher education and contributed to production of highly qualified teachers. However, the establishment, growth and development of Kagumo Teachers Training College depended on the then existing Government policy, community participation, local and political situation and the availability of teaching personnel. This relationship is represented diagrammatically in figure 1.1.
<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Moderating Variables</th>
<th>Dependent Variables</th>
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<tr>
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<td>Effect on teacher education</td>
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<tr>
<td>• Establishment of Kagumo TTC</td>
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<td>• Human Resource personnel</td>
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Figure 1.1: The relationship between the Establishment, Growth and Development of Kagumo TTC and the Development of Primary Teacher Education in Kenya: 1944-1964

1.9 Operational Definition of Terms

Certain terms used in this study needed a particular understanding especially for the purpose of this study. Such terms are defined in this section and include the following:

Growth: Process of increased production.

Development: Process of becoming more advanced or more mature.

Teaching: The process of imparting of skills, knowledge, attitudes and values facilitating change in behaviour.

College: Refers to an institution of education providing educational and professional training.

Normal School: A college for training teachers.

Teacher Education: Refers to the process of training qualified teachers.
**Training**: Refers to the process of teaching a person the procedure of performing a task by shaping a person’s behaviour systematically so that particular knowledge, skills and habits of performing task, with a degree of proficiency are acquired by the person concerned.

**Teacher Certification**: Refers to official recognition, ordinarily by the state that a person is qualified to teach.

**Teacher**: Refers to a person who has knowledge and skills in a variety of subject areas and has the ability and preparation to teach others.

**Case Study**: Refers to a detailed account of the development of a person, a group of people or a situation over a period of time.

**Trained Teacher**: Refers to a teacher who has received the minimum organized and recognized, pre-service or in-service teacher training required to teach at the relevant level.

**Pupil-teacher**: Refers to a boy or girl selected and engaged by the manager of an elementary school under a binding contract to assist the teachers in a school to maintain discipline and impart instruction
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction
This chapter presents an analysis of some literature related to the study. Although there were many studies on teacher education in Kenya, it might not have been possible to access and examine all of them in this chapter. Accordingly, only a few studies which were deemed to be relevant to this study were reviewed. The review brought out the knowledge gaps that exist with reference to the development of teacher education in Kenya. Review was done under the following themes;

i. Studies on the origins of teacher education in Kenya.

ii. Studies on the forms of teacher training by the missionaries in Kenya.


iv. Studies on the factors behind the establishment of Kagumo Teacher Training College in 1944.

2.2 Studies on the Origins of Teacher Education in Kenya
During the introduction of Western education, teacher education did not feature because, as Sheffield (1973:10-11) explains, the first goal of the missionaries was to get converts and train catechists who could preach and teach. In the process of recognizing missionary work and assuming the responsibility for education the Government established a Department of Education in 1911 and provided for financial grant on every pupil who passed an examination set by the Government. In his study entitled, Divergence in Educational Development, G. Weeks (1967:4) concurs with Sheffield that formal Government involvement in education in Kenya
began when the education department was created in 1911. He explains that the department was meant to assist in the development of European education in order to groom the European community for leadership.

E.B. Castle (1966:175) reiterates this when he states that every teacher trainee was a failed candidate for the academic high school and therefore, lacked appropriate aspirations for the teaching career. Sifuna (1975:2) notes that in 1919, the Education Commission of the East African Protectorate drew the attention of the Government to the need for training of teachers as a means of improving the quality of African education. According to the Commission report, sound education could only be built on a body of well-trained teachers. The Government, however, made little or no attempt to open teacher training centres. The Department of Education issued circulars in 1922 regarding the classification of teachers but these were never effected. Teachers were to be classified into pupil-teachers and certificate teachers. This marked the first Government attempt to concern itself with the quality of the teacher. The Phelps-Stokes Commission report of 1923 and the Advisory Committee on Native Education report of 1924 both expressed the need for training teachers in order to improve the quality of education.

In examining Government policy on education, Sifuna (1990:127) explains that the Hussey Report of 1924 proposed that village teachers be trained at Kabete and that European inspectors be assisted by trained African inspectors. In his report of the inquiry on the training of Arab and African teachers in 1925, Hussey argued that the training of teachers was the most fundamental part of an education system and suggested that the Education Department should undertake it.
When discussing policy and practice, Mutua (1975:37) notes the official recognition by the Government of the need to educate indigenous people. The Director of Education, J.R. Orr, opened a Government school Ukamba Native School at Machakos in 1915. By 1920 this school was training teachers for the proposed bush schools at Mwala, Kiteta, Kisauni, Kibauni and Kamuoni. The Government trained elementary teachers on a small scale in technical schools. These schools included Machakos, which began training teachers in 1918, Kabianga and Kericho which opened in 1924 and Government African School at Kapsabet which was started in 1925. This was followed by the opening of Jeanes School at Kabete on 1st August, 1925 to offer training to visiting teachers whose role was to supervise village schools. It was started in response to the Phelps-Stokes Commission proposal in 1924. The 1925 Memorandum and the 1926 Education Department Annual Report endorsed education for adaptation of the Jeanes School programme which had proved a success among the Black Americans.

Osogo (1971:115) examined the development of Education from 1911 to 1924. He comments that efforts to develop teacher education were haphazard from the beginning. He asserts that the Jeanes School was to train a number of selected teachers who would act as a link between the people in the village and the Government, showing the teachers how to adapt their subjects to their lives and paying special attention to hygiene, agriculture and handicraft. He described the Jeanes teachers as being inept for the role of visiting teachers, having been selected for their docility and loyalty to the missionaries.

In his discussion on education for rural communities, Anderson (1970: 21) concurs with Osogo arguing that despite its seemingly noble objectives, the Jeanes School
was objected to by both the missionaries and the Africans. Dr. Arthur of the Church of Scotland Mission, in particular, complained that the nearness of the Jeanes School to Church of Scotland Mission Kikuyu, contravened the policy of cooperation. The missionaries were suspicious of the use of tribal custom and folklore fearing that the Jeanes trained teachers would fail to be sympathetic with missionary ideals. In 1926, the missionaries demanded that the Director of Education should issue a clarification on the correlation between the Jeanes teacher training and their own teacher training. The Jeanes school model was an important innovation in teacher training which would have improved the quality of instruction in the primary schools but it ended abruptly in 1939, when the programme was closed in preference to a war camp.

In his study on the growth of the teaching profession, Karugu (1986:82-88) discusses the nature of the teaching profession explaining that until very recently, Colleges were generally very small. In the eyes of the missionaries, the teacher did not need to be a specialist in teaching but an exemplifier of the three Rs, the religious moral code and practical work. Small Colleges were preferred to big ones. He points out that before the Second World War, Colleges comprised a wing attached to a central or secondary school whose staff taught in both. This was true of the Alliance High School which was started in 1926 and the Holy Ghost Kabaa, started in 1929, as secondary schools.

In his study on the history of education in East Africa, Lugumba (1973: 42) notes that by 1939, the education system was gradually becoming fully manned by African teachers at the primary level and efforts were being made throughout this period to produce these teachers through numerous teacher training centres. However, the outbreak of the war retarded the expansion of the institutions that were
necessary for the production of teachers for the ever increasing number of pupils. By the late 1930s, Government involvement in African education continued to be largely confined to trade primary schools which gave rural-oriented education. In the eyes of many colonialists, teacher education was an inferior activity mainly for the production of primary teachers, and having few primary schools of its own, the Government was hesitant to enter into this field.

In his study on the history of modern education in Kenya, Bogonko (1992: 172) argues that teacher education lagged far behind the demand even though the Government took part in the training of teachers. The supply of teachers continued to fall short of the demand in the primary schools. The issue of the persistent imbalance was addressed by this study.

Sifuna(1972:73), in examining the development of teacher education, articulates on the nature of teacher training which took place before the Second World War. He notes that the only teacher centre that had serious training was Buxton High School, which was commended by the Phelps-Stokes Commission. In the mid-thirties, the Government realized that if the quality of teachers was to be improved, teacher training institutions had to be established in their own right, separate from school and staffed for the purpose of preparing teachers. In 1935, the Director of Education expressed dissatisfaction with the training of teachers in the primary schools and proposed a complete reorganization of teacher training so that it could be done in an institution solely provided and staffed for that purpose. However, it was not until the end of World War II that any teacher training centres were established as distinct professional institutions.
Otiende, et al (1992:49) have highlighted the attempts made to improve the quality of teacher education. They concur with other scholars in noting that the general standard of teachers coming from the teacher training centres was lamentably low. They explain that one reason for this was that teacher certificate examinations were taken during the primary school course. Specifically, the training of elementary ‘A’ and ‘B’ teachers was carried out as an appendage of the primary school.

Osogo (1971:115) examines the educational development in Kenya from 1911 to 1924. He argues that the 1924 Education Ordinance, by which the Government responded to the Phelps-Stokes recommendations, marked the Government’s commitment to supervise and direct education at all levels. It codified educational practices and required that all schools and teachers be registered and licensed by the Department of Education before they could teach. In the same year, the Government appointed the Advisory Committee on Native Education which would advise the secretary of state on matters of native education in British colonies and protectorates in Tropical Africa. It proposed that issues of the training of teachers should be given primary consideration and it proposed the training of teachers under rural conditions.

Eshiwani (1993:33) has documented the development of education in which he blames the Government for the slow growth in teacher education. From 1913, the Government and the missionaries went into a partnership whereby the latter received grants-in-aid after satisfying laid down conditions. From 1918, the grants-in-aid were extended to the training of teachers indicating a policy of cooperation of the Government and the missionaries in this sector. Following an inquiry on the grants system in 1925, it was decided that the Government was to pay four fifth of pay for European teachers plus allowance for leave passage. It would pay two thirds for
African teachers’ pay while the remaining one third would come from the mission employer.

Sheffield (1973:19) makes a review of the official Government policy in which he takes note of the inherent inconsistency of the official policy. He points out that although the Government enacted various certificate rules in an effort to reduce dependence on untrained teachers, this failed to spur the development of teacher training as the Government did not offer adequate facilities to the training teachers. This is revealed by the 1925 Memorandum which he asserts recognized the training of teachers as being crucial to a sound education system but at the same time stressed the need to recruit from overseas sufficient number of qualified teachers, inspectors and supervisors. He explains that the 1931 Ordinance repealed the 1924 Ordinance which had accommodated the recruitment and retention of untrained teachers. The 1931 ordinance required that teachers to have certificates or licences to teach and at the same time recognized ten years of teaching experience in lieu of a certificate. Although these rules, together with those of 1935 were meant to force untrained teachers to seek training, this measure proved ineffective as there were no adequate training places. Additional rules on the enactments of the ordinance issued in 1937 were for Elementary Teachers centres to have half-time services of qualified European teachers. This would have meant the establishment of training centres in their own right as separate entities from primary or secondary schools. This was hindered by lack of finances as missionaries were hit hard by the economic depression of the 1930s.

Karugu (1986:144) observes that in recognition of the fact that until steps were taken to improve salaries of the African teachers to suitable scales, recruits could not
be attracted into the teaching service. The Government effected the classification of teachers and published salary scales in four certification grades. These were the certificated elementary teachers who would receive a salary of 20 to 40 shillings a month, certificated lower primary teachers who would receive 35 to 65 shillings a month, certificated upper primary teachers who would receive 60 to 110 and the teachers with a JeanesSchool Certificate who would be paid these scales and an additional 10 shillings. Despite this classification, the missionaries opposed the salary increase for African teachers. They continued to do the same when Makerere Report released new salary scales in 1937.

According to Circular letter KNA182/111/67:18/4/1940, there were proposals by the Government to reorganise elementary teacher training in the 1940s. A teacher training centre would be established for every large tribe, while the small tribes would be grouped and be given a training centre. These proposals were discussed by the Advisory Council on African Education which later recommended the opening of a Government teacher training centre in view of the fact that Makerere was not supplying a sizeable number of highly qualified teachers. The result was the opening of Kagumo Teachers College in January 1944 by the Government. It was to train primary teachers of all denominations.

More committees were set up to explore the possibilities of expanding primary education as fast as possible among them the Rev.R.Lockhart Committee set up in 1945 to advise the Director of Education on the expansion of teacher education in the light of the general expansion of the education system after the war. The committee recommended recruitment of students with low education so that they would combine professional training with academic education to keep the pace of
the expanding primary education system. The committee earmarked an interim period to end in 1951 in which pupils below Standard IV would be recruited to train as elementary teachers for four years to improve their academic knowledge. The committee proposed extension of primary teacher training to three years to improve their knowledge of English so that they could sufficiently qualify to teach up to standard IV. The committee proposed that large Colleges of over three hundred students should be opened after an interim period to end in 1951. In spite of the Colonial Secretary’s caution against opening of many scattered training centres, expansion of teacher education reflected vernacular areas and denominational leanings with some centres being too small to be efficient. The Second World War, 1939-1945, was a strong force in the demand for the expansion of African education in Kenya. Many African teachers were attracted by the higher wages in the war while at the same time, there was rapid expansion in the primary school system as the ex-war veterans urged the expansion of African educational facilities. The World War II alerted the colonial Government on the lack of both adequate teaching personnel and training opportunities since many teachers went to war. The District Education Boards demanded the expansion of primary teacher education. This particularly led to rapid expansion of primary education and by 1945, there were 24 teacher training centres against 2133 elementary and primary schools. By 1951, the numbers had risen to 43 teacher training centres against 2860 primary schools.

In discussing education in the war period, 1939-1945, Lugumba (1973:23) explains that the output of the teacher training institutions could not keep with the demand for trained teachers as many schools were opening up. Most funds were devoted to the
war front. The situation was worsened by the fact that many qualified teachers had
gone to the war-front where they earned better pay. The primary schools were left
with no alternative but to engage unqualified teachers. The African education system
in the war period owed its continued existence to the many unqualified teachers who
entered the primary school teaching service. Incidentally, Kagumo TTC was opened
in January, 1944, just a year before the war finally came to an end.

The most highly qualified African teachers in Kenya were those trained in
Makerere. The upgrading of Makerere to university status had a bearing on the need
to open a primary TTC in Kagumo. The Report on the Central and East Africa Study
Group (1953:100) outlines the Makerere teacher training course. Based on
performance in theSchool Certificate Examination, a person would pursue a two-
year course of academic studies followed by a further two-year period of
professional studies with academic studies being continued through seminar papers.

Weeks (1967:4) explains that entrance to Makerere was not open to all comers on
equal terms. A quota of places was allocated to each of the East African territories
on the basis of their contribution to the endowment fund of the College. The quota
for Kenya was the least; twenty students against forty from Tanganyika and one
hundred students from Uganda. In 1940, the actual enrolment of students at
Makerere from Kenya was twenty eight. Hence, the supply of highly qualified
teachers to Kenya was far from meeting the demand. The Government opened
Kagumo TTC in 1944 to alleviate the absolute lack of primary teacher training
facilities in Kenya.

This section reviewed literature related to the origins and the development of
primary teacher education in Kenya and observed that a knowledge gap existed in
regard to the growth of primary teacher education. The study examined the circumstances which surrounded the opening of Kagumo TTC in 1944 to meet the need for trained primary teachers.

2.3 Studies on the Forms of Teacher Training as Conducted by Christian Missionaries in Kenya

This section dealt with the missionary contribution to the development of teacher education in Kenya. The history of the introduction of formal education in Africa is very much intertwined with the history of Christian missionary activity. In their efforts to introduce the Africans to the Christian faith, missionaries took schools as the most effective avenues towards the said goal when they realized the need to raise indigenous people who could carry out the work of evangelization.

The aim of the missionaries in educating the African people was to make it possible to evangelize them. Teacher education was therefore inextricably involved in the spread of Christianity. The teachers were trained by the missionaries to be spearheads of conversion to Christianity and exemplifiers of the Christian way of life. To this end, teachers were trained in catechetical and pastoral duties so that they could spread Christianity.

In his study on the Bombay Africans, Temu (1971:54) traces the history of teacher education in East Africa back to the “Bombay Africans”. Bombay Africans were slaves rescued by the British naval cruise which patrolled the Indian Ocean following the abolition of the East African slave trade. Rev. William Salter Price of the Church Missionary Society had in 1855 established a children’s village at Sheranpur near the Nasik Mission in India where industrial training was done. Nasik
eventually became a centre for training teachers and evangelists. In 1875, a batch of 150 freed slaves from Nasik were brought to settle in Freetown where William Price, the first superintendent, had established a school for adults and children. In 1888, a divinity school for training evangelists and teachers for all Church Missionary Society (CMS) stations was established there. These “Bombay Africans” formed the first batch of trained African teachers. The centre had nine students and Rev. E.A. Fitch was the first Principal. The “Bombay Africans” became pioneers in promoting Christianity and Education in the coastal region of Kenya. When missionaries penetrated into the interior, the need for teachers became critical. They hastily trained teachers to man the village catechist schools as teachers-cum-evangelists. Most of the teacher training was done on-the-job and consisted of giving them simple counting and reading skills.

Getao (1996: 64) agrees with this as he explains that at the introduction of formal education, teachers were trained on the job generally as catechists who combined evangelism with teaching how to read and write. He points out that the initial teacher training institutions emerged around 1920. This study does not go on to discuss how teacher education developed in Kenya from 1920 onwards but it asserts that since then, teacher education expanded significantly so that by the time of Kenya’s attainment of independence, there were 40 primary teachers institutions which were consolidated to 16 Colleges. Hence, the envisioned study planned to fill the gap on primary teacher education growth from 1944 to 1964.

In examining religion and education, Munguem (1978:257-312) has discussed the 1919 Report of the East African Protectorate, which proposed that every missionary society should be encouraged to found its own teacher training centre maintained by
Government grants. As a result of acceptance of the proposal, a total of £ 600 was disbursed to the Church Missionary Society Maseno, Church Scottish Mission Kikuyu and Church Missionary Society Buxton for training teachers. The Commission went further to suggest the establishment of a Government training centre for higher training. Inability to find suitable European staff, however, hindered the immediate start of the establishment of a Government centre for training of teachers.

In his study entitled Education in Kenya, Sheffield (1973:18) agrees that the 1919 commission urged the Government to play a large role in education by grading teachers through qualifying examinations and subsidizing their salaries. He observes that the creation of a grants-in-aid system created a symbiotic relationship between the Government and the missions. Sifuna and Otiende (2006:208) explore some aspects of Kenya’s education in the inter-war period in which they agree with the other scholars that in the 1920s, teachers were trained on the job within the secondary and primary school.

In his study on the history of Kabaa- Mangu, Osogo (1969:57) shows that St. John’s Kabaa, which was started by the Catholics on January 19th 1925, maintained a very strong teacher education bias. All pupils in the higher classes of the primary school and all students in the secondary section studied the theory and methods of teaching and did practical teaching in the out-school whenever time could be found. In discussing Issues in Education and Training of Teachers A.M. Karugu asserts that institutions for training teachers or colleges did not exist as separate entities. Teacher training was an appendage of either primary or secondary school (A.M. Karugu, 2006:365). Another form of teacher education was the informal training which was
carried out by the missionaries while running the school known as the pupil-teacher system. The most promising pupils would be invited to stay on and learn the art of teaching by assisting the teacher in maintaining discipline and imparting instruction. The manager of the elementary school who engaged them for a two-year period would be responsible for the education of the pupil-teacher. During this period, they would be examined by Government inspectors in subjects which included arithmetic, oral English, reading, English composition, dictation, geography, history, hygiene, blackboard writing and practical teaching. As a result of producing successful pupil-teachers, a school would be given a grant and the pupil-teachers could gain admission to teacher training centres where, on successful completion of training, they would be awarded third class teachers’ certificate.

Oliver (1965:212-215) articulates the nature of the teacher training done by missionaries. The system comprised village schools which were by all means catechumenical with four classes and a central school, leading to teacher training. Oliver asserts that the pupils of missionaries themselves became teachers. The issue of teacher training was not addressed by the colonial Government and thus the training of teachers remained a domain for missionaries. The study undertaken addressed the issue of the delay by the colonial Government to venture into the primary teacher education field. In his study on the growth of the teaching profession, Karugu (1986:100) argues that though the missionaries dominated teacher training, the Government influenced the pattern of development of teacher education through grants-in-aid and teachers’ certificate rules. In another study on the history of modern education in Kenya, Bogonko (1987:30-33) discusses the development of education in the inter-war period, arguing that missionaries came
forward much earlier and more forcibly than the Government in the training of teachers with every Christian missionary society seeking to provide training of teachers for its own schools. By the 1930s, virtually all missionary bodies had teacher training facilities. These included Kikuyu and Tumutumu teacher training centres, run by the Church of Scotland Mission (CSM). The Church Missionary Society (CMS) trained teachers at Maseno and Kahuhia, while the Roman Catholic Missions trained their teachers in centres at Kakamega, Kabaa and Mathari. Between 1933 and 1937, the number of teacher training centres under missions in Kenya rose from 14 to 33 the largest two being Kabaa and Kaloleni as shown on Table 2.1.
### Table 2.1  Teacher Training Institutions Under Missionary Management 1930-1938

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Source: Colony and Protectorate of Kenya, Education Department Annual Report, 1938.
Bogonko (1992:30,180) observes that by 1935, all missions put together were training only 450 teachers. He explains that out of the 292 candidates who took the African Teachers’ Certificate Examination, only 19 had sat for the Primary Teachers Examination and out of these, only one had passed. To improve the standard of African education, it was imperative to raise the standard of teaching which depended on the standard of training the teachers.

In view of all the foregoing observations, it has emerged that the need for teacher education arose immediately when Western education was introduced in the middle of the nineteenth century. However, teacher education grew at a very slow rate. The study examined the felt need for a teacher training centre which led to the establishment of Kagumo Primary Teacher Training College by the Government in 1944.

In analyzing the organization of teacher training institutions from 1925-1945, Karugu (1986:100-107) recognises St. John’s Kabaa as the place where the first serious effort at teacher training was done, the Catholic Missions having identified teacher training as the most urgent need. Students had to sign a promise to complete the three-year course and to serve in the Catholic Mission for five years. For the first time, students from the school attempted the elementary ‘B’ Teachers’ Certificate Examination in 1927 and elementary ‘C’ in 1928 with the best students proceeding with secondary school while the majority trained as teachers.

In regard to CMS Maseno School, Karugu (1986:107) notes that in 1919, there were fifty-eight students in the main school and twenty-two in the normal school. Teachers were trained to teach in the primary village schools. They were examined in Dholuo reading, handwriting, blackboard writing, Dholuo dictation, English
dictation and arithmetic. In 1933, the teacher training course in Maseno was divided into two with five students doing practical work and five lesson preparation alternatively. In the same year, seven students who had done lower primary course took the Teachers’ Certificate Examination. Maseno–Siriba became a Government Composite Training Centre that combined training teachers, veterinarians, agricultural and medical assistants.

Karugu (1986: 107) goes on to state that the Alliance High School had the highest quality of teacher training programme in Kenya. Students had to pass form one, then take a one-year course at the normal school for the lower primary teacher course. One could proceed, if he/she had attained Junior Secondary Certificate, to take a further one year’s course to become a primary school teacher. Great emphasis was given to blackboard writing and free drawing, map drawing and geometry. It is worth noting that by 1934, teacher training was being done in not less than twenty-four centres. As from 1935, the Government initiated discussions with those mission societies which were involved in teacher training to reorganize and centralize teacher training. This was precipitated by the Pim Report (PC/NZA/2/1/88:1935) which had complained about the high financial expenditure on primary education as a result of salaries paid to the large number of European teachers in schools. The Pim Commission recommended that in order to cut down on expenditure, there was a need to expand the training of native teachers.

Out of the Pim Commission Report of 1938, teacher education which had been a weaker aspect in the system received a boost as it made the Director of Education (Department of Education Annual Report: 1935) suggest that the missionaries should pool their resources to establish 4 centres for training teachers; 2 for
Catholics and 2 for Protestants. From 1935 missionaries made plans to establish central institutions for training various categories of teachers separate from primary and secondary schools.

The opening of Kahuhia Joint Normal School by the Protestant missions is an example of this development. It came to be one of the most successful teacher education centres for lower primary teacher training under the missionaries.

The Protestant missions centralized elementary teacher training in Butere, Embu, Tumutumu and Wusi while the Roman Catholic missions centralized the training of elementary teachers at Asumbi and Kakamega and the training for lower primary teachers at Yala, Kabaa and Mathari (Sifuna 1975:17) observes that by this move, the missions would have met all the needs for lower primary teachers while the Government would have met the primary school teacher needs even though the response of the Director was half hearted, sounding caution against putting forward a literary education scheme rather than one for industrial education. However, the Great Depression affected education expansion. Nevertheless, by the beginning of the 1940s, most of those places proposed in the missionary plan operated as teacher training centres as Table 2.1 shows.

From this section, the literature reviewed revealed that there were many teacher training centres founded by the different missionary societies. By 1931, of the fifteen teacher training centres in the Colony, twelve were run by the missionaries, showing that the missions enjoyed a virtual monopoly of teacher education. It became clear that teacher training under the missionaries was not unified as a result of denominational rivalry with each missionary group trying as much as possible to train its teachers differently to meet its specific needs. It was also apparent that the
missionaries were against the Government policy of promoting economic self-sufficiency of the Protectorate through secular education. This made them become openly critical to Government efforts to establish centres to train teachers. In the period before 1944 when the Government opened Kagumo TTC, the missions carried the heaviest burden of training African teachers, a burden they willingly carried as they saw teachers as important allies in evangelization.

The starting of elementary teacher training at Jeanes School by the Government in 1936, after phasing out the visiting teachers course spurred the missionaries into centralizing and accelerating their own teacher training so as to avoid sending their students there. Likewise, the missionaries felt challenged by the establishment of Kagumo TTC on the basis that this was a secular institution. While the training of elementary teachers was to remain the domain of the missionaries, Kagumo TTC would be for the purpose of training primary school teachers (Rev.R.Lockhart, Kagumo College Journal 1.1.1944). Kagumo recruited its students from all types of schools including mission schools. This study sheds light on the relationship that ensued between missionary teachers training centres and the Government teachers training centre at Kagumo.

In spite of their efforts, the training of teachers by the missionaries was far from satisfactory. Karugu (1986:122) explains the financial challenges which thwarted plans by the missions to develop teacher training centres and underpins the prevailing uneasy relationship between the Government and the missionaries. The missionaries usually received inadequate grants for the training of teachers from the Government and these inadequate funds were given grudgingly. Sifuna (1980:42) concurs and gives cases where directors of education such as Orr and Scott were
impatient with and at times hostile to the missionaries. This is seen in 1927 when Scott threatened that missionary control of education would have to go as soon as the Government was financially ready. He further threatened to withdraw Government grants to the missions for teacher training. In his scheme for the reorganization of education in 1929, he proposed that all higher education be the monopoly of the Government. He was particularly critical of the missions for using boys who were themselves receiving instructions for teaching.

In examining the development of education, Bogonko (1992:33) puts the blame on the Government for not moving quickly to financially help the missionaries to set up proper teacher training centres. On their part, the missionaries were also to blame as they had little time for training teachers, their main concern for opening schools having been to get converts. Another problem was denominational rivalries which added to their challenges. Other challenges faced by missionaries in teacher training were lack of a common teacher training syllabus and separate institutions for teacher training only. On the whole, missionary teacher training laid the foundations on which modern teacher training was established. It is against the foundations of teacher training which were established by the missionaries that the study examined the growth of teacher education from 1944 when the Government established the Government teachers’ training centre at Kagumo. One concern of the study was to examine the contribution made by Kagumo TTC in improving the education of the Africans by providing facilities for training high grade teachers.
2.4 Studies on the Role of African Initiatives in the Development of Teacher Education

In her study on the growth of education in Kitui District, Kamere (1992) shows that Africans took part in the development of formal education and were not just passive recipients. The Akamba chiefs gave the land in which GASKitui was built. They also mobilized their people to provide labour to build the school and to send their children to the school.

Anderson’s study (1970:123) discusses role of the Africans in establishing Independent schools. He terms this venture as one of adaptation outside the Government and missionary framework. The Githunguri African Teachers College was put up with funds raised through cooperative effort by the Africans. Initially fund-raising campaigns were in the Kikuyu and Embu reserves before spreading among the Kikuyu squatters in the Rift Valley and to other tribal areas.

The role of the African initiatives in the development of teacher education is elucidated by Abreu (1982:193-211). In her study on self–help as a traditional African phenomenon, Abreu observes that the Githunguri African Teachers College demonstrated a desire of the Africans to help themselves and not wait for the Government or Christian missions to provide quality education for their children. The Githunguri African Teachers College seemed to fulfil a need for more teacher training institutions in the country. It was hoped that the College would produce men and women capable of teaching their own people as the African Independent Schools lacked qualified teachers.

The emergence of the Kikuyu Independent Schools movement has been attributed to the fierce desire by the Africans to be educated in institutions which were not under
the missionaries. Abreu argues that Africans made remarkable sacrifices by raising money through self-help while at the same time they paid heavy taxes to put up schools. In 1949, Kikuyu Independent Schools Association contributed Sh. 162,037 and Kikuyu Karing’a Education Association contributed Sh.10,000 towards the African Independent schools. In Nyanza Province, when John Owallo started Luo Nomiya schools in 1908, the aim was to satisfy the African desire for formal education in a manner which was congenial to them. This applies also to the case of Chief Odera Akang’o who during the First World War broke away from the CMS and formed African Independent schools in Gem Location of Central Nyanza (S.N. Bogonko, 1992: 52).

Numerous scholars are in agreement that the opening of African Independent schools was as a result of failure by the Government to provide secular education to the Africans. In her study on Self-help, Abreu (1992:54) articulates this and observes that with the opening of the Githunguri African Teachers College, on January 7th, 1939 the Government began to take keener interest in teacher training. The Africans were planning to develop Githunguri African Teachers College to a university. Unfortunately, the College was closed down in 1952 when a state of emergency was declared in Kenya.

African initiative in education was also channelled through the Local Native Councils. Mukudi’s study (1989) on the growth of secular education in North Nyanza identifies Local Native Councils as having been instrumental in provision of formal education for the Africans. She argues that in their quest for better education than that given by the missionaries, the Africans used the Local Native Councils to establish secular schools. The Local Native Councils financed the erection of school
buildings such as Kapsabet, Kericho and several schools and dispensaries in Machakos District. Tambach School was built on land donated by the Local Native Council while the Government schools of Kagumo and Kakamega owed their establishment to the Local Native Councils. Most of these schools had teacher training wings. Similarly, it was at the Government School Kagumo which was established in 1933 through the efforts of the Local Native Councils of South Nyeri, Kiambu and Murang’a (Bogonko 1992:49) where Kagumo Teachers Training College was established in 1944.

2.5 Studies on the Factors behind the Establishment of Kagumo TTC in 1944

In his study, *A Brief Survey of Primary Teacher Education*, Sifuna (1975:18) explains that the Advisory Council on African Education appointed a committee to survey the possibilities of opening a primary teachers’ centre seeing that Makerere, which had been undertaking the training of primary teachers, was gearing to becoming a university. Kagumo Teachers Training College was opened as a non-denominational College taking pupils who had passed the Junior School Examination. Hence, when Kagumo Teachers Training College was established in 1944 by the Government, it was intended to produce highly qualified teachers.

In discussing the development of teacher education just before the outbreak of World War II, Sifuna (1980:76) succinctly explains that from many quarters, demands for the expansion of teacher training were being borne upon the Government. Some of the demands came from various District Education Boards. Other demands came from various Government appointed committees among them, the Advisory Council on African Education, the Rev. R. Lockhart Committee of 1945 and the Ten Year Development Plan of 1948. The Colonial Office expressed
concern over the danger of haphazard plan of expansion in teacher education that would replicate the situation in the UK where there were a large number of small, scattered and uncoordinated teacher training centres. The Chief Secretary preferred opening of composite centres at Maseno and at Kabete where men of different professions would train together to avoid compartmentalization on vernacular and denominational biases.

Sifuna and Otiende (2006:208) explain the immediate factor leading to the opening of Kagumo TTC. It was found necessary to open a non-denominational TTC because Makerere was not taking a sizeable number of students. The College was to admit pupils who had passed the Junior School Examination. Makerere had been undertaking the training of the most highly qualified teachers for the three East African countries. The De La Warr Commission Report of 1937 had recommended that the College should award its Diplomas and efforts were made to this end. This posed a problem for the supply of teachers in Kenya. Subsequently, Kagumo TTC was opened on 1st February 1944 at the Government African School Kagumo.

Furley and Watson (1978: 204) confirm the inability of Makerere to supply an adequate number of teachers. They lament about the low teacher output, noting that while the first batch of Makerere trained teachers graduated in 1927, ten years later in 1937, only nine first class certificates and two second class certificates were awarded and these were the teachers meant to meet the manpower needs of all the East African secondary schools. This goes on to explain, partly, why majority of Central, Middle and Secondary schools in Kenya were staffed with European teachers.
In discussing the growth of teaching profession in Kenya, Karugu (1986:148) alluded to the growing discontent with a Makerere Diploma in Kenya as its holders in the teaching service were not paid salaries as recommended by the Makerere report of 1937 and neither were they allowed to teach in senior secondary classes. The study examined the inadequacy of Makerere in satisfying the need for providing trained primary school teachers for Kenya as a major factor behind the establishment of Kagumo Teachers Training College.

As Sifuna (1990:75) asserts in his studies on the development of education in Africa that the establishment of Kagumo in 1944 was timely since the Asquith Commission of 1945 recommended that Makerere should be upgraded to a university College. Subsequently, Makerere began offering degree programmes in 1950. In discussing teacher education and types of teachers, Lugumba (1973:42) explains that all KT1 teachers were trained at Kagumo Teachers Training College. It was in 1951 when the KT1 course was introduced in Kagumo Teachers Training College following the 1949 Beecher Report which had suggested the need to have the Colony awarding T1 Certificate as Makerere could not be expected to satisfy Kenya’s need for high calibre teachers, especially after it was elevated to university status.

The importance of Kagumo Teachers Training College as having been the centre for training KT1 teachers in the Colony and supplying teachers to all the regions is corroborated by the Binns Report (1952:11). This is confirmed by evidence in the Kagumo Teachers Training College admission Register for KT1 in 1951 shown on Table 5.1. KT1 holders were teachers who having passed the School Certificate underwent a two years’ training course at the Kagumo Teachers Training College.
The training of KT1 teachers was also conducted at Siriba, a composite College for agricultural assistants after its establishment in 1955.

Another factor that had a bearing on the establishment of Kagumo for primary teacher education was the Pim Report of 1938. It attributed the high cost of education to the fact that primary schools were boarding and to high salaries paid to European teachers. It recommended training of African teachers at Makerere and the release of 3600 pounds for improvement of Teacher Training (PK/NZA/2/1/88). In discussing the development of African education between 1945 and 1963, Sifuna (1976:79) explains that the return of the ex- World War II veterans was a factor in the establishment of Kagumo TTC. Their demand for Western education led to expansion of primary education and to the opening of Kagumo Teachers Training College in 1944 for training primary school teachers.

An examination of the daily entries by Rev. Rev.R.Lockhart, the first Principal of Kagumo Teachers Training College yielded invaluable information on the beginning and growth of the institution. Rev.R.Lockhart indicated that the Government intended to devote Kagumo for Primary Teacher Training, leaving the training of elementary and lower primary teachers to the missionaries(Rev. Lockhart, Kagumo College Journal :1944). The opening of Kagumo TTC was confirmation of Government commitment to promote teacher education.

E. Stabler(1969:59, 66-67) conducted a study on schools in Kenya since independence in which he analyzed the primary teacher training programme at Kagumo and underpins its national character. Unlike other teacher training centres which were denominational, the 2 years’ course in Kagumo TTC was open to African boys from all parts of Kenya. It was, therefore, both secular and non-
sectarian with no church affiliation. The purpose for its establishment to train high quality teachers is outlined by E. Stabler when he discussed the challenges which the TTC faced, mainly emanating from the calibre of its students. All of them had received very little secondary education or none at all, making the College perform the dual role of raising their academic level as well as providing them with professional training. The author has gone on to highlight the important role Kagumo TTC played having been a centre for In-service courses in English Medium and the New Primary Approach (NPA). By 1962, an NPA Centre had been established at Kagumo TTC for demonstration purposes using a model school nearby developed by the Special Centre.

In the period under study, 1944 to 1964, Kagumo TTC developed to be one of the leading institutions of primary teacher education in the country. It succeeded in providing both professional training and academic education to many people. A study of such an important Teachers Training College is timely, if not overdue.

2.6 Summary

In this chapter, some of the literature related to the study was reviewed. From the review, it was established that some studies have been carried out to show the development of teacher education in Kenya. Whereas all the above studies have been able to shed light on the study to be undertaken, it was noted that due to the different objectives which these studies were out to address, it was revealed that no study has been carried out on the historical development of Kagumo TTC in the period 1944 to 1964. Stabler (1969:58-59) has an account of Kagumo TTC and his study covers the period after independence. Although he has content which is
invaluable, a study needed to be undertaken to cover the history of Kagumo TTC in the period before 1964.

There was scanty knowledge concerning the history of Kagumo TTC as no study had been undertaken and what existed was disjointed information found in the Department of Education Annual Reports, Correspondences in KNA files, the Kagumo College journal and a few textbooks making a reference here and there to Kagumo TTC. Much of the existing materials in teacher education were hitherto mainly confined to Government Circulars, Annual Reports and a few textbooks. It is hoped that this study has bridged some of the gaps concerning the growth and development of teacher education in Kenya in the period 1944 to 1964. Going by the available literature, a strong case was established of the need for a study to be carried out to investigate the growth and development of teacher education. The study set out to fill this gap by giving a historical account of Kagumo TTC in the period 1944 to 1964.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter presented the research methodology applied in the study. It covered the aspects of the research design and sources of data, the procedure for data collection, and the evaluation of the sources of information as well as data analysis and presentation.

3.2 Research Design
The study adopted a historical research design. The study was concerned with the growth and development of teacher education. It specifically sought to explore the factors behind the establishment of Kagumo TTC and its contribution to the development of teacher education in Kenya between 1944 and 1964. Such issues are best investigated through historical research design. The design enabled the researcher to arrive at conclusions about the contributions made by Kagumo TTC to the development of education. The historical research design generally entails systematic and objective evaluation and synthesis of evidence in order to establish facts and draw conclusions concerning past events (Borg & Gall, 1971:260). In this study, the historical design provided a better understanding of the growth and development of primary teacher education in Kenya from 1944 to 1964. Accordingly, acts of past events which would have remained unknown were reestablished, revealed and made available to the present and future generations. It was on this basis that this design was found appropriate for documenting the
historical development of primary teacher education in Kenya in relation to the establishment and development of Kagumo TTC between 1944 and 1964.

3.2.1 Variables

(i) Independent Variable: Kagumo Teachers Training College was established as a matter of the Government policy in 1944 to train primary school teachers.

(ii) Dependent Variables: The growth and development of Primary Teacher Education depended on availability of staff and qualified students. The growth and development of Kagumo Teachers Training College was affected by challenges such as the Second World War and the Mau Mau uprising.

(iii) Scope: The study covered twenty years from 1944, the year in which Kagumo TTC was opened. The study ended in 1964 the year the Kenya Education Commission submitted its report proposing radical changes to the education system following Kenya’s attainment of Independence in 1963.

3.2.2 Research Methodology and specific Data Collection Methods

The Oral Interview procedure of data collection was used. It involved verbal communication in which the researcher asked the respondent questions intended to elicit information or opinions which were within the researcher’s frame of reference.

3.2.3 Location of the Study

The study was done in Nyeri County, formerly Nyeri District in Central Province within which Kagumo TTC is located. The College is 8 kilometres from Nyeri town, 2 kilometres off the Nyeri-Karatina highway and about 150 kilometres North
of Nairobi. This is shown on the map of Kenya showing the position of Kagumo Teachers Training College in Appendix XII. The choice of this locale for the research was ideal due to several factors. First, the College is in this county and some of the sources of data such as historical documents are located in the College library and archives. Secondly, in Nyeri, there was a relatively high concentration of people who had direct contact with the events which were being reconstructed having been eye witnesses as students and community members. There were some other resource persons who had received information from persons who had observed the events as they took place. Thirdly, it is within this county that the sites to which the primary and the secondary school wings were transferred are located.

3.3 Target Population

The target population was all those people who were affected by the establishment of Kagumo TTC. This includes teachers who underwent their training at Kagumo TTC, former Principals, former tutors, education administrators and members of the community. They all contributed to the institution’s development and at the same time benefitted from it.

3.4 Sampling Technique and sample size

The study adopted purposive sampling and snowball sampling techniques to select the category of respondents to be included in the sample. Purposive sampling is a technique that identifies persons with focused information. It ensures selection of typical and useful cases only. The target population was difficult to locate as many of the tutors, education Officers, students and support staff of Kagumo TTC of the period covered by the study have died while the surviving ones are aged and are
dispersed all over the country. As such, the technique of purposive sampling was coupled with snowball sampling technique.

Snowball sampling technique is a technique that uses social networks whereby the initially chosen key informants will be used to trace other informants they know have knowledge of the subject to be studied, in this case, the growth and development of Kagumo TTC. The snowball sampling technique ensured that individuals, who would have been difficult to locate were traced.

3.4.1 Sample Size

The sample consisted of twenty-two respondents. Of these five were former tutors, six were former students, eight were members of the local community and three were education administrators. Different categories of informants were identified and interviewed on specific issues. These included:

i. Ex-students of Kagumo: Teachers who underwent their training at Kagumo TTC in the period covered by the study. They gave information on the kind of impact the College has had on their lives as well as the contribution of Kagumo TTC to the development of education in the country.

ii. Former and Current Education Administrators. They gave information on the role of the College in enhancing primary education in Kenya.

iii. Former Tutors who gave first-hand information on the events which surrounded the development of the College.

iv. Members of the community who either witnessed or participated in the development of the institution. They gave information on the kind of influence the College had on the educational aspirations of the community.
Table 3.1 Sample Size

<table>
<thead>
<tr>
<th>Former Kagumo TTC Tutors</th>
<th>Ex-Students of Kagumo TTC</th>
<th>Community Members</th>
<th>Former Education Officers of Nyeri County</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>22</td>
</tr>
</tbody>
</table>

3.5 Research Instruments

The research instruments used were Interview Guides whereby the researcher interacted with informants. The researcher used Oral Interview Guide as the main tool for collecting data. The selection of these tools was guided by the nature of data collected, the time that was available as well as by the objective of the study. The overall aim of this study was to examine the growth and development of Teacher Education in Kenya using Kagumo TTC from 1944 to 1964 as a case study. The researcher was mainly concerned with collecting historical information. Such information could best be collected through the use of Interview Guides.

3.6 Pre-testing/Pilot Study

A pilot study was carried out to pre-test the research instruments in order to establish their validity and reliability. This was done by means of constructing interview guides and trying them out within the College community, the neighbouring community and among members of the teaching fraternity in the county.
TABLE 3.2  Pre-Testing Sample Size

<table>
<thead>
<tr>
<th>Former Tutors</th>
<th>Ex-Kagumo TTC students</th>
<th>Community Members</th>
<th>Former Education Officers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>17</td>
</tr>
</tbody>
</table>

3.6.1 Validity

This is the quality of how well a test measures what it is supposed to measure. The respondents have to be coherent, logically and factually sound. The researcher gave due consideration to the suitability of the respondents in reference to the purpose, expectations, content and context of the study. Suitability on choice of respondents was based on whether they were familiar with the information which was being investigated. Again, the choice of the key respondents was based on their availability and accessibility. It is worth mentioning that the researcher encountered many challenges. First accessing information from the College library was cumbersome and tedious because of poor storage. Some had been destroyed by termites. Some informants were interviewed while they were ailing while others who had been identified as key informants for the study, died before they could be interviewed. This was very depressing to the researcher.

3.6.2 Reliability

This entails consistency in results of a test. No two Interviewees are alike and the same person may provide different answers. The researcher compared responses of different respondents to verify accuracy.
The researcher interviewed the Respondents face-to-face using open questions in order to allow the respondents freedom to answer in ways that suited their interpretation and put them at ease. In addition, probing technique was used as a way of encouraging them to clarify and amplify an answer. The researcher took notes on the responses while recording on tape to avoid forgetting useful details.

3.7 Data Collection Techniques

The study utilized both primary and secondary sources of data.

(i) Primary Sources
Primary sources are those sources that have a direct relationship with the events that are being constructed while secondary sources are the sources that do not bear direct relationship to the events under study. Primary sources can be described as information on what a writer has seen and heard. The primary sources for the study included oral testimonies of individuals who participated in or witnessed the events related to the study. Apart from oral testimonies other sources were historical documents located in the Kenya National Archives. The Christian Church Education Association (CCEA) files and Church Missionary Society (CMS) files had a lot of information on Christian mission’s activities in Kenya in the period which was covered by the study. In the files, there were minutes of meetings, memoranda and correspondences of the Kenya Missionary Council between individuals and the College Principal and official correspondences between the College Principal and the Education Department. In addition to these, there were circulars, annual and triennial reports by the Education Department. Some of these sources were found in Kagumo TTC Archive and others in the Kenya National Archives.
(ii) Secondary sources

Secondary sources of data are the sources in which the person describing the event was not present but has obtained the description from someone else who may or may not have directly observed the events. These included published and unpublished materials related to the subject under study as located at Kenyatta University’s Post-Modern Library, Jomo Kenyatta Memorial Library, Kenya National Library Services, Kenya National Archives and Kagumo TTC Archives.

3.8 Data Analysis

The data collected from interviews was constructed into written notes and organized together with that from the documents. The data was then interpreted using logical generalisations, explanations, comparisons and descriptions. After the data was verified and validated, by counter-checking against various sources of information as historical, it was analysed quantitatively and qualitatively. The quantitative analysis involved representation of data using tables and figures while qualitative analysis was done by developing a coding system whereby certain topics covered by the collected evidence was identified. The coding assisted in sorting out data to correspond to specific topics and the objectives of the study. Out of this historical process, historical facts were established. Lastly, the outcome of the research was presented as research findings of the study in three chapters. The chapters were organised in terms of themes and periods. The analysis thus formed the basis of the findings, conclusions, recommendations and suggestions for further study.
3.9 Logistical and Ethical Considerations

The researcher obtained research permit from the Government and an introductory letter from Kenyatta University before proceeding to the field to collect data. Permission was sought from the Director of the Kenya National Archives and also from the Principal of Kagumo Teachers Training College, the Principal of Kagumo High School and the Head Teacher of Kiambuiri Primary School. This was to allow conducting interviews among the institutions’ personnel and access to documents. At the outset, the researcher explained the purpose of the interview to the respondents to allay any fears that may have arisen from the exercise.

Data provided by respondents was treated with confidentiality and the respondents’ right to privacy was respected. The researcher did not append names and personal details on the interview guides of any respondent who wanted to be treated anonymously. This enhanced honesty in answering questions and in turn assured genuineness of the opinions given thus strengthening the reliability of data. Any data given off the curve was not documented for analysis. The researcher never forced or tricked any of the sampled respondents to offer information. At no time did the researcher reduce the respondents to objects rather, they were made to be equal participants in the research.
CHAPTER FOUR
THE ESTABLISHMENT AND DEVELOPMENT OF KAGUMO TTC
1944-1949

4.1 Introduction

This chapter examines the early beginnings of Kagumo TTC. The outbreak of Second World War in 1939 caused a reduction in the European staff and rendered expansion of teacher education impossible. Even Refresher Courses were terminated due to the outbreak of war owing to demand for staff (EDAR, 1939:16). The training of teachers, until 1944, was mainly the domain of the missions. They trained Elementary and Lower Primary Teachers.

The Government, in January 1944 took a landmark step when it opened a Government Teacher Training Centre at Kagumo. It was a 2 years’ course for training primary school teachers. Qualification for entry was attainment of Junior Secondary Certificate. Thus, Kagumo Teacher Training College was the pioneer in Primary Teacher Education in Kenya.

At the apex of teacher education was the T1 teacher training done in Makerere. The course at the Makerere College in Uganda took 1 year following completion of 2 years of higher studies at the College. Teachers of this level were employed at Teacher Training centres and senior secondary schools. The unfortunate thing is that the annual output was very low. At the beginning of 1945 there were only 6 education students at Makerere College out of a total of 42 Kenyan students (EDAR, 1945:12).

The Government paid £80 for each student from the Colony who gained entrance to Makerere. Salary scale for T1 teachers was £190 by £10 to £240 by £12 to £300.
These were regarded as in the category of certificated teachers in elementary schools in England (EDAR 1946: 8)

In 1945, the Director of Education appointed a committee, under the chairmanship of Lockhart, the Principal of Kagumo Teacher Training Centre, to look at the future needs and organisation of African Teacher Training. Among its terms was to consider the desirability of concentrating training of teachers in large staffed centres, permitting linguistic and geographical considerations. The Lockhart Committee proposed an interim period of five years for the training of teachers. It recommended the establishment of 12 large Government centres to accommodate 300 students each (Sifuna 1975:26). It proposed four thousand teachers to be trained by the end of the 5 years. The Committee noted that pupils to be trained as teachers were not available in sufficient numbers as in 1944, only 683 pupils had obtained primary certificate and even if all could have been taken for training, they would provide only one third of the number required to be trained. The number and qualification of teachers with Primary Teachers Certificate in schools and training centres in 1945 was only 28 while those with Lower Primary Teachers Certificate were 43 (EDAR, 1945). Teacher education was a neglected area in the Education policy. In spite of the missionary effort to train teachers, use of untrained teachers persisted.

4.2 Debate on the Site for the Primary Teacher Training Centre

The issue of the location of the training centre was a subject of debate for some time. This was subsequent to proposals which had been made regarding opening two centres for training primary teachers at Embu and Maseno. The Acting Director of Education C. E. Donovan, explained that following the visit to the Colony by C.W.M. Cox, the Educational Advisor to the Colonial Office, a proposal for the
establishment of Teacher Training institutions in conjunction with agricultural centres at Embu and Maseno by a committee appointed by the Advisory Council on African Education had been approved (AV/12/124:26.5.1946). Financial provision was made available from the Colonial Development and Welfare Fund.

Application has been made to the Secretary of State for Colonies for assistance from the Colonial Development Funds (AV/12/85:7/9/1943).

Prior to the establishment of Kagumo TTC at its present site in 1944, the original plan had been to have it opened at Embu Agricultural Training Centre. A Committee was appointed by the Advisory Council on African Education to draw plans in connection with the training of teachers at agricultural centres. It comprised the Director of Agriculture as the chairman, L.B. Greaves and Rev. Fr. O’ Meara. The issues which the committee was to consider were:

Is it desirable that any grade of teachers should be given their training in Agricultural centres. If so, should such training be carried out at centres of type envisaged in the Agricultural Departments proposed or centres of a different type (KNA/AV/12/124).

In its report the committee pointed out that:

Embú has no practicing school in the vicinity. The area cannot raise 180 pupils required (KNA/1261/IV/239).

The proposal to open amalgamation of agricultural and teacher training centre at Embu was rejected as impracticable and unacceptable by the Agricultural Department with the Director of Agriculture arguing that he could not provide staff for teachers in training (KNA/AV/12/85:1943). In the end, the idea of establishing the teacher training centre at Embu was abandoned. It was decided that it was the trained teacher who would be suitable for training as a school agricultural instructor at Embu.
The unsuitability for establishing the primary teachers training centre at the Embu site was further discussed by Lockhart. Among the requirements considered for a suitable site was ample opportunity for practice teaching. The Embu site was found to be less suitable as there were no primary schools near the site. The nearest was a small primary school which was situated 30 miles from the site. Although a rural site was favourable, the Embu site was unfavourable because it was in a remote area as it was 25 miles from the nearest railway station while water would have to be brought from a river that was 27 miles away (KNA/AV/12/124:23.11.1944).

In a letter from the Director of Education, Norman Larby to the P.C. Central, the plan to transfer the Primary TTC to some other site to allow for the establishment of a secondary school was apparent. Relocating the primary TTC would create facilities for a secondary school. One proposal was to relocate the Primary TTC to Embu. Rev.R.Lockhart strongly resisted the relocation of the College, explaining that lack of primary schools for practice teaching would be a problem which the College would face if it was relocated to Embu.

I went as a member of a commission to examine the site at Embu where it was proposed to erect our new buildings. In my judgement, practice facilities were not likely to be available for many years to come and a different site should be sought. Arrangements were far advanced. The cost of buildings (£8700) has been promised by the Colonial Development Fund. The amount was inadequate for the plant required (Lockhart, Kagumo College Journal:19.7.1944).

This view was justified by the fact that in determining the site of the Teacher Training Centre, the availability of a primary school within reach for purposes of
Practice Teaching, had to be considered. The other option was to relocate standard IV classes from Embu Centre to Kagumo Teachers Training College and to recruit two standard IV classes in the successive year. The two Principals, for Government Kikuyu Primary School and for Primary TTC did not support the proposal. While relocating the primary classes from Embu Centre to Kagumo Teachers Training College would offer a solution for teaching practice, it would worsen the accommodation problem bearing in mind that already the Primary TTC occupied three dormitories and used two classrooms which belonged to the primary school.

A third solution was seen in the Italian Camp which was due for closure before the end of 1947. The Italian Camp and No.3 General Hospital for the British would be for sale in 1947. The War Department could hand over to the Education Department their whole site on loan. These buildings would accommodate all staff comprising nursing sisters, British Officers, Quarter administrative staff and the College staff. Wards, operating theatres, laboratories could be used for teaching primary school pupils (KNA2429/1/10/2. 22.10.1946).

The Principal, Rev. Rev.R.Lockhart felt strongly that Kagumo was the appropriate location of the Primary Teacher Training College. He continued to pursue the matter as can be seen in the diary entries:

Saw the Director about the unsuitability of Embu as a site for the most advanced teacher training in the Colony. For teaching practice we would have to return to this district. I have argued this matter since first arrival: now apparently with success. It is proposed to continue at Kagumo and to erect additional buildings (Rev.R.Lockhart: Kagumo College Journal 3.9.1946).
Finally, in 1947, the question of the site for the Primary TTC was decided. In a letter to the Development and Reconstruction Authority Secretary, the Director of Education explained,

The Primary Teacher Training College for Embu is to stay while Embu will train lower primary teachers. £10,000 will be released to Kagumo to allow it to be a leading educational institution in the Colony (KNA 2429/2/6/32:12/5/1947).

Thus the question of the site of the College was finally settled with the site at Kagumo being preferred over the site at Embu

4.3 The Inception and Establishment of Kagumo TTC 1944-1949

Kagumo Teacher Training College, as we know it today started at the Government African School Kagumo in 1944. According to one of the informants, Africans saw that there were schools for whites and for Asians but none for them. They decided to ask the Government for a school for Africans. It was started and was called Kagumo Government African Primary School (Ndhihu Njama 6.11.2012).

A second informant was more precise;

Kagumo Government African School had been started at Kagumo in 1933 and was funded by the LocalCouncils of Central Province. Locally, the school was referred to as “Mambere” which meant boarding school. It is here that the College was opened in 1944 (Gerld Muguiyi: 11.12.2012).

The College was to be housed at Kagumo only temporarily as the original plan was to start the primary teacher training College at the Embu Centre. Indeed, Rev. R.A. Rev.R.Lockhart had been appointed as the Principal for Embu Centre. In 1946, Norman Larby, the Director of Education declared that the Primary Teacher Training Centre would be established at Kagumo. An amount of £10,000 was
released to Kagumo so that it could play a leading educational role while Embu would continue to train lower primary teachers (Norman Larby, KNA /12/186). The establishment of Kagumo TTC in 1944 demonstrated the commitment of the Government in its intention to undertake the training of primary teachers.

It is the intention of the Government to undertake all primary training. The elementary and lower primary teacher training is to be a mission sphere (Lockhart, Kagumo College Journal: 1.1.1944).

The mission of Kagumo as a leading teacher education institution was made explicit by the Director of Education, Larby in a correspondence with the Secretary, Development and Reconstruction Authority (DARA);

A proposal has been made on the establishment of two centres for the training of teachers by a committee appointed by the Advisory Council on African Education. It was approved by the Government (KNA/AV/12/: 7.9. 1943)

In a letter dated 7th September 1943 to Principals of Catholic School Mangu, CMS Maseno and St.Mary’s Yala, the Director of Education stated;

It is intended to open temporary classes at the Government Kikuyu School Kagumo. A Principal has been appointed by the colonial Office, expected to arrive in the Colony soon. The staff will be seconded from existing schools. It will start a two year course commencing February 1944. In that year, course will be confined to first year students (KNA/AV/12/85 Teacher Training-Kagumo).

The College became operational in February 1944.

The course was open to African boys of all denominations and to non-Christians who had passed Junior Secondary School Examination or school examination of equivalent standard with passes in Mathematics and English.
Application for admission to Kagumo Teachers Training College was to reach the Education Department by 15th November 1943 while final selection was to be after the release of the Junior Secondary School results.

The salary offered is 60 shillings per month rising to 150 per month after 17 years teaching (Lockhart 1.2.1944, Kagumo College Journal).

Classes were scheduled to start on 1st January 1944. Students however, could not arrive on the evening of 31st December 1943 as had been planned due to delay in the release of results of Junior Secondary School Examination. Kagumo Teachers Training College opened on 1st February 1944 (Lockhart 1.2.1944, Kagumo College Journal).

The students paid a fee of twenty shillings, charged in respect of textbooks which a student took home at the end of the course. To meet the cost of travel students from Nyanza and Coast with railway fare warrant endorsed ‘Concession No. 10’ or passes as they were popularly called. A Kagumo ex-student reminisces about the challenges of the journey to and from College. We needed a pass to get to Karatina railway station to board a train. We Africans travelled third class which was overcrowded, dirty and bed bug infested. A white man would pick us and take us to school (Peter Ndiritu Goko: 5.11.2012).

Rev. Richard A. Lockhart(Dick) was the first Principal of Kagumo TTC. He was a Methodist church minister from Ireland. He was appointed the Principal of Kagumo Teachers Training College on pensionable terms at the age of 45 to work for a contract of 10 years on a salary of £750 per annum. He would pay £30 per annum to the Methodist Church Scheme (KNA/ AV/12/139). His term lasted from 1944 to 1955.
Rev. Rev.R.Lockhart had had long experience in teacher training. His experience in Africa was in the Gold Coast where he had taught in the Methodist Teacher Training College. Previously, he had worked in the Belfast College in his home country of Ireland where his residence was at Strathmore Park, Belfast in Northern Ireland.

On Monday, 23rd December, 1943, Lockhart had arrived at the Alliance High School where he spent Christmas with the Principal, Carrey Francis and the Deputy Principal’s family, the Greaves. On his journey to Kagumo Teachers Training College on 29th December 1943, Lockhart was met at Karatina by Ottaway, the Inspector of Schools for Central Province who states;

Rev.R.Lockhart arrived with a luggage of cabin trunk, 1 suitcase, 1kit bag, 1 white wood case and 6 black cases (AV/12/85 Ref. No.45/11/: 28/12/43).

Rev.R.Lockhartserved as the Principal of Kagumo Teachers Training College from December, 28th 1943 to 19th March, 1955 when he handed over to Mr. Light (Light, Kagumo College Journal: 19.3.1955).

In his ten years as the Principal of Kagumo Teachers Training College Rev.R.Lockhart took two furlough leaves. One was from 11th May to 18th November, 1948 while the second one was from 26th April to 27th September, 1952.

In his absence in 1948, Mr. F.W. Johnson was the acting Principal (Johnson, Kagumo College Journal:11. 5. 1948) while the Acting Principal in 1952 was Mr. Mackay. The Lockhart finally left Kagumo TTC in 1955 following his attainment of retirement age in 1954. In recognition of his long and devoted service to education in Africa, Lockhart was awarded OBE.
Lockhart was married to Eileen Lockhart who was nicknamed by the Kagumo community ‘Nyakinguu’ meaning one who wears very short dress. One respondent remembers the derivation of her nickname which was her miniskirt;

People used to come from the surrounding villages to see the white woman who played tennis and planted flower beds dressed in a very revealing skirt for which she was named “Nyaking’uu”. She was actually a laughing stock (Peter Githaiga:13.12.2012).

Another informant who had vivid memories about the Lockharts reported the following;

They worked all the hours. The lady was called ‘Nyaking’uu’. She is the one who planted all the jacaranda trees found in Kagumo(Kariuki Waweru: 9.12.2012)

The many jacaranda trees which continue to beautify Kagumo Teachers Training College to date are a legacy to the college, for which Mrs. Lockhart is remembered. She is credited for having been responsible for planting and maintaining not only trees but also flowers. Some remarkable aspects of the College compound are the attractive avenues of tall jacaranda trees which turn into mists of purple in October and November (E. Stabler 1969: 60). The Lockharts’ attachment to Kagumo Teachers Training College saw Mrs. Lockhart revisit the College in 1984 when the photograph shown in Plate 3.2. was taken.
Plate 3.2

1984, Mrs. Eileen Lockhart and the Principal Rev. Michael Kagume.

One of the informants remembers her as a hardworking person whose dedication saw her work to the last minute of her stay in Kagumo;

Mrs. Lockhart worked as a matron. She was in charge of the kitchen and the dining hall. She was very keen on her work, rising up early each morning to supervise the work. Even on the day they were leaving, she oversaw the kitchen work. Their car stopped at the kitchen and she got out. Her husband had to wait for her in the car until she completed supervision. Then they left. (Barnard Muindi: 30.10.2014).

This is corroborated by records in the journal kept by her husband stating that Mrs. Rev. R. Lockhart had undertaken Practical Agriculture (Lockhart, Kagumo College Journal: 13.5.1944).
One opinion credits the Lockharts for giving the institution the name of Kagumo.

The whites planted two ‘Migumo’ (fig) trees at the College gate after which, the College is named (James Githaiga: 13.12.2012).

To date there are two huge Migumo trees flanking the entrance to the College at the gate, and many other Migumo trees grow in the college compound. The name Kagumo could however have originated from the stream next to the College which is also called Kagumo. The name Kagumo moved with the secondary school to Kiganjo in 1960. At Kiganjo, there are neither Migumo trees nor is there a Kagumo stream.

4.4 The Growth of Kagumo Teachers Training College 1945-1949

The growth of Kagumo Teachers College can be viewed by examining the trend of numerical increase of the students and the staff. Between 1945 and 1949 growth was indeed sluggish in regard to the student population. The admission register for the pioneer class had thirteen students as shown in table 4.1.
<table>
<thead>
<tr>
<th>Reg. No</th>
<th>Surname</th>
<th>Christian Name</th>
<th>Birth Date</th>
<th>Religion</th>
<th>Father’s Name</th>
<th>Address</th>
<th>Remarks on Leaving</th>
<th>Date of Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Kamau</td>
<td>Ignacio</td>
<td>1925</td>
<td>RC</td>
<td></td>
<td></td>
<td>Pass (Credit VI)</td>
<td>31.12.44</td>
</tr>
<tr>
<td>4.</td>
<td>Kabuga</td>
<td>Timothy 1925 CMS</td>
<td>1925</td>
<td>C.M.S.</td>
<td></td>
<td></td>
<td>Left voluntarily</td>
<td>25.3.44</td>
</tr>
<tr>
<td>6.</td>
<td>Cheruiyot</td>
<td>Samuel Arap 1927 CMS</td>
<td>1927</td>
<td>CMS</td>
<td>Elija Arap Chepkwony</td>
<td>C.M.S. Koyo Emgwen, Kapsabet</td>
<td>Pass (Credit I)</td>
<td>31.3.45</td>
</tr>
<tr>
<td>7.</td>
<td>Amboga</td>
<td>Mark</td>
<td>1922</td>
<td>FAM</td>
<td>Stephen Atsimwa</td>
<td>Munoywa, Left voluntarily</td>
<td></td>
<td>25.3.44</td>
</tr>
</tbody>
</table>
When classes began on 1. 2.1944 only eight students had reported. The maximum number of students during the term was 11. By the end of the year, the number of students had decreased to nine, three having dropped out. These were Timothy Kabuga registered as Number 4 and Mark Amboga registered as number 7. The two left voluntarily on 25.3.1944. A third student dropped out on 31.12 1944. This was Simon Karanja registered as number 10. The Principal explained the reason why this student dropped out.

“The course of one student has been terminated. He was not working” (Lockhart, Kagumo College Journal: 4. 12. 1944).

In 1945 there were therefore eight Second Year students. The enrolment of twenty seven First Year students on 3rd February 1945 raised the total number of students at Kagumo Teachers Training College to thirty five. In 1946, the College admitted thirty first year students while the second-year class had twenty seven on roll.

We expect a full first year class of 30. We were anxious to receive 30 in 1944/1945 but got only 9 in 1944 and 26 in 1945 (Lockhart, Kagumo College Register: 16.1. 1946).

In March 1947, thirty first-year students joined the College raising the number of students to fifty-seven. By June, 28th 1947, the College student body comprised forty eight, the other nine having dropped out. Three of these were cases of expulsion resulting from indiscipline.

Our second year class has 27 on roll. Of these one is being taught with a view to teaching in Post Office School (Lockhart, Kagumo College Journal: 30.3.1947).
Kagumo Teachers Training College was the only college where T2, the highest grade of teachers in Kenya were being trained and yet compared to other Teachers Training Centres, the College had the least output of teachers. In the period between 1944 and 1949, there were 15 centres for training T3 and 22 centres for training T4. Thus, the bulk of trained teachers was T4 followed by T3.

The Director of Education lamented 1947 that the maximum enrolment of 60 students at Kagumo Teachers Training College had not been attained (EDAR, 1947:2). He however expressed hope that with the increase in the number of secondary schools by 1949, there would be enough candidates for a full class of 30 to be recruited. It can be noted that growth of the student population was erratic between 1944 and 1947.

In terms of staffing, growth of Kagumo Teachers Training College was also slow. Rev. Lockhart was the only College staff when Kagumo Teachers Training College was established in January 1944. The Director of Education planned to post a second staff;

An additional post in African Education has been included in my draft estimate for 1943 with a view of seconding an Office to assist the Principal of the teacher training centre to be set up temporarily at Kagumo (KNA/AV/12/124:28.7.1942).

The second staff was Miss Hockley, did not report to Kagumo Teachers Training College until 2nd July, 1944 arrive from leave in Cape Town. Her luggage arrived,
ferried by LNC lorry from her former station at Kahuhia training college. Earlier on, she had been a staff member at the Jeanes School.

The growth of Kagumo Teachers Training College between 1945 and 1949 was indeed slow. This was partly due to the Second World War which reduced staff available for education work as teachers went to give their services in the war front. Rev. Lockhart remarked

“No staff recruiting possible as war continues” (Lockhart, Kagumo College Journal: 15.1.1945).

The war aggravated an already serious problem. It reduced funds available from central government for education expansion.

There was a shortage of experienced European staff caused by rapid increase in the school system and lack of recruitment during the war years. (EDAR 1952: 5).

The Second World War reduced the number of European staff available for education work as service in the armed forces drew out many teachers who found army pay and conditions attractive. Again the war reduced funds available from the Government for education expansion. Conversely, expansion of primary school system quickly outstripped the capacity for teacher training centres to supply the required trained staff. Teachers had to be found and were recruited largely from persons without training seriously reducing the efficiency of the whole education system (EDAR 1949: 4).

The third staff member Mr de Lany, joined Kagumo Teachers Training College on 19th September, 1945 on a three year contract.
Mr. de Lany, demobilised from the army joined the staff. He will relieve pressure and we especially welcome his gift in music. The average number of 45 minutes’ period per member of staff has dropped from 38 to 26. (Lockhart, Kagumo College Journal: 19.9.1945).

This brought the number of College staff to three. These were Rev. R. G. Rev.R.Lockhart, Miss. Hockley and Mr. De Lany. Mr De Lany brought with him music just as Miss Hockley had brought Spinning.

Music has been introduced to the time table. Singing and Theory are being taught by de Lany (Lockhart, Kagumo College Journal: 3.2.1946).

Mr. De Lany was in Kagumo up to December 1946 when he was transferred to Tambach.

By 1947 the staff had increased to five. They comprised Rev. R. G. Hockley, R. H. G. Travers and Shem Odhiambo and Daniel Kiburi. Mr. Travers had been appointed in December 1946 while Mr. Odhiambo joined the College on 22nd February 1947 on transfer from Kisii. (Rev.R.Lockhart: Kagumo College Journal). There was an additional teacher when Daniel Kiburi joined the staff on 19th July 1947 to teach spinning and weaving.

The year 1947 is significant in the history of Kagumo Teachers Training College as the Government started a secondary school for boys in January 1947 (EDAR, 1946:9). The need to establish a secondary Form I in Kagumo had been felt for long. There was an urgent need for additional secondary school facilities in the province as ex-primary school students from Kagumo though qualified failed to gain admission at Alliance and Holy Ghost College, Mangu.
In 1947 there were two institutions at Kagumo, each with its own Principal. These were Kagumo Teachers Training College under Rev. Rev.R.Lockhart as the Principal and the Government African School under Mr. Macmum.

Kagumo is divided into two institutions, the training College under one Principal and secondary school under another Principal. When the latter goes on leave the administration would fall under one Principal, Rev.R.Lockhart originally appointed as the Principal for Embu Centre (KNA/2429/1/10/2: 22.10.1946).

This happened on 28th June 1947 when the Secondary School and the Teacher Training College came under one Principal. “There are 285 pupils in the secondary and 48 student teachers” (Rev. Lockhart, 28th June 1947: Kagumo College Journal).

The development of Kagumo Teachers Training College can be viewed by examining the pace of establishing physical facilities. In 1946 and 1947, the Development and Reconstruction Authority was engaged in construction of buildings (EDAR, 1946:1) New Dining Hall and Kitchen were put up and a number of classrooms were completed. A start of two European houses as well as installation of electricity was done (EDAR, 1946:57).

The physical facilities however did not change much. The informants are in agreement that the pace of development of Kagumo Teachers Training College in terms of physical facilities did not go in tandem with the important status it has assumed over time.

The block that houses administration Offices was built in 1933. The deputy Principal’s Office used to be the staffroom but it was bigger before it was sub-divided to get the Secretary’s and Examination Offices. The current staffroom was the church then it was changed to be the College library before becoming a staffroom. This explains why a section of the floor is raised to form a platform where the preacher would stand. The church was moved to the current Assembly Hall whose sides had no walls. The building that houses Departmental Offices was the College workshop. The computer labs were the Homescience classes. Fine Art and Design was in the science labs and used to be well-equipped. The building that currently houses the mosque was for indoor games. Blackboard work was highly emphasized. That is why there is a lecture room known as BB room. Its walls were full of blackboards. Important functions used to be held in the dining hall.
was the Geography room and that is why the globe is outside there. (Lawrence Oyaya: 14.10.2012).

4.5 Initial Challenges Faced by Kagumo Teachers Training College

The establishment and early development of the College faced many challenges. To begin with, the question of its location was not sorted out until after its inception. This implies that prior preparation was not done. Both administrative and infrastructural structures were absent at the College’s commencement. Systems were to painstakingly develop later because as earlier discussed the primary teacher training centre had been meant to be started at Embu centre and not at Kagumo.

The Principal, Rev. Rev. R. Lockhart lamented about the low academic standard of the students recruited for teacher training. These were students who had managed to get to secondary school but had not managed to get to Form 3 and this implies that those who joined the College were not the most brilliant boys. “They had reached their intellectual limit” (KNA AV/12/124/19:20/1/1945).

In his Annual Report for 1961, the Principal of Kagumo spoke of the sense of failure among the College students. He said “Majority of our students join teacher training because their other applications have been unsuccessful” (Stabler:58-59).

It is noteworthy that it was those who did not gain places in the secondary school who went to teacher training. This implies that they were not the most suitable for the teaching profession as their first choice of vocation was not teacher training. They would first try their best to get to the railway or post office where remuneration was more attractive than in teaching. It was only after they failed to gain entry there that they would go to teacher training. An informant recalls that
companies such as Shell and Kenya Railways & Post visited the school to talk to boys about career prospects in those corporations (Barnard Muindi:30.10.20)

E. Stabler has analysed the challenges which Kagumo Teacher Training College faced (E. Stabler, 1969:58-73). At no time in the period covered by the study was staffing optimal. The teaching staffs were mainly European. In a staff of nineteen, the African staffs were eight. Expatriate staff however posed a major problem and that is their high turnover. Their employment was on contracts of two to four years and they were entitled to a four months’ furlough leave after every two years of service. This problem could become dire as reported by Stabler.

In 1959, the entire English Department disappeared either through leave or to other posts (Stabler, 1969: 62). The African staffs were almost equally mobile as they went for further studies, were posted to other Colleges, to the Inspectorate or found more lucrative positions in the Government; Mr. Gachukia left the staff to take up a post in Uganda. Mr. Nyamu left the staff to return to Makerere. Mr. Erastus Mbugua left on transfer to Jeanes school (Light, Kagumo College Journal: 30. 4.1955).

Inadequate infrastructure was another major challenge faced by the College community. Kagumo Teachers Training College had started without facilities of its own whatsoever as it was meant only to be housed temporarily at Kagumo Government School. The College shared the primary school staffroom with the school staff which resulted in overcrowding in the tuition areas, making working conditions very difficult. It was with relief that Lockhart made an observation in regard to the acquisition of buildings for the College:
We just moved into two new classrooms and were able to vacate school staff room. Work should be easier (Lockhart, Kagumo College journal: 25. 10.1945).

The College students occupied two dormitories which were overcrowded, each with twenty beds. Public Works Department had given a list of educational buildings that would be required for the establishment of a teacher training centre at Embu and the cost. This was as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Three dormitories</td>
<td>£1560</td>
</tr>
<tr>
<td>ii</td>
<td>Kitchen, classroom store</td>
<td>£300</td>
</tr>
<tr>
<td>iii</td>
<td>Latrines and bathrooms</td>
<td>£500</td>
</tr>
<tr>
<td>iv</td>
<td>Tuition block-2 standard size Classrooms, 1 large classroom, 1 library, Office store</td>
<td>£950</td>
</tr>
<tr>
<td>v</td>
<td>Principal’s house</td>
<td>£950</td>
</tr>
<tr>
<td>vi</td>
<td>2 class houses</td>
<td>£1600</td>
</tr>
<tr>
<td>vii</td>
<td>1 African house</td>
<td>£300</td>
</tr>
<tr>
<td>vii</td>
<td>Water supply</td>
<td>£200</td>
</tr>
<tr>
<td>x</td>
<td>Layout</td>
<td>£350</td>
</tr>
<tr>
<td>ix</td>
<td>Permanent equipment, library and initial supply of books</td>
<td>£500</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>£6550</td>
</tr>
</tbody>
</table>

These are the buildings one would expect to have been built at Kagumo after the question of the site of the Primary TTC was finally settled in 1946 but putting up of the physical facilities was however hindered by shortage of labour and resources.
All buildings were of stone or cinder and were grouped together in a quadrangle. (Stabler, 1969:60).

The Principal, Rev. R. Lockhart lamented that although there was urgent need to put up buildings, there lacked resources. He was in favour of erection of 1 storey building for accommodation. This he contended was the standard of primary teacher training in the United Kingdom. There was necessity of having special rooms in the tuition block. An advantage to the construction was the location of a quarry near the College where building stones were excavated for mason work.

In 1946, the College Principal appealed to the Government through the Director of Education for either the College to be allowed to secure the Italian Prisoner of War Hospital (Rev. R. Lockhart, Kagumo College Journal: 3.9. 1946) at the Nyeri station as temporary quarters for the teacher training or for the relocation of the primary school to the Nyeri Station site. He argued that this would leave the Teacher Training Department at Kagumo where it could expand.

Limited accommodation for the College staff was attested by the deferral of the arrival of the second College staff member. When Miss. Hockley was posted to Kagumo TTC in April, 1944, there was a problem regarding her accommodation. There was a plan for her to be housed by Mr. and Mrs. Bull who were staff in the primary school. The Principal protested to this arrangement which he viewed as very unsatisfactory. An alternative plan was for Dr. Patton, a teacher on the primary school staff, to vacate his house in favour of Miss Hockley. This problem was addressed by deferring her arrival from 12.4.1944 to 2.7.1944. This meant her services could not be utilised for some time and the principal was the only staff for that duration (Lockhart, Kagumo College Journal: 2.7.1944).
Another problem was inadequate funding especially during the 1940s caused by stringent measures exercised because of diversion of funds to Second World War effort. The rise in the price of foodstuffs did not match with the sum allocated for pupil’s rations which was 46 cents per head. Calculation of food cost shows that the average cost of food per student is 49.17 cents and a little fruit when available although the latter was difficult to get. Students received a cup of tea twice a day and for this, cost is 5 cents per day. Calorie value of ration was 2860. Price of meat had just increased and this calculation does not allow for this. Cost of ‘kuni’ (firewood) was 1 cent per head per day with kuni at 25 shillings per 100 ft.

Initially, the vote allocated to boarding was 14,700 shillings but during the Second World War, it was reduced to 9,800 shillings. This figure included food, firewood and mileage for three cars for teaching practice. On its own, teaching practice travel cost 840 shillings leaving only 100 shillings to run the College. It was an impossible situation (Lockhart, Kagumo College Journal: 4.2.1946).

The Second World War had some effects on the development of the fledgling College. Staff recruitment was not possible as long as the Second World War continued. It is noteworthy that staffing for the College was inadequate from the very start. To start the College, there was only Rev. Lockhart who was joined by Miss Hockley in July. The teaching of Carpentry and Kiswahili was assigned to members of the primary school staff. When first-year students were admitted in 1945, making up two-year groups, teaching practice supervision could not be carried out for Second-year students. It proved impossible for the two staff. The two, Rev. Rev. R. Lockhart and Miss. Hockley could only supervise the First-years who were doing their one-week practice teaching in Tumutumu, Nyeri and Kagumo schools.
The Medium of instruction in the teaching practice schools was another problem. Initially, it was intended that the Medium of instruction would be English while teaching practice would be in both English and Kiswahili. In practice, however, it was Kiswahili that was used in the teaching practice schools. Rev. R. Lockhart lamented about it.

We are limited to Swahili as a Medium of Instruction and are permitted to use English only in Standard 5 maths from the third term of the year. I have protested (Rev. R. Lockhart, College Journal: 18. 1.1945).

Kagumo encountered great difficulties in establishing permanent staff of good academic calibre and with training in College teaching. As Stabler comments:

One of the most serious problems was to hold on the staff. High turnover when majority of the staff are expatriates on two to four-year contracts but African staff are equally mobile as ministry posts them to other Colleges, the inspectorate and CDRC (Stabler, 1969: 62).

In 1959, the entire English Department disappeared to other posts, Colleges or on four months’ leave an expatriate was entitled to after every two years of service. No one on the College staff in 1961 was on the scene five years later (E. Stabler, 1969:63). This is corroborated by the Education Ministry,

Expatriate staff go on leave biannually. Kagumo is affected in the ‘even’ years. Exceptionally very small staff was available (1962, Education Annual Report).

The expatriates had to make a ‘cultural leap’ for which they had not been orientated. The advertisement to which they responded for posting to Kenya did not reveal the nature of the social cultural and economic situations they would serve in as it read;
Would you like to participate in an interesting, enriching and rewarding experience that will add significantly to your life? An unusual opportunity awaits you in Kenya (Stabler, 1969: 63).

Their effectiveness depended on their understanding of the culture in which they taught. If they were intelligent, impervious to frustration and genuinely committed to doing a good job, they would succeed (Stabler, 1969: 63). The minimum number of staffs required was 25 (KNA, AV/12/124, Ref.No.B1738/II/290: 20.1.1945). Proposals on staffing made by the Advisory Council on African Education in connection with the training of teachers at the Embu Agricultural centre had been:

a Principal with teacher training experience some of it in Africa, 2 European assistants, a qualified African assistant to assist in supervision in practice teaching and classroom subjects, African instructors in Handicraft, and Physical Training, Agricultural Instructor, a member of the Agricultural centre (KNA: AV/12/124, Ref.No.1261/IV/239: 23.11.1944).

Ill health was a recurrent trouble for the College community. While the foreign staff may have met with special difficulties in adapting to the weather conditions and would often times experience what they termed as being “under the weather”, there is evidence of chronic illnesses even among the rest of the staff and the students. The Principal had to remark in the Journal on 9th November, 1947 that staff attendance for illness and other causes was most unsatisfactory. Entries made by the the Principal attest to health challenges experienced at Kagumo Teachers Training College:

A student died following admission to hospital. A case of 5 boys contracting anthrax after eating meat (Rev.Lockhart, Kagumo College Journal: 29.10.1949). Bubonic Plague outbreak in immediate areas led to the closure of Gatitu and several other villages. This affected the College. All labouring staff and African staff were prevented from entering Nyeri.
Township. Standard V in the Intermediate School was closed (5th February, 1956 Frankish, the Principal). Two senior students are known to be suffering from venereal disease (Lockhart 6.12.1946).

Inadequate water supply was a constant challenge to the College. Initially, as shown in the Inspector’s report of 20th November, 1933:

Water supply was rammed up from river Kagumo to a press steel tank from which there is gravity supply to various buildings. It is never clean and is consistently muddy.

Approval for installation of a new filtration plant was obtained. By the time the College was established, a borehole had been drilled but its maintenance posed difficulties. This perennial problem made the Principal remark

Water supply, an endless problem (Light, Kagumo College Journal: 16.2.1957). Borehole water had not been available for four days when complete breakdown occurred (Rev. Lockhart, Kagumo College Journal: 22.2.1957).

At such a time, the College depended on water tanker. This applies to the occasion when the main borehole was out of action starting from 4. 7. 1953. Water had to be rationed till September 15.9. 1953 after the boring machinery arrived to do the repair on Saturday, the 12.9.1953. Water for irrigation came from Kagumo river (Kagumo College Journal, Rev. Lockhart: 17.10.1950).

Another source of continual disappointment was the College ‘shamba’ where mixed farming was practised. On the advice of Agriculture and Veterinary Officer at the beginning of August, 46 heads of cattle were sent to Embu because of drought which had made it difficult to feed them. Within two months, twenty-six died of East coast fever and in the end only 10 survived (Rev. R. Lockhart, Kagumo College Journal: 28 3. 1950).
Getting students for recruitment for primary teacher training was challenging. The limiting factor, argued the Department of Education, was the small number of candidates suitably qualified to enter the course (EDAR, 1947:7). Few candidates had the minimum qualifications. In 1946, the Principal had to take all candidates including several compensatory passes to constitute a first-year class. This explains why the trend of growth of student body for Kagumo Teachers Training College in the period 1944 to 1947 was erratic declining from 28 in 1946 to 25 in 1947.

Student retention at Kagumo Teacher Training College was another challenge. Some students would drop off to go and seek secondary school places, which goes on to show that the teaching career had been taken only for lack of a better option.

Four students have left the course, apparently expecting to return to the secondary school (15th May, 1946: Rev.R.Lockhart, Kagumo College Journal). A fifth first year student left today (Rev.R.Lockhart, Kagumo College Journal: 3 6. 1946).

The Colony’s undeveloped infrastructure caused problems during teaching practice. Roads got soggy after the rains. Car wheels would be fitted with chains to prevent their getting stuck in the mud as E. Stabler reports:

"Within two miles of the College the mercedes sank to its hubs in the pool that fully covered the narrow road and had to be pushed and revved. The school was high on a ridge and to get there the road wound through valleys of brilliant green and across rivers on bridges which were merely planks (Stabler1969:67)."

The Principal corroborates this in his report:

"In October and November, 1961, while the rest of the country suffered severely from floods, over 30 inches of rain fell in Kagumo. The main inconvenience for Kagumo was a teaching practice in the mud, occasional interruption of the electricity supply, Thagana Power Station having been flooded and difficulties in getting students home. (Popkin, Kagumo College Journal 29.11.1961)."
Despite the Government commitment to have the College established and its determination, the development of Kagumo in the 1940s experienced serious growing pains. Many of the challenges which faced Kagumo Teachers Training College derived from lack of prior planning as the training centre was only intended to be housed at Kagumo temporarily. E.B. Castle sums up the challenges of Colleges of which Kagumo is a typical example:

For two generations Teachers Colleges have tended to be Cinderellas of post-secondary education. Inspite of parsimonious treatment they have done good work with limited resource, poor buildings and students of only moderate promise (Castle 1966:169).

Kagumo Teachers Training College is a typical case of the development of Teacher Education in colonial Kenya. Lack of systematic planning resulted in structures which resemble a house which having been found inadequate for its purpose at various times has on each occasion been modified and enlarged by a different architect: at no time in its reconstruction has a total design been conceived (Indire and Sifuna, 164).

4.6 African Initiatives in the Establishment of Kagumo TTC

Africans participated in the establishment of the College in various ways. To begin with, land on which the College stands was acquired from the Africans. The land upon which the school was built was in a coffee growing area whose value was high. An area of 108 acres was set apart under Native Trust Lands Ordinance for the purpose of establishing the school. The rights-holders were approached by the Native Land Trust Board through Senior Chief Wambugu Mathangani to release the land.

Senior Chief Wambugu Mathangani was willing to give them the land. These two years were spent in construction. In January 1932, classes started (Njama Nduhiu: 6.11.2012).
The documentary and oral sources are in agreement that the Government did not acquire all the land on which the College stands at once and that the original African owners cooperated and gave up more land for the school to expand. On 4th December 1932, the District Commissioner for South Nyeri required that Chief Wambugu and other elders should be approached to be asked to allow the Government take an additional plot of 40 acres at a rent of Sh.2 per acre per annum to be utilized for raising a plantation of trees for firewood.

As the Schools Inspector’s report of November 1933 indicates, more land was needed for the school to be able to produce sufficient potatoes and cabbages for its needs and for practical agriculture. At the beginning of 1935, an additional 54 acres was added to make a total of 108 acres (EDAR, 1950).

This is corroborated by an informant who states that:

The Mugoiyo family gave the land where Kagumo primary school (Kiambuiri) was established in the 1950s while the piece of College land across the Rumarumaga stream at Gatitu was acquired from the family of Gichuki. The original African owners willingly gave up their plots of land (Peter Githaiga:13.12.2012).

The original land owners received an annual compensation at the rate of 10 shillings per acre until 1960, when they were paid 100 pounds per acre. The payment was for the purpose of extinguishing rights over the said land by the African owners.

Another initiative of the Africans is the financial contribution made by the Local Native Councils (LNC) of Kiambu, Nyeri, Murang’a and Embu. They raised funds from fellow Africans to meet the cost of putting up the school buildings.

It was found necessary to persuade the three LNCs to pool their resources for the school in 1933 (EDAR:1950).
When the Government revealed that it required Sh. 20,000 for the start of a secondary school and a further Sh. 200,000 to maintain it, the LNCs of Kiambu, Nyeri, Murang’a and Embu raised funds from the Africans to meet the cost of putting up the school buildings. The LNC of Nyeri raised Sh. 160,000 by the end of 1930 while Kiambu and Murang’a earmarked Ksh. 100,000 each for the purpose of building LNC Central School. These funds were raised through an educational rate of 2 shillings levied from the LNC rate payers. They went on to identify the sites at Gathogo’s in Githunguri and another on the northern bank of Kagumo River (Bogonko, 1992: 47). It is on the latter sitewhere the school was established in 1933 and this is where the College was later established in 1944.

Kagumo River was just a swamp. The river channel was dredged to drain the swamp in order to remove the danger of mosquitoes. Prisoners from Kangubiri did this work. Chief Wambugu never ceded the land on the river banks as he believed doing so would deny the people access to the water sources for their livestock and for domestic use. This explains why the land occupied by the College does not extend to Kagumo, Rumarumaga or Kandutura streams (NjamaNduhiu: 6.11.2012).

African initiative in the establishment of Kagumo TTC can be seen through the demands and protests they registered with the Colonial Government for improvement and expansion of African education through memoranda of political associations. In a memorandum in 1935 to Alan Pim, the Special Finance Commissioner of the South Association Kavirondo Taxpayers’Welfare made their submission in which they argued that Africans participated in the establishment of Kagumo TTC in various ways.

The role of the African traditional leaders in the establishment and development of the College cannot be overemphasised. In keeping with the Indirect Policy of the British colonial administration, land for the construction of the school and the College was secured through Chief Wambugu wa Mathangani and his elders from
the original owners. Again when the Kagumo Secondary School was being relocated to Kirichu-Kiganjo in 1960, Chief WambuguMuigua was instrumental in the acquisition of land from the original owners at Kiganjo. The African children patronised the College including some of the informants such as Nduhiu Njama who joined Kagumo for his primary education in 1934 and did his teacher training at Kagumo Teachers Training College in 1952 (Local Community Member-Nduhiu Njama).

When the College was started in January 1944, it had eleven African students on the roll as shown on Table 4.1. Some of the informants to this study, were students in either or in both Kagumo School and Kagumo TTC. They include Barnard Muindi, Wachira Muguiyi, Erastus Gitonga, Gerald Muguiyi, Michael Kagume, Ndiritu Goko and Nduhiu Njama. (Students-Gerald Muguiyi, Erastus Gitonga, Barnard Muindi, Ndiritu Goko)

During the construction of the school buildings, the local people gave their services to do the unskilled work such as clearing bushes, cutting grass and digging trenches. Waweru Kariuki, father to one of the informants to this study Kariuki Waweru: 9.12. 2012, was the letter carrier. African workers were engaged in doing the more laborious work as the Asians gave technical guidance under a white man, who was called Kerr. They used donkey carts to ferry building stones from the Thunguma quarry until a stone quarry was opened adjacent to the College (Kariuki Waweru: 9.12. 2012).

African teachers formed part of the staff. African staff was a requirement from the start of the College. Makerere graduates taught academic courses. These included W. Kimemia who joined the Kagumo staff in 1948 and J.W. Omoluri who arrived at
Kagumo Teachers Training College on 23.1. 1950. Other African staffs were the Native Industrial Training Depot (NITD) trained staff who were employed as instructors in handicraft and agriculture. These were the likes of Manasseh Waibochi, Erastus Mbugua and Magoko. The problem of inadequate expatriate personnel in the College was persistent and so availability of African tutors on the College staff was a big asset. Unlike the expatriate tutors who were engaged on contract terms, members of the local teaching staff could serve for longer periods. They also catered for the teaching of Kiswahili which the Europeans could not teach. Without African participation, the development of the College would not have made the advances it made.

4.7 Conclusion

In this chapter, the establishment of Kagumo TTC in 1944 has been examined by tracing its origin back to the initial plan to have the teacher training centre at Embu centre. The challenges experienced during the initial two years of the establishment of the College, 1944 and 1945 have been highlighted.

The Africans were not passive recipients of Western education. They took part in education in various ways not forgetting that African protests in the 1920s on how their education was being conducted by the missionaries had led the Government to give in to their demand to have secular schools. The Government African School Kagumo, the place that housed the College in its formative period was one of them. It has been shown that at this time when the College was in its formative stage, the Colony was faced with the challenge of shortage of both staff and resources owing to the outbreak of the Second World War. This caused some of the teething
problems which faced Kagumo Teacher Training College in the early period of its history.
CHAPTER FIVE

THE BEECHER EDUCATION COMMITTEE OF 1949 AND ITS
IMPLICATIONS FOR THE DEVELOPMENT OF KAGUMO TTC

5.1 Introduction
This chapter discusses the implications of the recommendations made in the Report of Beecher to the development of Kagumo Teachers Training College. The chapter shows that the implementation of the recommendations of the Committee on African Education in Kenya, also referred to as the Beecher Report of 1949 led to the elevation of the status of Kagumo Teachers Training College in 1951. The KT1 grade formerly offered at Makerere as T1 was to be offered at Kagumo Teachers Training College from 1951.

5.2 The Beecher Recommendations and their Implications for Kagumo TTC
On January 25th 1949 a committee was appointed comprising L.J. Beecher the Chairman, Eliud Mathu the African member of the LegCo, Rev. Scott Dickson of Protestant Mission, Mr O'Hagan, Mr. Ferminger of Secondary Education , Lady Shaw, Rev. Rowlands of Roman Catholic and Mr. Larby from the Education Department. The Committee was appointed to look at the whole system of financing of African education and in particular financial relationship between the Government and the local authorities, the payment of fees by individual parents, the coordination of salaries for African teachers and the operation of the grants-in-aid system.

In March, a team of eight members of the Beecher Committee visited Kagumo Teachers Training College to collect views. These were: Rev. Scott Dickson, N.B.
Larby, Hon Mathu, D.O’Haagan, W. Padley, Rev. Fr. Rowlands, Hon. Lady Shaw, Lt. Col. F.E. Ferminger who was Secretary to the Committee (Lockhart, Kagumo College Journal: 30. 3. 1949).

The Beecher Committee met on 44 occasions and came up with proposals on ways of correcting an education system which had massive and uncontrolled expansion in the lower levels without giving due consideration to quality. This had resulted from the insatiable demands placed by the Africans on the respective LNCs to increase the educational opportunities for their children (Nabiswa M.W.1999:113). The result was an acute shortage of teachers. Beecher introduced a 4-4-4 education structure in the African education system reducing the primary school course from 6 to 4 years at the end of which one sat for the CEE. Those who qualified would go on for a further 4 years in the Intermediate School and sit for Kenya African Preliminary Examination at standard 8. Those who were successful could proceed for 4 years in the secondary school at the end of which they would take the Cambridge School Certificate at Form 4. This recommendation influenced both the direction and the growth pace of Kagumo TTC. While Beecher made it clear that as a rule the KT1 teacher would be the headmaster of the Intermediate School, there were not enough teachers to man the Intermediate level. Teachers would have to be trained for this duty. It is in this respect that Kagumo’s role and prestige grew as the College that trained KT1 and T2 to man the Intermediate level. These were two year courses for those who had secondary education up to School Certificate. They were awarded KT1 while those who had not passed School Certificate were awarded T2 and graded as Assistant Teacher Grade 1 (Triennial Survey, 1961-1963). Beecher recommended that the Colony should have 2000 primary schools each with double
streams in standard I and II and a single stream in standards III and IV. It envisioned the cost of primary school to reach £283,800 by 1960 (EDAR, 1949:16).

Beecher recommended measures to increase output of trained teachers (EDAR 1949:17). The Committee observed that in 1948, there were 2748 trained teachers against 2852 untrained ones. Beecher advocated for the expansion and improvement of teacher training facilities so as to improve the quality of teachers as well as replace untrained teachers. Members of the public interviewed had much to say about the quality of the various grades of teachers. They complained about the high proportion of unqualified teachers in the unaided schools because their schooling and training were inadequate (EDAR, 1950: 3). In line with this Beecher recommended that in order to improve the quality of teachers, the period of training for T3 and T4 should be increased. The Committee proposed extension of T3 course from two years to three years and T4 to be extended from one year to two years after the eighth class. The rationale was to give further academic training in addition to professional training. The Committee recommended that the training of KT1 and T2 teachers should be done in a single central institution. The Beecher Report recommendations directly affected Kagumo TTC.

It proposed that the number of teacher training centres should be raised to 24 of which 4 would be Government centres and the remainder would be under voluntary agencies. There would be provision for 11 mission centres for T3 grade in addition to 3 Government centres for women already in existence. The course would be extended from 2 to 3 years. (EDAR 1949:17). It further recommended provision for 6 women teacher training centres of T4 grade under voluntary agencies and these to concentrate on the teaching of Housecraft at Intermediate level.
It envisioned the total recurrent cost of training teachers by 1955 to be £169,330 and £169,730 by 1956. The Commission recommended the setting up of a unified teaching service encompassing all teachers employed by the Government and voluntary agencies and that conditions should be laid down for such service (EDAR, 1949:17).

The Beecher Report was debated by the Legislative Council in August, 1950 and adopted by the Government for implementation. The acceptance by the Government of the Beecher Report marked the beginning of an important era in the development of education in Kenya. The report became the basis on which the education system in the Colony operated up to the time of independence in 1963 (KNA/ EAYMF 131/80).

The Advisory Council on African Education discussed the development programme under Beecher and recommendations were made for its modification and the task of reorganizing the education system started. The principle for establishing Institutes of Education at Kagumo and Siriba was accepted and arrangements were made to open new classes at Siriba in 1953 (EDAR, 1952:32).

Beecher introduced fees of one hundred shillings for KT1 and forty for T3 and T4. Makerere students would pay a fee of £25 per annum including the cost of clothing and textbooks. Remission could be given whereby the person would pay the balance after employment. Africans opposed a majority of the Beecher proposals particularly the payment of fees in teacher training institutions which hitherto was free of charge. They felt that instituting payment of fees in Teachers Training Colleges would be a deterrent and few would be attracted to the profession (KNA/ MSS/61/614).
The school curriculum would be divided into 3 stages each lasting for 4 years. The aim of the first few years in the primary course was vernacular literacy. The Medium of instruction was vernacular. The second stage would be Intermediate School for acquisition of basic skills. Teaching of English would be started at this level (EDAR, 1950)

The Committee regarded the new syllabus to be suited for the needs of African teachers (EDAR 1949:20). As there were no enough teachers at the Intermediate level, teachers of T3 were given a third-year specialist The Intermediate School system was faced with of lack qualified staff to teach the practical subjects of Agriculture, Handicraft and Homecraft. There was a large number of poorly trained teachers for the subjects in the Intermediate Schools. The Rural Training Centre at Thogoto produced 25 teachers annually. These were persons who had taken an additional year in agricultural instruction. On the other hand, Handicraft teachers were trained through a special 1-year course conducted at Government African School Embu. This is the course that was transferred to Kagumo in 1953 (AV/2/86). Since the supply of T3 teachers was inadequate, selected T4 teachers were enrolled for training as handicraft teachers. Arrangements were made to increase facilities for T2 by opening a new class at Siriba in 1953 to add to the Kagumo KT1 and T2.

As the principle of establishing Institutes of Education at Kagumo and Siriba was accepted, a visit was made in 1952 by the Principal of Siriba and the Director of Education to Bakhter-Ruda Institute of Education in Sudan with the aim of setting up similar Institutes at Siriba and Kagumo. The teacher training centres around the two would become constituent Colleges. In addition, the Institutes were intended to bring into their orbit all other teacher training centres in their area as constituent
colleges. They were to be responsible for standards of entry into training, organization of examinations for teacher certificates, approval of teacher training syllabus, organisation of research into teaching methods, preparation of syllabus, books and other educational publications. Unfortunately, due to the declaration of the state of Emergency in 1952, the establishment of the two Institutes was delayed. The Director made remarks on the postponement of their establishment:

Establishment of Institutes of Education at Kagumo and Siriba has been delayed by difficulty of recruiting adequate and suitable staff due to emergency conditions and present financial situation. It is intended the Institutes will be brought into being as soon as circumstances permit (EDAR 1953:37).

5.3 The KT1 Course at Kagumo

Among Beecher’s recommendations was that facilities for training of the T1 Makerere teachers should be provided in Kenya.

In view of the fact that it is beyond the sole control of the educational authorities in Kenya to bring about a sudden expansion of the department of Education, Makerere College, the Committee feels that it is essential to train a new type of teacher. We recommend that a Kenya T1 (KT1) certificate be awarded to students who have satisfactorily completed two years training after Form 6 (KNA.MSS/61/614).

A Government notice issued rules governing the training of African Teachers certificate and the regulations for African Teachers Examinations were revised to provide for the new grade of teachers known as KT1.

A teachers’ certificate KT1, qualified the holder to teach up to form 4. Candidates were to hold a Cambridge School Certificate and had to have subsequently undergone a course of training for not less than two years. The first course of these teachers began in 1950 with a class of 17 students at the Kagumo Government Teacher Training Centre. They were given 2 years of training. The salary scale for KT1 was £154 x £6- £178 x £9- £187 (E.B.) x £9- £223 (KNA/PC/2/1/88).
Previously the T1 certificate was restricted to students possessing the Makerere diploma. The T1 teacher received training in Makerere, the only institution of Higher education in East Africa. It was a 1-year course that followed a two-year higher studies completion at the College. These teachers were employed in teacher training centres and secondary schools. They were employed on a salary scale of £154 by £10 to £40 by £120 to £300. They were given a 2 years’ course having passed the School Certificate on a salary scale of £154 by £6 to £178 by 9 to £223. To be eligible for training as a T2, one was required to have reached the standard of African Secondary Examination taken at the end of the fourth year of secondary course. It was a 2-year course at Government Training Centre, Kagumo. T2 were employed at £100 by £16 to £172 (EDAR 1950; 31). During the year, the Report of the Salaries Commission was published resulting in large increase of salaries of Government African teachers.

In 1950, Kagumo recruited students for a class to be graded K.T.1.

We have permission to recruit a two-year school certificate class this year and we hope that they will be graded KT1 on the basis of the Beecher Report. We hope for a class of 16 (Lockhart, 16.1.1950 Kagumo College Journal).

The Director of Education had anticipated a KT1 class of 17 students at Kagumo Teachers Training College.

Consequent to the Beecher recommendations, the KT1 teacher training course was started in 1950 with a class of 14 students in Kagumo College. Persons holding Cambridge School Certificate were eligible for KT1 course admission. Those who held Kenya African Secondary School Certificate are eligible for T2 Course. Age limit is 17 to 21 on 31st December, 1950 (EDAR, 1950:31).

Finally only 14 students were admitted for the KT1 course as shown on table 5.1.
Table 5.1  First KT1 Class at Kagumo Teachers Training College, 1950

<table>
<thead>
<tr>
<th>Reg. No.</th>
<th>Surname</th>
<th>Christian Name</th>
<th>Date of Birth</th>
<th>Religion</th>
<th>Father’s Name</th>
<th>Father’s Address</th>
<th>Remarks on Leaving</th>
<th>Date of Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td>187</td>
<td>Ndirito</td>
<td>James Kiama</td>
<td>11.8.29</td>
<td>CSM.</td>
<td>Nderitu Muteru</td>
<td>CSM Ihrururu, P.O.Nyeri</td>
<td>Pass KT1</td>
<td>31.12.51</td>
</tr>
<tr>
<td>189</td>
<td>Wanjohi</td>
<td>David</td>
<td>1931</td>
<td>CSM</td>
<td>Muriithi</td>
<td>Iria-ini Location, Karatina</td>
<td>Pass KT1</td>
<td>31.12.51</td>
</tr>
<tr>
<td>190</td>
<td>Kalume</td>
<td>Thomas J.</td>
<td>1927</td>
<td>A.AC</td>
<td>Tunje(deceased)</td>
<td>Sec.School Jalore, P.O.Malindi</td>
<td>Pass KT1</td>
<td>31.12.51</td>
</tr>
<tr>
<td>191</td>
<td>Ashibende</td>
<td>Thomas</td>
<td>1928</td>
<td>A.AC</td>
<td>Jeremiah Esritika</td>
<td>Kwisher, P.O. Yala</td>
<td>Pass KT1</td>
<td>31.12.51</td>
</tr>
<tr>
<td>192</td>
<td>Sibondo</td>
<td>Wilfred Franklin Francis</td>
<td>1927</td>
<td>RC.</td>
<td>Oduol Oyoo</td>
<td>Mahera Gem Ukaya Yala</td>
<td>Yala</td>
<td>31.12.51</td>
</tr>
<tr>
<td>193</td>
<td>Chogo</td>
<td>Francis E.</td>
<td>14.12.28</td>
<td>RC</td>
<td>Jairo Mwola</td>
<td>Kivangala, P.O.Mbale</td>
<td>KT1</td>
<td>31.5.51</td>
</tr>
<tr>
<td>194</td>
<td>Hezron</td>
<td>Mwangi</td>
<td>1.1.29</td>
<td>A.AC</td>
<td>Hezron Nduati</td>
<td>Mariani,Weithaga, Fort Hall</td>
<td>Pass KT1</td>
<td>31.12.51</td>
</tr>
<tr>
<td>197</td>
<td>Ochieng</td>
<td>Jacob</td>
<td>1930</td>
<td>A.AC</td>
<td>Clement Okungu</td>
<td>Alego Gangu,Uhaya Malombo,Yala</td>
<td>Pass KT1</td>
<td>31.12.51</td>
</tr>
<tr>
<td>198</td>
<td>Owino</td>
<td>Joash Haron</td>
<td>23.4.29</td>
<td>A.AC</td>
<td>Nikolas Odero</td>
<td>Simenyia, P.O.Nzoia Market</td>
<td>Pass KT1</td>
<td>31.12.51</td>
</tr>
<tr>
<td>201</td>
<td>Odera</td>
<td>Joseph G.</td>
<td>1929</td>
<td>A.AC</td>
<td>Elkanawow Okumu</td>
<td>Karungu W.Kanyango, Kisii</td>
<td>Pass KT1</td>
<td>31.12.51</td>
</tr>
<tr>
<td>203</td>
<td>Muga</td>
<td>Erasto</td>
<td>1930</td>
<td>SDA</td>
<td>Daniel Aroka</td>
<td>Gendia, Karachuonyo, P.O.Kendu Bay</td>
<td>Pass KT1</td>
<td>31.12.51</td>
</tr>
</tbody>
</table>

SOURCE: Kagumo College Register, 1950

KT1 students paid no tuition fees except 20 shillings for text books which a student would take away at the end of the course. The stationery was provided. The students were issued with uniform, towel, blanket, pillow, pillow case, mattress, cutlery, crockery all free of charge. Travelling was for free in the form of free...
railway warrant to Karatina station or vice versa. The students were required to bring testimonials from their Secondary School Principal and clergyman.


The T2 course continued to be offered at Kagumo TTC:

There are 21 boys in the standard T2 class. Of the thirty admitted last year, 9 held School Certificate and completed training in 1 year. We have permission to recruit a two-year School Certificate class this year and we hope that they will be graded KT1 on the lines of the Beecher report. We hope for a class of 16. As thirty have been called for the T2 course, we expect to have nearly 70 students in training (Lockhart, Kagumo College Journal: 16.1.1950).

Thus, the acceptance of the Beecher Report by the Colonial Government had important implications in the development of Kagumo TTC which was the award of KT1 status.

The year 1951 saw the first output of the new KT1 teachers who had undergone a 2 years’ training after the School Certificate (EDAR, 1951:2).

The granting of the KT1 Course elevated the status of Kagumo in teacher education.

It was the first College to train P1 teachers known as KT1. It was the only College that trained Form IV teachers. KT1 teachers taught in the Intermediate Schools such as Wandumbi and Ihururu. (Wahome Gichangi: 13.12.2012).

Before the introduction of KT1 at Kagumo TTC, high calibre teachers were extremely rare as the annual output of Kenya teachers from Makerere was about
6. The effects of KT1 was felt in their manning of the Intermediate Schools. The overall Kagumo student body in 1951 comprised 259 school boys and 120 teacher trainees. Forty-four of the teacher trainees were KTI: 25 in first year and 19 in second year (Lockhart, Kagumo College Journal: 1951).

It is to be noted that Kagumo Teachers Training College stopped recruiting students from Nyanza fell after K.T.1 course was introduced at Siriba in 1954. By 1955 therefore, there were 2 Government centres in which KT1 teachers were trained; Siriba and Kagumo (EDAR, 1955). In the training of KT1 teachers, the two Colleges were later joined by the African Women Training College at Machakos. The place of Kagumo in the training of KT1 is further illuminated by the clamour by other Colleges to be allowed to train KT1 with no success. The Government was not willing to allow other Colleges in Central Province to recruit until Kagumo was full. Thogoto was not allowed to recruit till Kagumo was full (EDAR, 1959). The Department of Education regarded opening new KT1 centres as ‘penny packets’. At the time, there were 9 KT1 students at Kilimambogo. This policy was described as ‘a dog in the manger’ attitude and was criticised by other Colleges. Thogoto protested that they were being relegated to inferior positions (KNA/ AV/12/87).

The policy of the Department of Education was for Kagumo to retain a leading position among the TTCs in the country. It was for this reason that the secondary school was slated to move to Kiganjo in the following year, 1960.

5.4. Conclusion

This chapter has discussed the Beecher Report in 1949 and its effects on the development of Kagumo Teachers Training College. The history of Kagumo TTC was changed by the granting to Kagumo TTC the KT1 status. The chapter has
shown that the implementation of the Beecher Report elevated the status of Kagumo Teachers Training College. This speeded up the tempo of the growth and development of Kagumo Teachers College.
CHAPTER SIX
THE GROWTH AND DEVELOPMENT OF KAGUMO TEACHERS
TRAINING COLLEGE, 1950-1964

6.1 Introduction
The development of Kagumo TTC in the decade of the 1950s was affected by
the outbreak of Mau Mau uprising which led to the Declaration of a State of
Emergency in October 1952. Curfew laws were put in place in Nairobi and Central
Province in 1954 the impact of which led to a period in which Kagumo Teachers
Training College operated in a crisis situation. It was not until towards the end of the
decade that relative calm was experienced.

A notable event in the decade was the visit to the Colony by the Binns Study group
in March, 1952 which recommended the aligning of teacher training centres, for
coordination, to Institutes of Education similar to the pattern followed in the UK.
Kagumo’s role as a centre for refresher and up-grader courses grew to eminence
with the establishment of Delegacies in 1957. It was a centre for training serving
teachers, headmasters and supervisors.

6.2 Kagumo in Crisis during the Emergency Period
Being situated in Central Kenya, Kagumo Teachers Training College was caught up
in a mayhem typical of a war zone. Kagumo Teachers Training College was in one
of the worst areas of guerrilla activities. The period was marked by increasing threat
from Mau Mau attack, particularly arson. Defences had to be increased and guards
strengthened. Some teachers had been sent to prison and some children had taken
Mau Mau oaths (Lockhart, Kagumo College Journal: 1953).
The Declaration of the state of Emergency on 20th October, 1952 caused great difficulties in the running of the College. The “Operation Anvil” led to postponement of term end by three days as rail tickets were cancelled. The postponement cost the College nearly £100 (Lockhart, Kagumo College Journal: 30.4.1954).

Kikuyu, Embu and Meru students had to be provided with police and DC passes of the district to which the students were travelling. It was an additional nightmare for the Principal to arrange it all (Lockhart, Kagumo College Journal: 12.11.1953).

Atrocities were perpetrated in the College and its environs with Chief Wambugu’s ‘boma’, just next to the College, receiving concerted attacks. Twenty one men were killed during one night and corpses lay strewn in the College (Nduhuu Njama: 6.11.2012).

In the course of the Mau Mau struggle, the College lost some students who got killed while others got recruited by being initiated into the Mau Mau movement through oathing.

A student from Embu No. T2/259 Peter Mucira Ngonjo, was slashed to death with pangas by Mau Mau terrorists. He was the third student to be killed. Lockhart, Kagumo College Journal: 24.5. 1954).

There were attacks on the College after “loyalists” Chief Wambugu and the headman started sleeping in the College for their safety. Hardly any night passed without terrorist incidents although 5 policemen had been posted to guard the chief. The Mau Mau used to hide among the students (James Githaiga: 13.12.2012).

Police ordered all European wives to occupy one bungalow which had special guards. Staff and students did nightly patrol in turns of 2 hours each. Nights were
usually a nightmare disturbed by shrieks and burning huts in the neighbouring villages with morning revealing terribly mutilated corpses. Teachers were also targeted by the attackers. On the night of 17th September 1953, 45 bullets were fired through the door of Mr. Reuben’s house and on 29th of the same month, Mr. Erastus, the Agriculture Instructor was lucky to have escaped with a shot in the thigh when 5 people were killed in a night of terror (Rev. Rev. R. Lockhart, Kagumo College Journal: 29.9.1953).

This location continues to provide more than its share of emergency incidents. An action took place today in front of the Office, across the valley. This is the fourth time such an action has taken place there in daylight. On this occasion three ‘Mau Mau’ were killed opposite us and the action continued out of sight and a further nine were killed (Rev. R. Lockhart, Kagumo College Journal: 12.4.1954).

Relief came on 12th March, 1954 when a company of Kenya African Rifles (KAR) arrived to camp in the College compound. “Their presence became a deterrent to terrorist activities in the area” (Lockhart, Kagumo College Journal: 9.3.1955).

The two years, 1953 and 1954 were perhaps the most difficult periods in the history of Kagumo TTC. During the August holidays in 1952, 16 boys could not go home while 3 students returned to the school for safety. In 1953, during the April vacation, 40 students remained in residence afraid to go home because of Mau Mau activities. In the December vacation 1953, 70 students remained in residence. This meant they had to be supervised and dining hall staff could not rest. The situation was worsened by inflation. Food prices went up with beans costing 77 shillings instead of 35 shillings a bag and the price of potatoes, which normally sold for 16 shillings per 180 lb bag, went up to cost as much as 35 shillings (Rev. Rev. R. Lockhart, Kagumo College Journal: 10.4.1954).
The Emergency created a staffing crisis as teachers were called on Emergency duty without replacement. Mr. Ress for instance, was seconded to the prison service on a 48 hour notice (Rev. Lockhart, Kagumo College Journal: 26. 5. 1954). There were only 9 qualified staff instead of the 25 recommended. These were R.G. Rev.R.Lockhart, J.F.Callander, W.H.White, J.G. Mackay, A. Frankish, M.G.P de Lany, M.C. Grounds, Mrs. Grounds, J. Heathete. On the staff were African teachers among them F. Karue, Erastus Mbugua, Reuben Magoko, M. Agik,J.M Onyango,T. Kabetu, Laurence Ochieng. The institution remained short staffed leading to Criticism Lessons being dropped. The staff had to remain on duty for 24 hours patrolling the College. This meant many off hours for the greater part of the school day (Rev. Lockhart: 4th April 1953, Kagumo College Journal). “Return to normality was noted in the emergency areas of Central Province in 1955” (EDAR, 1955:1).

The return to normality was marked by the withdrawal of KAR who had camped in the College for 11 months.

The KAR left Kagumo today. We are very sorry to see them go. Their presence was a deterrent to terrorist activities. The KAR came to us on April 16 so they have been with us for eleven months. We are again responsible for our own protection and have been refused such aids as sirens, a lamentable state of affairs. The area is better than it was, but not without incidents. At least three loyalists have been killed in the last week(Lockhart, Kagumo College Journal: 9.3.1955).

When some areas of Central Province were placed under curfew in 1956 for non-cooperation with the Government, the College was affected in that most schools in which Teaching Practice was conducted were closed. This was particularly the case for schools in Mathira Division. The headmaster in one of Kagumo’s practice
schools had his career interrupted for eight years when the British locked him in a 
detention camp (Stabler, 1969: 60).

Curfew rules curtailed freedom of movement catching teachers on the wrong side of 
the law; Messrs. Gitao, B. Kiai, Muraguri and Mureithi on a charge of breaking 
curfew laws on Saturday evening. The words of the Director of Education sum up the 
effect of the emergency crisis on education as a whole:

No account of the effect of the emergency can be complete without a 
tribute to the number of teachers who endured many hardships and 
danger to carry out their work. Mau Mau terrorists carried out 
campaigns of violence against teachers whom they saw as a symbol 
of law and order which they wished to overthrow. Many teachers 
slept not in their homes but in guard posts, bushes and elsewhere 
(EDAR, 1953: 27).

6.3 The Binns Report of 1952 and the Establishment of Delegacies

In the 1950s decade, there were three major changes in the organisation of teacher 
training. One of them was the establishment of two teacher training organisations. 
The other change was the reduction of the number of small Colleges with small 
classes and limited range of specialist staff. A third change was the amalgamation of 
small Colleges to produce larger Colleges with specialised staff.

In 1952, the Colony was visited by the Binns study group which was funded by the 
Secretary of State for Colonies and the Nuffield Foundation. It is named, the Binns 
Education Commission. The Commission was led by Binns who was the Director of 
Education for Lancashire. Other members of the Commission were B.A Fletcher, a 
professor of education in Bristol, and Miss G. William from the Colonial Office 
(EDAR, 1952: 1). The Binns Commission was to study educational policy and 
practice in British Tropical Africa.
On 22nd January 1952, the Binns Commission visited the Kagumo Teachers Training College. The team was accompanied by Mrs. Binns and Miss Muir (Rev.R.Lockhart:Kagumo College Journal: 22/1/1952 Kagumo College Journal). Among the Commission’s recommendations were those which when adapted in the education system brought radical changes. One of them was in regard to the professional training of teachers. Having noted that most training centres were little more than annexes to schools, the Commission observed that until the professional training of teachers is lifted to a new status and dignity, there would be little hope of radical changes. To achieve this, the title Training College should be used in place of training centres and those who teach in those institutions should be termed as lecturers and the persons who study there should be termed as students and the rooms should be termed lecture rooms and not classrooms (Sifuna, 1975:35).

The use of the term College had been an issue of contention earlier on. When the Mill Hill Catholic Mission started a training centre at St. Mary’s Yala in 1927, the Principal Fr. Farmer wanted it to be called College because similar institutions in England were called so and due to the fact that it had taken the name of St. Mary’s TTC, Hammersmith. A third reason was in order to differentiate it from other teacher training centres since it would recruit from above standard B. The Director of Education disallowed the use of College arguing that the appropriate name for all institutions entrance of which was lower than that of senior secondary institutions should be called schools (Karugu, 1986:104).

In December 1952, a new Education Ordinance was passed to become effective on 1st January, 1953. The 1952 Education Ordinance had given the Director of Education powers to authorize untrained persons to teach under special
circumstances. This gave a leeway for untrained teachers to be engaged. Obtaining an adequate number of candidates for teacher training centres was a problem as this depended on the number of pupils leaving secondary school having passed School Certificate Examination. This was one of the issues discussed at the 1952 Conference of all British territories in Africa. Rev. R. Lockhart attended the Conference by the Colonial Office on discussion of the Binns report at Kings College Cambridge (EDAR, 1952:1).

In his report, Binns recommended that every territory should work out a programme so that by 1955, no training centre would have a community of less than 120 and not more than this number of students. It also recommended coordination of teacher training along Institutes of Education just as in the United Kingdom. This recommendation was not implemented such that by 1956, there were 56 small teacher training centres. Despite this increase in the number of TTCs, their intake and subsequent output was relatively small as shown on table 6.1.

Table 6.1

<table>
<thead>
<tr>
<th></th>
<th>MEN</th>
<th>WOMEN</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>T4</td>
<td>315</td>
<td>185</td>
<td>500</td>
</tr>
<tr>
<td>T3</td>
<td>505</td>
<td>140</td>
<td>645</td>
</tr>
<tr>
<td>T2</td>
<td>112</td>
<td>22</td>
<td>135</td>
</tr>
<tr>
<td>KT1</td>
<td>44</td>
<td>-</td>
<td>44</td>
</tr>
<tr>
<td>TOTAL</td>
<td>976</td>
<td>347</td>
<td>1314</td>
</tr>
</tbody>
</table>

Enrolment of First Year Students, 1955. SOURCE: 1955 EDAR: 17
In 1955, there were 43 teacher training centres and by 1956, their number had grown to 52. In their part, missionaries favoured small Colleges on the grounds that this would allow individual tuition and personal contact. They were opposed to the congregating of Colleges around Siriba and Kagumo as the two were secular institutions (Education Department Triennial Survey:1958). The Commission went on to emphasize the use of activity methods in teaching which would evoke curiosity, observation leading to personal discovery and enjoyment among children. The Commission was careful to observe that the move from passive to active approaches would have to start at the teacher training level with demonstration schools (D.N.Sifuna, 1975: 35). In this respect, Kagumo TTC used Kagumo Intermediate School as the demonstration school. Teachers from the neighbouring primary schools used to converge there to be trained in new methods(Kabutha: 2.3.2013).

The Department of Education seemed hesitant to set up the Institutes giving the excuse Declaration of a state of Emergency as a hindrance. However, as Karugu(1986:178) explains, the major reason was the opposition by the Christian missionaries on grounds that Kagumo and Siriba were secular institutions. In 1955, the Department of Education revisited the idea of setting up the Institutes arguing that the teacher training institution could not meet the needs for further expansion of African education and that considerable improvement was needed on the quality of teachers who were being trained. It called for examination of the teacher training system with a view to reorganising and rationalising. Its suggested the implementation of the Binns report (Karugu 1986:179). As a follow up, Mrs. E.M. Williams was invited to Kenya from England by N. Larby the Assistant Director in charge of
African Education to give advice on reorganization of Colleges. Mrs. Williams visited 34 teacher training centres among them Kagumo.

The policy of consolidation and coordination adapted by the Government for teacher education impacted on Kagumo Teachers Training College. Coordination was at first implemented through Area Training Organizations (Karugu, 1986:163). The Conference at King’s College, Cambridge in 1952 recommended the establishment of a Delegacy to coordinate teacher training. An Eastern Delegacy was established at Kagumo in 1957 followed by a Western Delegacy at Siriba in 1959. The term Delegacy was preferred over Institute. Delegacy meant that the authority exercised by the Central Office was delegated to the new bodies to exercise it over the member Teacher Training Colleges (Karugu 1986:180).

In his report, the Director of Education stated that

The teacher training centres are administered at regional level. The Colony was divided into two areas in 1952. These were Eastern and Western and then in the former of these an area training organization known as Delegacy was established (EDAR, 1959:3).

Delegacy consisted of a council of representatives from the constituent Colleges, voluntary agencies, the inspectorate, Departmental Officers and an Academic Board. The Eastern Delegacy was responsible in 1958 for the organization of all teachers’ examinations in its area and made recommendations to the Director of Education for the award of certificates.

The boundaries of the Western area coincided with those of one single region. The Western Teacher Training Organization had its headquarters at Kisumu which served Nyanza Province while the Eastern Teacher Training Organisation served the whole of Kenya and had its headquarters in Nairobi. (Callander, 1961:62).
The names later changed to Eastern Area Training Organization and Western Area Training Organization. In his remarks the Director of Education summed up the benefits of Delegacies; “A simpler system has been put in place for coordinating activities of Teacher Training Colleges.” (EDAR, 1959:3)

Between 1957 and 1960 Kagumo was a bustle of activities of meetings, workshops, teacher Up-grader and Refreher Courses organised by the Delegacy. All these programmes were under Mr. H. A. Curtis who had arrived at Kagumo Teachers Training College on 19th August 1956 to take over the Executive post to the Delegacy (A. Frankish, Kagumo College Journal: 19th August 1956).

A look at the entries by the acting Principal Rev. Douglas Melhuish, in the Principal’s College Journal between May and September 1958 attests to this:

1st May 1958-Principal to Nairobi for first meeting of Governing Council to the Delegacy

6th May 1958-Principal to Nairobi for visit to C.I.S. RK Refreher Course

3rd June 1958-Training College Staff meeting on timetable allocation according to Academic Board of Eastern Delegacy

9th July 1958-Handing Committee of Delegacy Governing Council at Highridge

July 1958-Delegacy Education Panel at Kilimambogo

July 1958-Attended Delegacy on Religious Knowledge Panel at Kangundo

1st August 1958-Delegacy Visitors Panel meeting with CIS

16th/17th September 1958-Delegacy visit to Tumutumu College

Subject panels discussed and recommended syllabuses for adoption by Colleges.

The Eastern Area Training Organization relocated to Nairobi in 1960.
Training Delegacy moved to Nairobi (Laughton, Kagumo College Journal: 7.4.1960)

The Delegacy moved to the Special Centre which had been created by the Ministry of Education in 1957 as an offshoot of the Inspectorate. It was charged with carrying out research on primary school syllabus. It was to train College staff in the fields of Child Study and primary work.

6.4 Kagumo Teachers Training College as Centre for Diverse Teacher Education Courses

In the period covered by the study, 1944-1964, Kagumo Teachers Training College was a leading educational centre. In addition to offering pre-service teacher training course for primary school teachers during the term, a sequence of diverse courses would be mounted during the holidays. These included courses for training unqualified teachers who had no previous training, Up-grader courses for serving teachers and Refresher courses for headmasters and supervisors.

Up-Grader and Refresher Courses were short-term courses taking a period ranging from a few days to two or three weeks. The first recorded Refresher course at Kagumo Teachers Training College was in August 1946. It was for primary teachers.

Forty-four teachers attended. It is estimated that there are about 100 Primary teachers in the Colony. The course lasted until the end of the month (Rev. Lockhart, Kagumo College Journal: 20th August 1946).

The subjects handled and the lecturers involved were as shown on the table 6:2
Table 6.2  Refresher Course for Primary Teachers at Kagumo TTC, 1946

<table>
<thead>
<tr>
<th>Name</th>
<th>Lectures</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Carrey Francis</td>
<td>6</td>
<td>Arithmetic</td>
</tr>
<tr>
<td>Mr. Popkin</td>
<td>6</td>
<td>Music in Schools</td>
</tr>
<tr>
<td>Mr. Perren</td>
<td>6</td>
<td>English</td>
</tr>
<tr>
<td>Mrs. Perren</td>
<td>4</td>
<td>Learning by Doing</td>
</tr>
<tr>
<td>Mrs. Hampson</td>
<td>2</td>
<td>Geography</td>
</tr>
<tr>
<td>Mr. Greig</td>
<td>2</td>
<td>Drama in Schools</td>
</tr>
<tr>
<td>Mr. Place</td>
<td>3</td>
<td>History</td>
</tr>
</tbody>
</table>

SOURCE: Kagumo College Journal:20.8.1946

In the following year, 1947, Kagumo hosted a Refresher Course for Elementary Teachers conducted from April 15th to 24th. The personnel involved were Miss Kirk and Miss Dodds from the HeadOffice in Nairobi. In February 1948, a Refresher Course for English teachers was conducted by Mr Hornby of the Oxford University Press. It was attended by 12 European visitors and 18 Africans (Lockhart, Kagumo College Journal:16.2.1948)

There is evidence of Kagumo Teachers Training College having hosted Refresher Courses for Secondary school teachers. From August 24th to September 24th 1949, there was a course for secondary teachers. It was attended by 8 teachers of T1 grade and 69 of T2 grade. The cost to those attending the Up-grader course was 7 shillings. It was voted to have been a great success. The Director of Education addressed the course. The British Council through Mr. Chisholm provided film shows. In 1957, a Refresher Course in the teaching of English was conducted from 1st to 6th April. Mr Curtis was responsible for making arrangements. It was attended by 18 KT1
students, 27 visitors and Kagumo staff. The lecturers were Mr. Illdall and Mr. Perrens, both visiting lecturers (Laughton, Kagumo College Journal 1.2.1957).

An Up-grader course for teachers was held in 1959.

A short course will be held from 4th - 8th September. T3 /T2 course will consist of written examination in English, Maths, Intelligence test, Oral Examination in English, Blackboard test and Practice teaching (KNA/AV/12/86 Ref 6/11/59).

For one to qualify for the course, the person must have completed one year probationary T2 teaching. Selection for entry was on the basis of KAPE examination certificate. Students were drawn from CCM Nyeri, AC Kahuhia, CCM Embu, CSM Tumutumu, AAC Kahuhia, DEB, Embu, DEB Fort Hall and DEB Nyeri (KNA/AV/2/86: 1958). Another course which was conducted at Kagumo Teachers Training College was Instructor Upgrading course. The subjects included in this course consisted of woodwork, technical drawing, blackboard drawing, care of workshop tools, demonstration lesson, oral English. Practical test would be conducted whereby the candidate would demonstrate his ability in teaching, Oral English and maintenance of workshop tools (KNA/45/1/18/138:1959).

In the period 1956 to 1960 Upgrader courses involved the following subject groupings; 1. Practical teaching. 2. Academic knowledge; vernacular, social studies, rural science and religious knowledge 3. Practical Subjects; Art, handicraft, music, PE, home craft and practical agriculture 4. Special Aptitude (AV/12/86:6.11.59).

Kagumo Teachers Training College was renowned for Handicraft Teacher Courses with products being displayed in the Shows. On 29th September 1949 Kagumo took exhibits to the Nakuru show. The Carpentry teacher Reuben Magoko took items for exhibition in the Industries Fair, held in October 1949 in Nairobi, in which Kagumo did well. The Principal could proudly report in the Kagumo College Journal;
We got two firsts and three seconds. First for sign writing and for a collapsible table. Three seconds for spinning, mats or suitcase (Rev. Rev. R. Lockhart, Kagumo College Journal: 4.4.1949).

The training of teachers in Handicraft had been started in Embu in 1951 whereby 18 students had been recruited for a one-year course. These students had been recruited from trade schools while others were T4. (EDAR, 1952:33). The course was transferred to Kagumo Teachers Training College in 1953 where it took 2-years. The Handicraft Course had been put in place to meet the needs of the Intermediate school system which needed staff for the practical subjects of Agriculture, Homecraft and Handicraft. In 1959, the single stream T2 class at Kagumo could not meet the demand for handicraft T2 teachers in the expanding Intermediate school system. As a result, proposal for 3 stream T3/T2 handicraft grading course was made (AV/12/86 Ref. No.I23/111/88, 9.5. 1959).

Charles Karuri Mbutu, an informant to this study was one such Handicraft student. He was in Kagumo in 1957 and 1958. He had completed a two year’s course at Kabete Technical and Trades school in 1956 before joining Kagumo TTC in 1957. He explained;


Kagumo was not the only College where teachers to man the intermediate level were trained as a special two-year course was given at Siriba for teachers training in Handicraft and Domestic Science. They were awarded T2. At Thogoto, a one-year course was conducted for T3 teachers of agriculture to teach in Intermediate Schools (Triennial Survey, 1961-63).
The rural training centre at Thogoto was providing 25 teachers annually. For the training of teachers in handicraft, a special 1 year course was conducted at Government African School Embu (EDAR:1952).

Trainees for T2 Handicraft course at Kagumo Teachers Training College were recruited from the Eastern Delegacy. The Eastern Delegacy had nine areas with Intermediate Schools. These were Nyeri, Fort Hall, Embu, Meru/ Nanyuki, Kiambu, Murang’a, Nairobi/Machakos, Coast Province and Rift Valley. Hence teachers from the Eastern Training Colleges Delegacy would converge at Kagumo Teachers Training College for up-grader courses. Initially, Handicraft students were recruited from Trades School, but later candidates for handicraft training were T3 teachers who had left College and T3 teachers who were in the service.

The possibility of recruiting failed School Certificate boys was considered. Plans were also made for a 2-year T4 course for homecraft teachers for Intermediate Schools. (EDAR, 1952:32). P3 had taught for several years as UT before entering College (Education Department Triennial Survey: 1958-60).

Candidates took entrance tests in English comprehension and mathematics. Reports on potential trainees were drawn from Principals of Training Colleges and DEOs.

The instructors for Handicraft had received their training at Kabete and Thika. At Kagumo Teachers Training College, these were Reuben Magoko, Erastus Mbugua and Karue. Recruiting of African tutors was seen as an advantage because it was cheaper than recruiting instructors from the UK.

In his correspondence with the Director, Frankish the PEO, described Handicraft Course as having been the liveliest aspect of Kagumo(9.5.1959.123/111/88). Selection for Handicraft Upgrading T1, T2 and T3 courses at Kagumo Teachers Training College was done by the College Principal to whom all applications and correspondences in this regard would be addressed. These
were holiday courses. The students were required to pay 5 shillings, bring books in which lesson had been prepared while free accommodation was provided by the College. (KNA/15/A/129:19th Nov 1959). Recruitment of handicraft teachers for Kagumo Teachers Training College comprised a single stream each for T1, T2 and T3.

In a Correspondence between Laughton the Principal and the PEO Nyeri concerning the T2 handicraft up-grading Course it was clear that:

The kind of handicraft taught depended on area of origin, district and province, giving due regard to materials available, existing workshop and accommodation. A fund of 80 pounds was availed for handicraft in Intermediate School. Distant supply scheme was to be made use of (KNA/AV/186: 21/7/1959).

Although the Handicraft Course taught at Kagumo Teachers Training College was popular it was not rated highly in the schools. After their posting, the handicraft teachers would meet with opposition. In appraising them Laughton remarked that; “they reverted to ropes and spoons at Standards IV and V levels and to wood butchery in Standard VII and VIII.” (AV/12/186. Ref. No.6/6/147/59: 21/7/1959). In the Supervisor’s report, it was pointed out that the programme was more satisfactorily carried out by Instructors from Thika and Kabete than T2 handicraft from Kagumo Teachers Training College. The Supervisor went on to explain that the Handicraft teachers trained at Kagumo Teachers Training College had a wide range of ideas but they get lost when it came to deciding subjects to be taken. They made too many requests that were impracticable and failed badly in anything to do with carpentry (KNA EDAR 8.7.1959). As if to confirm this in a correspondence with the PEO in Nyeri, the Principal of Kagumo underpinned the need to follow up teachers after they completed the handicraft course in order to give them guidance
and direction within the first two years after training (AV/12/186. Ref. 6/6/147/59). It was not a surprise that the Handicraft Course was dropped in 1961. In the new educational programme put in place in the 1960s that saw the phasing out of T3, the handicraft teacher had no place. Thus, the handicraft up-grading course ended in 1961 (AV/12/88 Kagumo College General). The output from Kagumo Teachers Training College could not meet the expanding needs of the Intermediate school system for Intermediate teachers. And by the time the Intermediate system was abandoned in the government was still grappling with the problem of how to accommodate more recruits to the course.

The role of Kagumo Teachers College as a centre for Teacher up-grader courses was enhanced following the establishment of Delegacies in 1957. Kagumo Teachers Training College thus played the role of providing a centre for improvement of primary teacher education. This was the case throughout the period covered by the study, only registering a lull in the Second World War years and in the Emergency period.

6.5 Life at Kagumo TTC, 1944-1964

Kagumo Teachers Training College was unique in many ways. Unlike other teacher training centres which were under the missions, Kagumo was non-sectarian and had no church affiliations. However, being a clergy man, the principal Rev. Rev. R. Lockhart conducted morning prayers which were compulsory for all, whether it rained or not (Barnard Muindi: 30.10.2010). Another informant agrees with this
The Principal preached every Sunday in an open hall and attendance was for all students both in the teacher training and the school (Kagume: 2.10.2010).

The Anglican Church had pastoral oversight of the College as can be deduced from the frequent mention of Bishop Obadiah Kariuki’s visits to Kagumo to conduct confirmation services. An example is 22nd November, 1961 when Bishop Obadiah Kariuki conducted confirmation service(Kagumo College Journal: 22.11.1961).

While the school had been started for Councils of Central Province, Kagumo became national after becoming a College. There were 50 students in two classes each with 25 students who came from all over Kenya (Erastus Gitonga Nguyo: 28.11.2012). Ex-Kagumo students exhibit strong nostalgic feelings when describing their days in Kagumo. The College was the pride of Kenya and gaining entry there was prestigious. The students enjoyed more amenities than their counterparts in mission training centres. Kagumo College students paid no fees. Clothing, boarding and transport were paid for by the Government. They received blankets, pillows, cutlery and crockery.

The uniform comprised Americani shirt, khaki coat and shorts, blue jumper, a tie and black stockings (Stabler, 1969: 60). The shirt bore brand name ‘Stockport’ and had a black and red stripe on the left hand pocket. Black was on the left and red on the right. We bought shoes for ourselves (Erastus Gitonga Nguyo: 28.11.2012).
Life at Kagumo Teachers Training College was vibrant in the area of extra-curricular activities. Athletics and Ball games competitions were very common as Kagumo Teachers Training College had no dearth for playing fields boasting the best play fields in the area (Stabler 1969:60). It played spirited football matches against teams from Railways and Telegraphs Training School, Police Training School, Karatina Vegetable Factory, Kigari, Kahuhia and others. On 8th July 1961 Kagumo TTC played soccer against Railway Training College and Rugby against Strathmore and won 11-3 (Kagumo College Journal). Games were compulsory. In addition to P.E. there were indoor games of squash, table tennis and badminton.

I was very good in badminton (Erastus Gitonga Nguyo: 28.11.2012).

Another former student stated; “I used to throw javelin and I was a high jumper” (Rev. Barnard Muindi: 30.10.2012).
Inter-house matches were organised for the four houses which were Washington, Krapf, Aggrey and Wilberforce. This helped in building formidable teams. Kagumo would easily emerge the winner in competitions as one informant recalls; “Kagumo outshone other institutions in co-curricular activities” (Mary Karuri: 16.12.2015).

High profile personalities paid visits to the College. On 18th May 1957, Mr. Bob Matthias, the American athlete and Olympic games Decathlon champion gave demonstrations and coached students and schoolboys, visiting parties from European Primary School, Police, Army units, Kangaru and Meru schools and other individuals and divisions. This resulted in a very successful Athletic Sports day held on 21st July in which several records were broken (Frankish, Kagumo College Journal: 21.7.1957).

From 22nd to 26th July 1957, the College was honoured by the visit of former United States Olympic Champion, Mr. Mal Whitefield. He coached the teams and the result was the breaking of ten records on 27th July during the Annual Sports Day (Lockhart, Kagumo College Journal: 27.7.1957).

The students got all round training. Practical agriculture was an integral part of the College curriculum. Lockhart was in charge of this subject. The Principal acknowledged that there was no difficulty in getting the ex-secondary students to do agriculture. In his daily entries, Lockhart wrote:

Some of the best work done in the year was in practical agriculture. Tomatoes have been a great success. Each plot was one tenth of an acre in which one quarter was devoted to vegetables, and one third to tomatoes. We had ten students. The amount paid to the students was 177 shillings. Agik received 44, Atudo 33, Cheruiyot 23 and Kamau 22. These were considerable amounts as a labourer’s pay per month averages to 14 shillings (Lockhart, Kagumo College Journal: 22nd November, 1945).
There was a prefect system in Kagumo Teachers Training College as informants recall; Leonard Kibenge and Charles Maina were house prefects in 1952. Maina was in Krapf house (Gerald Muguiyi: 11. 12. 2012). Prefects were elected by students. They assisted the staff in administering the College. They exercised relatively high authority as attested by a former student;

I was the kitchenstore controller. Even the workers feared and respected me as I was the one who kept the kitchen key for the three wings of Kagumo, controlling the rations for primary, secondary and College. I measured out foodstuffs to the cooks (Erastus Gitonga: 28.11.2015).

The students were subjected to strict rules of discipline. Gerald Muguiyi recalled,

Discipline was militaristic. We rose up at six to do cleaning of dormitories, classrooms and the grounds. The Principal would go round inspecting the dormitories awarding points against the colour symbols of the dormitories. Red was for Wilberforce, yellow for Aggrey, green for Krapf and blue for Washington. At the end of the year the winning dormitory would receive awards (Gerald Muguiyi: 12.2012).

Another informant, Peter Goko concurs and observes that discipline exercised in Kagumo laid a strong foundation for the future of the students in self-discipline.

The Principal inspected cleanliness in the dormitories every morning before classes started. He would use his finger to check for dust. A prize would be awarded to the cleanest dormitory on Saturday (Peter Goko: 5.11.2015).

Some discipline matters such as fighting and theft could lead to expulsion;

One pupil Josephat Giciriro refused to take a beating for stealing a pair of shoes. He ran away. The boy was willing to come back but the Principal gave the condition that he would be taken back provided he took the punishment” (KNA.11/S/11/134/4.1.1946).

Three students were expelled for fighting following tribal disturbances which arose among the students.
It seems to be a case of Luo versus Baluhyia and others. There were 18 Luos in an enrolment of 56. Three Luos threatened death to a Maragoli Prefect and one of them who produced an open knife has left the institution (Lockhart, Kagumo College Journal: 26.3.1947).

For expulsion, the Principal had to seek the approval of the Director of Education

The matter has been reported to the Director. The Director has approved the expulsion of three students mentioned above. The fifteen Luos have signed a letter of apology. The Director is completely satisfied with our handling of the situation (Lockhart, Kagumo College Journal: 10.4.2012).

When the Education Ordinance of 1952 came into effect on 1st January 1953, it brought change in the management of Kagumo TTC. It gave effect to the recommendation of the Beecher Committee and replaced the Education Ordinance Cap 90 and the DEB Ordinance Cap 91. The Ordinance part vi to ix dealt with the establishment of School Committees and Boards of Governors for aided and Government schools. The Principal of Kagumo TTC, Douglas Melhuish attended a meeting in which Principals and headmasters were inducted to the new management system: “Meeting in Nairobi of heads of institutions to hear plans for Boards of Governors and new accounting arrangements” (Melhuish, Kagumo College Journal: 18.6.1958)

Thus, the management of the College passed on to the Board of Governors. Its members were Brig P.M. Hughes, Rev I. Dougal, A. Karanja, Rev. J.R. Barra, and E.F. Wainwright. On its part, the Kagumo Intermediate School was managed by DEB. “The Intermediate School has been transferred to the D.E.B. management but standard IV and Forms I and II remain at Kagumo as boarders” (Frankish, Kagumo College Journal: 13.2.1956).

Some members on the Kagumo College staff were seconded to the DEB among them Manasseh Waibochi who became the first headmaster of the Kagumo DEB.
school and Mr. Muriithi. “The first meetings of the Boards of Governors for primary school and College simultaneously” (W. L. Laughton, Kagumo College Journal 8.4.59). The School Committee chairman was Chief Wambugu Mathangani. (I.W. Kabutha:2.3.2013).

Visits from time to time by very eminent persons to Kagumo demonstrate the high regard with which the institution was held. Students received exposure talks which motivated them to work hard. Mr. Jatham from the British Council on 28th October, 1956 visited and gave a lecture to the students on Government and Education in Britain. Another visit was on July 13th 1957 by Mr. Graham Hyslop, Colony Music and Drama Officer, who addressed the College and the School. Mr. A. Ross, British Council Representative gave a two-day course on 6th and 7th June, 1956 to second-year students on “Education in England”. On July 3rd 1956, the College received a visit by Mrs. Williams the Principal of Whitelands College in London and Mr. Jackman, the acting Chief Inspector of Schools (A. Frankish, Kagumo College Journal: 18.7.1956). Mr. Coutts, the Minister for Education, Lands and Labour was in Kagumo for a Conference of Principals of Teacher Training centres, Supervisors and DEOs (Frankish, Kagumo College Journal: 2.5.1955). Students performed “Androcles and the Lion” on 28th and 29th July, 1961 while a party of students visited Alliance High School to watch “Julius Ceaser”.

At an altitude of 5,600 feet on the spine of a ridge on the foothills of the Aberdares and within view of Mt. Kenya, Kagumo Teachers College experiences a season of dreary cold weather when temperatures dropped to 10° and rain pounds for several weeks continuously. Although the European tutors regarded this as blessed cool weather, it explains why the College community was chronically ‘under the
weather’. Both local and expatriate staff frequently missed out on daily activities due to illness.

This section on life at Kagumo Teachers Training College 1944-1964 portrayed, giving evidence, an enabling environment for all round student-teacher development.

6.6 The College Curriculum

Perhaps nobody captures the difficult task the Kagumo Teachers Training College had in producing qualified teachers with so much clarity as does E. Stabler.

It would be difficult to find any institution that has operated under greater handicaps than the TTC in East Africa. Its P3s have failed to get a secondary school and its P2 had not completed secondary school and P1s were not selected for Form V (Stabler, 1969: 58).

The College had the dual task of providing professional training and raising the academic levels of the students. This was a recipe of an overcrowded curriculum. The Principal listed seventeen subjects taken by the trainee students over the two-year course. All subjects taught in the primary school were included. In addition to primary school subjects, there were other subjects such as blackboard writing and principles of education. Mathematics, English and Agriculture took one third of class time of the two-year period. The idea was to raise the academic standards of the teacher trainees. The analysis of subject and time allocation per week was as shown on table.
Table 6.3  Kagumo Teachers Training College Timetable, 1944

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TIME IN MINUTES</th>
<th>SUBJECT</th>
<th>TIME IN MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Education</td>
<td>90</td>
<td>Mathematics</td>
<td>225</td>
</tr>
<tr>
<td>Organisation</td>
<td>90</td>
<td>Geography</td>
<td>90</td>
</tr>
<tr>
<td>Method</td>
<td>90</td>
<td>History</td>
<td>90</td>
</tr>
<tr>
<td>Blackboard Work</td>
<td>90</td>
<td>Hygiene &amp; Physiology</td>
<td>45</td>
</tr>
<tr>
<td>Demonstration/Criticism</td>
<td>180</td>
<td>Social Studies Nature Study</td>
<td>45</td>
</tr>
<tr>
<td>Religion</td>
<td>90</td>
<td>Agriculture</td>
<td>270</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Training</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Training</td>
<td>125</td>
</tr>
<tr>
<td>Swahili</td>
<td>90</td>
<td>Carpentry</td>
<td>135</td>
</tr>
</tbody>
</table>

SOURCE: Kagumo College Journal: 1st February 1944

The curriculum for teachers’ course at Kagumo Teachers Training College did not change much over the period covered by the study. When Kagumo Teachers Training College was upgraded to traiteachers at KT1 level in 1951, the same subjects were offered. Subjects on the curriculum were seventeen. These were Principles of Education, Teaching Methods, Practical Teaching, Blackboard work, Religious Knowledge, Social Studies, Physiology & Hygiene, Physical Training,
Art, Nature Study, Geography, English, Swahili, Maths, Handicraft, Agriculture and History (KNA/B899/IV/234)

The total instruction took 2060 minutes and opening religious exercises a further 100 minutes (Kagumo College Journal, 1.2.1944).

In Kagumo Teachers Training College, E. Stabler observed a timetable representing seventeen subjects taken over the two-year course.

All subjects taught in the primary school are included and in each, two thirds of the time is devoted to improving the student’s academic background and one third to methods and materials. In addition to the primary syllabus subjects, the curriculum included education, blackboard writing and English Methods. English and Mathematics took 30 per cent of the training time in College. The core of the curriculum is English, Elementary Mathematics, General Science, Hygiene, History, Geography all of them studied to standard beyond what the student was required to teach. In addition, the student should engage in Art and Crafts, Music and Physical Education (Castle, 1966:174).

In Kagumo Teachers Training College, there were 43 periods of 45 minutes each. Each staff took 30 periods per week. This was far beyond what was required for training staff. It did not allow for furlough relief for the European staff. Teaching practice supervision was a whole time job whereby 25 students would be in 25 separate classrooms in 4 or more schools. Teaching Practice was a central part of teacher training. It was programmed for one week in the first term of the first year and three weeks in the first term of the second year. The first 10 days of the term would be spent in preparation for this. Students would be divided in three groups and posted to Tumutumu, Kagumo and Consolata supervised by the tutors (Lockhart, Kagumo College Journal: 18.1.1946).
Later, in the 1940s and 1950s, students were being posted farther to as far as Embu and Fort Hall (Murang’a) for teaching practice.

In the 1950s and 1960s, students were being posted to the nearby schools for three weeks where they resided, in the teachers houses in the primary schools. The schools could be as far flung as 30 miles away from the College, making the daily supervision by the Kagumo staff a very rigorous and onerous exercise. The staff would supervise 6 lessons or more per day. “Since every lesson had to be corrected before being taught and discussed in the afternoon or evening, to see 6 classes in a day was full day work for 1 staff and to see 25 classes was full-day for 4”(Lockhart, Kagumo College Journal: 18.7.1950).

In their final assessment, the second-year students would be involved in a week of external assessment. They were organised in groups of three and examined by external supervisors. Stabler vividly captures the exercise;

> Once a year the Ministry sent a panel of assessors composed of inspectors, tutors from other Colleges and ministry officialsto examine Kagumo students’ performance while on teaching practice. After two days of examining the students the team returned to the College for an afternoon with the Kagumo staff. Seated around native wood tables they compared the grades. The highest grade was B- and only one student achieved that distinction. On the other hand, no one failed. Majority got C. The dialogue between examiners and staff was friendly with the chief inspectors steering the discussion towards generalizations on the students teaching performance. These ranged from comments on the use of the blackboard to a plea that if judgement and critical thinking were to be nurtured in Kenya schools, they would have to take root in the training Colleges. (Stabler, 1969: 66-69).

The general practice is to provide four blocks of teaching practice, three weeks at a time in the third, fourth, fifth and sixth term. In the final term, teaching practice is onerous as there are final examinations(Ominde Commission Report, 1964). One of the most needed reforms in the years immediately preceding political Independence
was in the overcrowded curriculum which marred teacher education with superficiality (Castle, 1966: 174).

English being the Medium of instruction in the College, and being a foreign language, was taught by a specialist. However, for the first five years in the history of the College, three fourths of the College work was not examined. Only methods and management were examinable. The Principal had appealed that, “All subjects should have the dignity of a written examination” (Lockhart: 22.11.1945: Kagumo College Journal). It was not until 1949 when the first English paper was written (Lockhart, Kagumo College Journal: 7.2.1949).

When the Kenya Institute of Education (KIE) was established in 1964, it was charged with among other functions, revising course content, preparing curriculum materials and coordinating programmes particularly in teacher education. Since then, the College curriculum has undergone reforms.

6.7 Relocation of the Secondary and the Primary School Wings

By 1948, Kagumo had become a complex education centre comprising a Primary Teachers Training College and a secondary school wing. The secondary school which had been started in January 1947 was three streamed from standard VI to Form 2 with a single Form 3 and a single Form 4. The Director of Education outlined the plans for the development of Kagumo Teachers Training College in which he made it clear that concentration of a high number of courses in one institution was desirable as it was economical in utilization of staff and resources.

Under the Development Committee Report the present standard VI will be absorbed by the primary school, the secondary shall develop a three stream 4-year secondary school of 12 classes of 360 students in addition to the 60 students training at primary teachers’ centre (KNA 2429/2/6/32).
By 1958, ten years later, the need to decongest Kagumo had become pressing resulting in the relocation of the school sections. The first one to be relocated was the Intermediate School which was placed under the DEB management in 1956 and transferred to Kiambuiri. The relocation of the secondary school to Kirichu near Kiganjo was to follow in 1960;

The College has continued to co-exist with the school which hopes to move to the Kiganjo site next year. This will release a number of staff houses and allow expansion in numbers (EDAR, 1959).

It was considered expedient to relocate the secondary school to a separate site so as to give room for the expansion of teacher training. The relocation of the school to a separate site would avail workshops, art rooms and classrooms. In explaining why the primary school and the secondary school had to be relocated, Rev. Kagume summed it upsaying that;

The two wings were transferred in order to give prominence to teacher training. Rev. Melhuish of the CMS moved with the school to Kiganjo in 1961 and it became Kagumo High School (Kagume: 2.10.2010).

Another informant agreed with him and explained further:

When the Secondary school and the TTC were established, they came to occupy the primary school buildings. The complex had three schools which needed to be separated in order for each of them to grow. According to the Beecher report, all primary schools had to start from standard one. In 1957, Kagumo Primary School moved to its own site as an Intermediate School with standard 5 to 8 classes. It had two buildings; one housed the administration Office with two classrooms on either side and the other housed a homescience and craft workshop. Manasseh Waibochi was the first headmaster. Lower primary classes came to be established later on, in the 1960s. (Wahome Gichangi: 16.10.2015).
The College used the primary school as a model school: “Demonstration of lessons was carried out in Kagumo Primary which came to be named Kiambuiri Primary School” (Lawrence Oyaya:14.10.2012).

The departure of the secondary school was heralded by the separation of the secondary school and the College staff at the end of third term in 1957. This is captured by the entry in the diary by the Principal:

Full staff meeting in which staff divided between school and College with Melhuish taking charge of the school (W.L. Laughton, Kagumo College Journal: 6.12.1957).

When the College opened in January 1958, the staffing was for two separate institutions under two heads. The College Principal was Laughton and the staff comprised Laughton, Miller, J. Cawley, W. Sommerville, S. Stokoe, R. Laudry, P. N. Morgan, A. Otieno, B. Kiai, B. Mubea, E. Gichuhi, Ndegwa (W. L. Laughton, Kagumo College Journal: 8.1.1958).

The school Headmaster was Rev. D. Melhuish and the staff comprised J. Nelis, Mrs. Nelis, K. W. Penn, J. Robinson, G. Serth, Mrs. Corcoron, Nyamu, Gachukia, Muriithi, Reuben and Gatere. (W. L. Laughton, Kagumo College Journal: 1958). This was followed by the establishment of Boards of Governors for the two different wings in accordance with the 1952 Ordinance that had become operational on 1st January 1953. The Principal attended a meeting of heads of institutions to hear plans for Board of governors (W. L. Laughton, Kagumo College Journal: 18.6.1958). On 28th April 1959, the first separate meetings of Boards of Governors for the School and the College were held simultaneously.
The Principal in the company of the PEO visited new site for secondary school at Kiganjo on 27th May 1958. This was followed by inspection of the site by the Health Officer on 28th and by the District Officer on 29th 1958 (W.L. Laughton, Kagumo May College Journal 29. 5.1958). Thereafter, construction started at the Kiganjo site. Land for construction of the secondary school at Kiganjo was acquired from Chief Wambugu Muigua appearing in the photo in Plate 6.7

Plate 6.2 Chief Wambugu Muigua and family

Children Left to Right-Mureithi Wambugu, Warigia Wambugu, Wanjiku Wambugu, Gitonga Wambugu.

Sitted Left to Right- Wanjiku Ndirangu, Thunguri Wambugu, Wambugu Muigua (Chief), Harun Muiga.
After schools closed for the April holidays on 24th March 1960, Kagumo Secondary School would open at the new site at Kiganjo while the College would be in the old site at Gatitu. Relocation to Kiganjo began on 1st April, 1960 (Simon Ndirangu9.10.2012). This is corroborated by entries in the Annual Report. “The school took its departure from Kagumo College site to the new site at Kiganjo during Easter holidays”(EDAR, Annual Report: 1960).

Rev. Douglas Melhuish moved from Kagumo Teachers Training College to Kiganjo on 21st April, 1960 as the Headmaster of Kagumo High School. Melhuish was a CMS clergyman. He had arrived at Kagumo Teachers Training College from the UK on first appointment on 8th April, 1953 (Rev. R. Lockhart, Kagumo College Journal: 8.4.1954). Rev. Melhuish’s ability as an administrator was well proven as he had acted as both the School Head and the College Principal in the span of six months from 31st March to 1st October 1958, when Mr. Laughton, the Principal, had taken leave. The Kagumo ex-students remember him fondly by his nickname ‘Gathee’. They go on to explain that Melhuish never had a wife and his bachelorhood earned him the nickname. Like Rev. R. Lockhart before him, being a clergyman, Rev. Melhuish doubled up as the headmaster and the reverend, conducting worship services in the School (Dr. Ndungu Mwaniki: 26.12.2012). His imposing figure, donning academic attire, is captured in the picture that is displayed in the Kagumo High School Headmaster’s office and shown below.
The specific dates of the relocation of some of the teachers from Kagumo Teachers Training College to Kiganjo have been: Vincent on 12.4.60, Curtis on 13.4.60, Maina on 14.4.60, Ndungu and Githuku on 19.4.60. (W.H. Laughton, Kagumo College Journal: 21.4.1960)

Besides retaining the name Kagumo and moving with it to Kiganjo, the School retained the traditions of Kagumo Teachers Training College. This includes the four house names of Krapf, Aggrey, Wilberforce and Washington and their colour
symbols. Yellow Aggrey, green for Krapf, blue for Washington, and orange for Wilberforce The Stockport emblem on the uniform shirt pocket of black and red stripes was also retained. (Walter K. Kubai: 12.12.2015). These colours are embodied on the Kagumo logo.

The Principal and some staff of the High School continued to use two houses at Kagumo Teachers Training College from where they commuted daily. Before its own facilities were established, the High School continued to use laboratories at the College (Education Annual Report, 1960). With the departure of the School, the College was able to increase its intake and output of teachers. Plans were made for Kagumo Teachers Training College to have a three streamed course in order to treble the annual trained teacher output. Recruitment was done at the end of 1959 such that 1960 was the pre-College year in readiness for students to go into residence in 1961 (KNA /AV/12/86 File No.9/18/2. Vol. II/159:15th May, 1959).

Principal to Nairobi for selection meeting. This was selection of students to make up to 3 classes. We shall now commence to recruit for 1961 (Laughton, Kagumo College Journal: 16.3.1960)

6.8 Kagumo Teachers Training College 1960-1964
At Independence in 1963, the country found itself with a shortage of highly skilled manpower to run the economy. This situation was applicable to the teaching profession as Independent Kenya had inherited an education system with underdeveloped teaching profession lacking in both quality and quantity (Shawano 1993:196). As if to aggravate the matter, at a time when primary education was undergoing unprecedented expansion, the teaching profession became a major reservoir for public and private recruitment to staff positions which were being
localised. Hence, the problem involved in producing a corresponding supply of trained teachers assumed breath-taking proportions (Castle, 1966:162).

In the ten years following the Beecher Report, Kenya had made great strides in expansion of primary teacher training. Enrolment into teacher training centres had more than doubled. In 1959, a total of 3667 teachers were in training compared with 1046 in 1949. As of 1960, teacher training was conducted on two levels. There was one level for teachers who had completed 8 years of education and another one for those who had completed secondary education. T3 teachers had completed 8 years of education and 2 years of professional training in the 40 TTCs. However, few candidates met the minimum requirements to qualify for enrolment for KT1 training:


At the end of 1962, 6418 untrained teachers were serving in the schools. Of these 1642 lacked training and KPE certificate which meant that 2 out of a staff of 7 in a school were untrained.

In 1962 as the term began for 1st year KT1 on March 1st, only 51 students were present at 8.15 a.m. 120 candidates had expressed their wish to join Kagumo but recruitment for KT1 Course ended with a figure of 63 only. Of these, 31 had passed CSC and 32 had failed or obtained a General Certificate Examination (Popkin, Kagumo College Journal: 1.3.1962).

The departure of the secondary school in 1960 allowed for consolidation of Kagumo Teacher Training College into one of the biggest Teacher Training Colleges in Kenya. It came to house other teacher education activities. Kagumo Teachers Training College became famous for English Medium courses, New
Primary Approach induction courses, Handicraft courses, Localisation courses among others (Stabler, 1969:44).

The relocation of the secondary school which began on 1st April 1960 was only one of the departures. Another significant departure was that of the Eastern Training Delegacy to Nairobi on 7th April 1960 (Kagumo College Journal 7.4.1960). On 2nd April 1961, the Principal, Mr. Laughton left Kagumo Teachers Training College for leave pending retirement, having handed over to S.R. Stokoe who in turn handed over to M.J. Popkin the Principal designate on 14th April. The total enrolment was 223. In 1962, the college was understaffed by 5 staff as Expatriate staff took their biannual leave (EDAR: 1962). Notably Mrs. J. Clarke, the secretary and Mrs. Corcoran a teacher left Kagumo Teachers Training College.

Kagumo Teachers Training College played a pivotal role in ushering innovations in the curriculum and primary school teaching methods by housing English Medium courses. The English Medium Courses can be traced to the Binns Education Commission report in 1952. This was followed by the First Teacher Education Conference held on 27th -30th August 1956 in Nairobi. The Conference was chaired by Mrs. E.M. Williams, the Principal of Whitelands College in United Kingdom who had been invited to Kenya to give advice on reorganization of teacher training. The Binns Commission had advocated pupil-centred teaching approaches as opposed to teacher-dominated approaches. Those approaches were reiterated by the 1956 Conference which called for revolution in primary teaching methods (Eshiwani, 1993: 160).

The Conference highlighted and underpinned the need for teachers to be given a type of education that would enable them to awaken the interest of children in the
environment. In her address, Mrs. E.M. Williams, was particularly critical of College teaching methods because they concentrated on techniques of instruction and gave little attention to children’s development and learning capacity (Sifuna, 1975: 36).

It was the sense of dissatisfaction that grew over the examination performance of Asian and African children in the mid-1950s which led to the start of the revolution in the teaching approach in primary education known as English Medium and New Primary Approach (NPA). Revolution implied a complete break with the traditional practices and introducing group teaching through activity methods. Asian pupils were noted to have had grave weakness in their use of English as English was not used as a language of instruction until the fifth year. At the end of primary and secondary school examinations, the weakness manifested itself. A Special Centre was established in 1957 by the Ministry of Education. It was charged with reorganising instructional methods in English. With a grant of £7,190 from the Ford Foundation, printing equipment, tape recorders and additional staff were provided which resulted in a new English programme with modern educational practice. In 1961, the Peak Series was released for use in Asian schools. Following a second grant by the Ford Foundation Oxford published a coursebook for African primary schools. This was the precursor of the New Peak Series which Arnold Curtis adapted from Peak Series (Stabler, 1969: 42). By 1963, training Colleges were including New Peak as part of the training of lower primary teachers.

Kagumo Teachers Training College became a centre of training teachers for the English Medium programme. Training courses for teachers, headmasters, supervisors and Education Officers were mounted. The courses for teachers lasted for a week. As a result, Nyeri County became an area of rapid
development in English Medium. The programme was under the supervision of Millo Shaw, a Canadian tutor on the staff of Kagumo TTC. In a period of two years, English Medium Classes increased from 4 in 1962 to 199 in 1964. This trend continued such that by 1966, 95 per cent of Standard I’s in Nyeri County were English Medium classes as a result of training of teachers done at Kagumo Teachers Training College (Stabler, 1969:44).

What had started as an experiment had proved to be a success. Kagumo TTC received a special grant from the Regional Education Board towards training English Medium Teachers. Shown below are entries by Kagumo TTC Principal in the College Journal on English Medium Teacher In-service Courses held at Kagumo Teachers Training College in 1963:

i. 14th-24th January.
ii. 27th-31st January
iii. 24th-28th February
iv. 3rd-6th December

The success of English Medium programme is attested by the work which was done by Mr. Moffat, a tutor at Kagumo Teachers Training College. He took three standard one classes from the local primary schools and taught them entirely in the Medium of English. Credit for the rapid development of English Medium in Nyeri also goes to Mr. J.J. Gillespie a supernumerary staff for English Medium at Kagumo Teachers Training College. He was on a 2-years contract which ended on 30th June 1964.

In spite of its fervent growth, English Medium programme faced a number of challenges which saw it give way to New Primary Approach (NPA) in 1965. NPA brought in new teaching approaches marking a shift from drill and rote-learning to
activity oriented methods. When the New Primary Approach was launched English became the Medium of instruction.

NPA involved structuring of the first three years of primary school by introducing the use of groupwork and creative activities. Funded by the Ford Foundation, the Special Centre developed NPA curricular materials. These were tried out at Kagumo Teachers Training College using Kagumo Primary School. The Foundation funded a study by Marxius Hutasoit, the Deputy Minister for Planning in Indonesia and Clifford H. Practor, a professor of English in the University of California to evaluate NPA in 1965. They were greatly impressed and commended the NPA programme.

Kenya’s P3 teachers appear to have proven that teachers with only a limited general education can be trained to adopt successfully techniques based on modern education concepts (Stabler, 1969:56).

Kagumo pioneered the NPA programme with Kagumo Primary School becoming a model NPA centre where trainee teachers and serving teachers converged for demonstration sessions. This is where new curriculum materials were tested. A professor of education from Makerere made a visit and had this to say in regard to NPA programmes at Kagumo Teachers Training College;

The teacher was not highly qualified but very much alive and specially trained in English Medium at Kagumo Training College nearby; the children have been learning English for six months. Everyone in the room seemed to be engaged. I have seldom seen children eager to talk, learn and think (Stabler 1969: 47).

The Ominde Commission in 1964 hailed the NPA as having proved to be a success in the experimental stage. However, as it continued to spread rapidly, neither the Ministry nor the Special Centre could keep up with effective administration, supervision and preparation of teaching materials for the programme. It became obvious to the Ministry that one thing was necessary and that was intensive in-
servicing of teachers. Some of the growing pains in NPA emanated from the attitudes of some primary school teachers who preferred the traditional methods. Lack of teaching facilities was another challenge (Sifuna 1975:89). Eventually, the spread of NPA had to be curtailed. Hutasoit and Practor had indeed recommended a slowdown of the NPA until certain conditions were met. These included provision of adequate classrooms, in-servicing of teachers, creation of NPA local centres, limiting of pupils per class to 45. These were not easy conditions to fulfil and therefore, the Ministry opted to curtail only further expansion of NPA (Eshiwani, 1993: 162).

The Curriculum Development and Research Centre had in the meantime developed a new programme on creative activities which went beyond language teaching only. The Peak and the New Peak were replaced by A Book of Creative Activities. Thus, in the period 1960 to 1964, Kagumo Teachers Training College was a leading teachers’ training centre for innovations in the curriculum of primary school. Kagumo was a centre for taking examinations. On 12th December, 1961 some 250 candidates took the Certificate of Secondary Education (CSE) English Qualifying test at Kagumo. Besides being a centre for taking CSE and Higher School Certificate (HSC) examinations, Kagumo Teachers Training College served as a marking centre for external examinations. The Kagumo KT1 teacher trainees took part in the marking exercises as shown by the Principal in the entry below:

End of term for all classes except 2nd Year KT1s who finished marking KPE on 5th December and went home on 7th. KT1 students corrected 30,000 KPE Maths papers. (Popkin, Kagumo College Journal: 8.12 1963)
In addition, there were courses conducted for specialised groups at Kagumo Teachers Training College such as the 5-week English course for 19 special branch policemen which started on 3rd December 1961.

A few days after Independence in December 1963, a commission was established by the Kenya Government under the Chairmanship of Simeon Ominde to look at the whole education system. As was the case in other Commissions of Education, members of the Ominde Commission visited Kagumo Teachers Training College (Popkin, Kagumo College Journal 4.5.1964). Two members of the Teacher Training Panel of the Kenya Education Commission visited Kagumo on 4.5.1964. These were J.J. Nyaga and J.K. Nditi. They held discussions with the staff. Later on in the year, Dr. Arthur Lewis, Consultant to the Kenya Education Commission visited the College on 8.7. 1964. The Principal, J.M. Stokoe represented the professional committee in a meeting with the Teacher Training panel of the Kenya Education Commission (J.M. Stokoe, Kagumo College Journal: 28.5. 1964).

The Ominde Commission addressed many of the problems facing education. It is worth mentioning here that the Commission recommended the consolidation and amalgamation of small isolated Colleges into large Colleges of not less than 250 students. This was related to the twin policy of coordination and consolidation the Government had adapted after the Second World War so as to curb the growth of many small scattered teacher training centres based on denominational and vernacular inclinations (Karugu 1986:168).

The Commission also advocated for co-education in Teacher Training Colleges. Collocary to this, Kagumo Teachers Training College received women students who were transferred from CSMTumutumu Teacher Training Centre. This was in line
with the Government policy of amalgamation or merging of small Colleges into larger and more economical larger ones (Princeton Conference, October 1960:71).

In this period 1960-1964, there was a high turnover of staff that created a staffing challenge at Kagumo TTC. The attainment of Kenya’s independence in 1963, meant there was transfer of power from the colonial to the African Government. What followed was the process of Africanisation of senior Government posts and the civil service. Localisation of the College staff was frustrated by lack of adequate qualified Africans both academically and professionally.

There has been no citizen graduates or equivalent feeding into Teachers Training Colleges. Under the General Compensation Scheme 5 expatriate staff departed including the principa Mr. J.M. Popkin who had been on 10 year contract (Education Annual Report: 1964).

The Ministry of Education was recruiting those who were returning from universities abroad while those tutors already on-the-job were getting deployed to the public service due to the process of Africanisation. Kagumo Teachers Training College experienced departure of Bethuel Kiai who on 10th January 1964 left on posting to County Education Office, Nyeri. M. Kashero left on resignation at the end of January having been accepted for a job at the Railway Training School. Another teacher, D.N. Michuki left on 10th April, 1964 on posting to the Special Centre in Nairobi. On 18th May 1964, D. K. Irungu left on posting to the Office of Chief Inspector of Schools (Popkin, Kagumo College Journal: 1964).
In view of the imminent Independence, Kagumo TTC became a centre of localisation courses. The spirit underlying localisation was Africanisation so that Kenyans could gain control of Kenyan economy.

The localisation course assembled and occupied the newly converted building. The first Localisation course organised by a team from Kenya Institute of Administration (KIA) Kabete took place at Kagumo from 4th to 10th May 1962 (Popkin, Kagumo College Journal; 4.5.1962).

Coincidentally, under the General Compensation Scheme, Kagumo TTC experienced departures of expatriate staff. Expatriates had formed the majority of the teaching staff. In 1964 alone, 15 expatriate staff including the Principal, J.M. Popkin left the College to start leave pending retirement (Mambo, Kagumo College Journal: 2.2.1967). This signalled a significant change as the first African principal was appointed. This was Alexander Njoroge Gitau who took over as Principal from Popkin on 13th August 1964. Mr. Gitau was a former Tutor at Kagumo Teachers Training College who had moved with the Kagumo Secondary School to Kiganjo (Stabler, 1969:62). He was popularly known by his mother’s name as ‘Wa Ithabera’ meaning son of Isabella(Kariuki Waweru: 9.12.2012). Alexander Gitau was an old boy of Alliance and had been trained for teaching at Makerere College(Stabler, 1969: 62). Mr. Gitau served as the Principal of the College until the end of 1967 when he left to join the Ministry of Education. (Justus Mambo, 5.12.1968:Kagumo College Journal).

The exodus of members of the teaching staff precipitated a dire situation of staff shortage at Kagumo Teachers Training College as there were no graduate teachers
readily available as replacements. The problem was howevertackled by absorbing 5 members of staff from Tumutumu College. One of them was Miss E. Peverstort who worked in Kenya for eighteen years, four of which were spent at Kagumo (J.Mambo, Kagumo College Journal:26.11.1968). The transfer of staff from Tumutumu Colleteto Kagumo Teachers Training College coincided with the transfer of their 23 women students. These studentshad completed their first year of training at Tumutumu. At the same time Kagumo recruited 39 women students for P3 course. Thus for the first time since 1949 when Isabella Muthoniwas the lone woman student at Kagumo Teachers Training College women students were admitted. This operation at the end of 1964, converted Kagumo TTC into a co-educational teacher training college (Education Annual Report 1964). Kagumon attained a student population of 210 men students of P3, P2, and P1 grade and 60 P3 women students. Admission of women students coupled with expansion of student population at Kagumo TTC marked a new dimension of growth in keeping with the policy of coordination, consolidation and amalgamation of teacher training Colleges which had been advocated by Binns Commission 1952 and the First Teacher Education Conference in 1956.

6.9 The Contribution of Kagumo Teachers Training College to National Development

This section examines the influence which Kagumo Teachers Training College has had on the development of the country. One way of assessing the influence of Kagumo TTC on national development is by looking at the positions held in society by its alumini. The success which some of its former students attained both in their
private and public lives clearly shows the kind of contribution that this institution has made to the development of the nation.

In the span of the twenty years between 1944 and 1964, Kagumo TTC may not have changed much in terms of infrastructural development but its contribution to the development of the country cannot be overemphasised. The College has had an influence in the general socio-economic and political development of the country as it prepared people who took over leadership positions at the dawn of Kenya’s independence. Then on the attainment of independence, when the country found itself with inadequate stock of trained high level manpower to replace leaving expatriate staff, many teachers landed jobs in the civil service. Many politicians and public servants were recruited from the ranks of teachers with many Kagumo TTC old boys taking their share in this. (Kenya. An Official Handbook, 1973:150)

Kagumo Teachers Training College fostered in the students ideals of service and encouraged high ethical standards which saw them rise to leadership positions. Kagumo students made a name for themselves in the society. There are some who joined politics. They include Daniel Moi, the former president of Kenya from 1978 to 2002. He had undergone teacher training at Kapsabet before joining Kagumo TTC for an up-grader course in 1949 that saw him get promoted to P2 (Dr. Ndungu Mwaniki: 26.12.2012).

Another alumni who was a politician in his own right was Seth Lugonzo. He was a student at Kagumo Teachers Training College in 1949. His registration number was 138. He became a Trade Unionist who rose to become the National Secretary to the Kenya National Union of Teachers (KNUT) between 1962 and 1965.
A profile of another alumni of Kagumo Teachers Training College, James Charles Nakhwanga Osogo illustrates how high the Kagumo alumni could climb in the socio-economic and political ladder. He was a student at Kagumo in 1953 and 1954 where he attained a P2 Certificate. He was registration number 378. Osogo served as a teacher and as a headmaster in various schools before joining politics in 1963 when he was elected to the House of Representative as member for Ruwambwa. His appointment as Assistant Minister for Agriculture in 1964 started him off on a career as Cabinet Minister. Osogo held not less than ten cabinet posts between 1966 and 1980. His other accomplishments were award of Elder of the Golden Heart Kenya, Grand Cordon of the Star of Ethiopia, Order of the Star of Africa, Liberia and Grand Cross of the Star Yugoslav.

Another alumni of Kagumo Teachers Training College who joined politics is Nteere Mbogori. He was admitted in the College in 1961. His registration number was 1301. He became a Member of Parliament for Meru North West constituency in the 1970s.

Many senior cadre Officers in the Government from all over Kenya were educated at Kagumo Teachers Training College. A sample of a few of them will illustrate this. Hannington Awori, whose registration number was 242 joined Kagumo Teachers Training College in 1951 for KTI course (Kagumo College Register 1951). He later rose to become a distinguished personality in the corporate sector. At one time he held the chairmanship of East African Industries before taking Directorships of a series of companies. He was in the Board of Standard Chartered Bank. His commitment as chairman of the Jacaranda School for the Mentally Challenged and as the chairman of the Rotary Club singles him out as a professional and businessman who promoted recognition of the worth and dignity of mankind, especially the unfortunate. His ideal of service to others was one of the values
inculcated at Kagumo Teachers Training College. A District Commissioner for Taita Taveta district was an alumnus of Kagumo TTC. He was Leo Pius Odero. His registration number was 317 having been admitted for KT1 course in 1952. Justice Gachuhi studied in Kagumo (Kariuki Waweru: 9.12. 2012). Ndiritu Mukora, a past chairman of the Kenya Amateur Athletics Association was a student at Kagumo (Rev. Barnard Muindi). Mr. Erastus Gitonga Nguyo was appointed to a series of senior posts. These include posts of the Nyeri Town Clerk, the Director of Kenya Ports Authority, the Auditor of Kenya Meat Commission, the Deputy Manager Directorate of Personnel and Head of Consultancy.

The contribution of alumni of Kagumo Teachers Training College to national development acquires prominence in the Ministry of Education where they were appointed as education administrators. These include Ayub Muraya Kagema who had been admitted to Kagumo Teachers Training College in 1946 under registration number 102. Ayub was the Staffing Officer in the Ministry of Education in the 1980s while Johnson Muriithi was the PEO Central Province, a position formerly held by another Kagumo TTC alumni, Bethuel Kiai. Johnson had completed his course at Kagumo TTC in 1953 where his registration number was 276. A good number of the alumni of Kagumo Teachers Training College rose to become Assistant Education Officers. They include William Gachai of registration number 589 and Joseph Wanyeki whose registration number was 104. Joseph left Kagumo Teachers Training College in 1949 (Wahome Gichangi: 16.1. 2013).

There are some Kagumo TTC alumni who joined the clergy and were ordained as Church Ministers after having undertaken their teacher training course. Chief among them are the Presbyterian Church Ministers, the Very Rev. George Wanjau and
the Very Rev. Barnard Muindi. Rev. George Wanjau was registered as number 602, completed his KT1 course at Kagumo Teachers Training College in 1956. Rev. Barnard Muindi was number 442. He completed his T2 Course in 1956 before proceeding for a Theological Training Course. Another ex-Kagumo TTC student who became a clergyman was Rev. Charles Wamatu whose registration number was 698 (Kagumo College Register). He completed his T2 course in 1957 served as a teacher for a couple of years before joining the clergy as a Church Minister with PCEA Church (Simon Ndirangu Ndumia-Respondent, Ex-Kagumo Student). Fr Silvarius Kibui became a catholic priest after having completed a T2 training Course at Kagumo Teachers Training College in 1955. His registration number was 601 (Kagumo College Student Register 1955).

Skills taught to individuals at Kagumo TTC improved their lives and this in turn impacted on the community. This may be seen in the improvement of the quality of life by adapting to new methods of sanitation, hygiene, carpentry and practical farming.

“I am the one who planned our family house doing all the measurements, calculations and the estimates for materials (Charles Karuri Mbutu).

Kagumo gave an opportunity for many to advance their education. Charles Karuri Mbutu, one of the informants of the study joined Kagumo after completing a 2 years’ course at Kabete Technical and Trades School in 1956.

The Handicraft and Technical Drawing Course that I did in Kagumo TTC gave me a background to go to the Local Government where I rose to be the Deputy Town Clerk. The skills in Technical Drawing, Map Reading and Map interpretation which I had gained in Kagumo,
gave me an added advantage over the other candidates competing for the Nyeri Urban Council job in 1964 (Charles Karuri Mbutu).

As one of the pioneer schools and TTCs in Kenya, Kagumo has occupied a very prominent position in the development of the education sector as a point of reference for other institutions of education. It was the most prestigious College as it was a national Teachers’ College and for a time the only one producing T2 1944-1950 and KT1 1950-1953.

The establishment of Kagumo TTC provided employment to the local people. Indeed, members of the subordinate staff were drawn from the neighbourhood. At the same time, the locals who lived in the neighbourhood used to sell their farm produce such as eggs, cabbages and milk to the College community. Accordingly, the TTC became a source of income for the immediate community which the workers used to educate their children as confessed by one of the respondents.

"Kagumo was of great help to us. For one, many people were employed there as cooks, fundis, gardeners, drivers, watchmen, cleaners and Office messengers. I used to be the Office Messenger" (Peter Githaga: Community member).

The College was the pride of the area. Even though there were other Colleges such as Tumutumu, St. Cecilia, Kigari and Karima, only those trained at Kagumo could teach in the Intermediate Schools such as Wandumbi, Tumutumu, Gathuthi, Ihururu and Ihwa. (Karuri Mbutu). Kagumo became a national institution after it became a TTC admitting students from every part of Kenya. Before then, students were mainly drawn from Nyeri, Murang’a, Embu and Kiambu.

The establishment of Kagumo TTC improved the lifestyle of the people in the area. Teachers who trained in Kagumo TTC and went to teach in the rural areas became role models. They influenced the society to improve in areas such as sanitation in
terms of healthy practices such as digging and building latrines in their homes. Such teachers were the only people with radio and people would go to their houses in the evenings to listen to the radio ‘matemo’ that is, the news broadcast in Kikuyu language (Mary Karuri – Former Kagumo TTC Tutor) This greatly improved the local people’s awareness of the world around them and eventually, more of the locals took their children to school to reap the benefits of education.

Other positive effects of the establishment of Kagumo TTC are seen in the developments in the local socio-economic spheres which may be viewed from infrastructural development. The construction of the road from Nyeri to Mukurweini was made to pass by the College so as to serve the needs of the College. This subsequently led to the emergence and growth of small towns along the road such as Gatitu, Kangaita, Muthinga, Kiaigi, Tambaya, Gakindu and Kiahungu. Gatitu for one, came into being as a shopping centre for the College community (Kariuki Waweru: 9.12. 2012).

The establishment of Kagumo Teachers Training College activated the socio-economic life of the neighbourhood. This is because the College sourced its junior staff from the community and provided a market for the local people’s agricultural produce. Thus it offered a source of livelihood and boosted the commercial activities of the people of Gichira, Gatitu, Mutathi-ini, Kangaita, Kiandu, Muthinga and Nyeri town.

Kagumo TTC contributed to the spread of new farming techniques through producing foodstuffs to feed the students, the surplus of which was sold to the neighbouring community members. These include maize, beans, Irish potatoes,
coffee, cabbages, milk, pork, chicken and eggs. This demonstrated to the community the benefits of being resourceful and enterprising.

Apart from commercial benefits, social values of hard work, self-discipline, self-reliance, self-confidence and leadership were imparted to both the College community as well as the neighbours. A respondent acknowledged the impact which Rev. R. Lockhart had on the teacher trainees which in turn made them stand out as role models;

The best legacy that Rev. R. Lockhart bequeathed ‘his boys’ is the discipline he instilled in them which made them successful in life (Dr. Ndungu Mwaniki-26.12.2012).

The contribution of Kagumo TTC can be viewed through the work done by teachers in the schools as well in the very senior positions in the society which were held by the Kagumo alumni where they went on to influence other people positively.

A look at the progression in the career of the first student on the admission register can illustrate this. Student registered as 001 on 1st February 1944 at Kagumo Teachers Training College was Wangombe Thoithi. Wang’ombewas among the nine pioneer students who completed the two year Course at Kagumo Teachers Training College on 31st December 1945. He was awarded a Pass credit I, II, IV at completion (Kagumo College Register 1945). Wang’ombe taught in a number of primary schools before becoming the Headmaster of Tumu tumu Intermediate school. Later, Wang’ombe undertook further studies which saw him become a lecturer at Kenyatta University College in the Department of History. Wangombe Thoithi stood out as a role model to be emulated.

The case of Wang’ombe Thoithi is a representation of the kind of career which many of the alumni have had. Kagumo Teachers Training College has therefore had a lot of influence in national development.

In terms of human resource development, there was a general agreement among all the respondents that the TTC has contributed a lot to the development of the entire country.

After we got Uhuru in 1963, many who had trained in Kagumo got higher jobs. They got into crash programmes from 1964 to replace the leaving whites (Gerald Muguiyi:11.12.2012).

There is quite a good number of Kagumo alumni who later joined their alma mater Kagumo TTCas staff members. Such people include David Wanjuki, the Kagumo Teachers Training College Principal from 24.12.1964 to 22.7.1968. He was a student at Kagumo from 1951 to 1952 when he attained KT1. His admission number was 236.

Another alumnus who went back to be a tutor was Bethuel Kiai. He became a tutor in 1958 and taught Vernacular and Kiswahili. He left in September 1960 to take a year’s course in the UK only to re-join the Kagumo College staff on 4th August 1961 (Laughton, Kagumo College Journal: 10.3.1961). He rose to the position of PEO for Central Province and later moved on to the Ministry of Education headquarters in Nairobi.

Another Ex-Kagumo student who became the alma mater Head was Rev. Michael Kagume. He was a student at Kagumo in 1953 and 1954. He who later went back to
his alma mater as Principal. He served two stints as Principal at Kagumo Teachers Training College in the post-Independence period, 1977-82 and 1984-92.

Hon. Jeremiah Nyaga who became a Cabinet Minister was an Old Boy of Kagumo School who later returned to be on the College staff. Another Old Boy was Gerald Muguiyi who studied in Kagumo School and Kagumo TTC. His registration number was 727 having been admitted in 1952. He returned to become a tutor at Kagumo Teachers Training College and later became the Dean of Students.

The case of Nduhiu Njama is more interesting. He was a pupil in GAS Kagumo, later a teacher in Kagumo primary school then, a headmaster at Kagumo Intermediate School and still later he became a tutor in Kagumo TTC before moving on to become the City Education Office (Nduhiu Njama: 6.11.2012).

A point of interest is the admission of the one and only female student in the period covered by the study from 1944 to 1964 before co-education was put in place at Kagumo Teachers Training College in 1965. Her name was Isabella Muthoni, registered as number 162. She was admitted in 1949 (Kagumo College Register: 1949).

6.10 Conclusion

This chapter has basically carried out an examination of the history of Kagumo TTC during the period between 1950 and 1964. This was based on some of the most important themes identified in the epoch. It was established that a number of people who have been prominent in the Government of Kenya had studied in this institution and they became opinion and policy shapers thus contributing to the development of Kenya.
CHAPTER SEVEN

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction

The study set out to examine the growth and development of teacher education in Kenya. This focused specifically on the establishment and development of Kagumo TTC between 1944 and 1964.

7.2 Summary

The study traced the origin of Kagumo TTC and the issues that surrounded its establishment. It was on the site of Government African School Kagumo that in 1944, the Government established Kagumo Teacher Training College. This was a College of its own kind as it made a departure of having the training of teachers conducted as an annex programme of the primary and secondary schools. The study has shown that Kagumo TTC was established to fill the vacuum which would have ensued in view of Makerere's elevation to a University College. Kagumo was, therefore, established in 1944 for the purpose of training the calibre of T1 teachers who were hitherto trained at Makerere. The study reveals that Kagumo TTC was established for the purpose of undertaking the training of primary school teachers for the Colony. It was the first College, in Kenya, to be given KT1 training status, a grade that was only offered at Makerere under the name T1. The study has shown that Kagumo TTC was a bulwark of teacher education and a reference teacher training centre in the country.
The establishment of Kagumo TTC in 1944 was a watershed event in teacher education development. The primary schools were staffed by unqualified teachers, a problem that dogged the education system throughout the twenty years covered by the study. The study has shown that the mission of Kagumo since its establishment in 1944 was to seek to satisfy the demand for trained primary school teachers. The study has succinctly shown that this never happened. The attempt by the Government to fill the vacuum created by elevation of Makerere by establishing Kagumo Teachers Training College in 1944 was justified but this remained elusive as the demand for teachers continued to outstrip the supply.

The study has shown that in the endeavour to match the demand with the supply of trained primary school teachers, Kagumo Teachers Training College acquired new status. The implementation of the proposals made by the Beecher Committee in 1949 brought Kagumo to the status of KT1. Likewise, the study has shown that the development of Kagumo between 1952 and 1964 was influenced by the recommendations of the Beecher Committee in 1949 and Binns Commission in 1952. As a result of the Beecher recommendations in 1949, the status of Kagumo was elevated to that of training KT1 teachers.

Out of the Binns recommendations in 1952, Kagumo became headquarters for the Eastern Delegacy area while Western Delegacy headquarters was in Siriba. The study shows that the policy of consolidation of small and scattered Colleges influenced the development of Kagumo TTC as did the policy of coordination that led to the establishment of Area Training Organizations. The study has shown that Kagumo became the centre for Eastern Area Training Organisation.
The study has shown the role Kagumo TTC played in the innovations of English Medium and NPA programmes in primary education.

7.3 Conclusions

From the study, it has emerged that requirement for primary education was ever increasing rendering the supply of trained teachers untenable. For this reason, the output of trained teachers by Kagumo and other TTCs was never sufficient. Nevertheless Kagumo Teachers Training College must be commended for maintaining impressive standards of professional training in spite of the strains imposed by shortage of staff and other constraints. By 1960, both the secondary and the primary school had been relocated to new sites. Kagumo TTC could consolidate its position as one of the large teacher training centres in the country.

The study has shown that products of Kagumo Teacher Training College in the period 1944 to 1945 were able to carve a niche in Independent Kenya. Many of them secured senior positions in government as politicians, public servants, educationists and entrepreneurs. They were able to contribute to national development of Kenya at a critical time when Kenya lacked adequate personnel to take up responsibilities on attainment of political independence.

7.4 Recommendations

This study has revealed that demand for trained primary teachers in Kenya was the reason why Kagumo TTC was established. On the basis of the findings, the researcher recommends that cases of existing educational needs should be taken into consideration when establishing educational institutions.
The study has shown the challenges which Kagumo TTC faced. Some of the themes have been explained as a result of absence of a clear Government policy on teacher education. Hardly any Teacher Training College was originally built for that purpose. There was neither global nor long term planning, resulting in inadequate resources and facilities. This experience has important lessons to Kenya’s authorities who should give opportunities to educational experts to make long-term strategic plans.

The study has revealed glaring gender imbalances in provision of education in the colonial period. In the period of the twenty years covered by the study, from 1944 to 1964 only one woman underwent teacher training at Kagumo Teachers Training College. This is an indication that women were not given equal opportunity in education in colonial Kenya as compared to men. This perpetuated the culture of relegating women a notch lower than men. Once again this was reflected in the salary scheme where women teachers received two thirds the salary of men teachers. It was not until 1965 that Kagumo became co-educational in line with the recommendations of the Ominde Commission in 1964 with only 60 women students against 200 men students.

7.5 Suggestions for Further Research
The study has only examined the growth and the development of primary teacher education in Kenya from 1944 to 1964. However, this has only been done by examining the history of Kagumo TTC only. There were other teacher training centres, some established by the missions such as Tumutumu, Kahuhia, Kabaa-Mang’u and Jeanes School which was established by the Government for training visiting teachers. It would be important if some studies were carried out on other
teacher training centres for additional knowledge on their contribution to teacher education.

In Chapter Six, it was shown that after its relocation, Kagumo Secondary School retained the traditions of Kagumo TTC including the name. Since this study was not so much interested in the history of the school despite having a common history, it is recommended that a detailed study of the secondary school should be carried out to help shed light on the contribution of the ex-Kagumo secondary school students to national development.
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KNA: AV/12/86 Kagumo Teachers’ Training-General.


KNA: PC/NZA/2/1/88 Memorandum from Kavirondo Taxpayers.

KAGUMOCOLLEGE ARCHIVES

Kagumo College Journal, 1943.

Kagumo College Student Register, 1944.

B. GOVERNMENT REPORTS


SECONDARY SOURCES

A. BOOKS


**C. THESES**


**ARTICLES IN JOURNALS**

A.L. Binns (1952) *Study on Educational Policy and Practice: East and Central Africa.*
APPENDIX I

INTERVIEW SCHEDULE FOR EX-STUDENTS OF KAGUMO TEACHERS’ COLLEGE

My name is Mercy Maina, a Kenyatta University M.Ed student conducting a research entitled “The Growth and Development of Teacher Education in Kenya: A Case Study of Kagumo TTC, 1944 to 1960”. I am kindly requesting you to respond to some specific areas of concern which I seek to explore. The information will be treated with utmost confidentiality and will be used only for the M.Ed thesis.

NAME-

AGE-

SEX-

OCCUPATION-

1. When were you a student in Kagumo?
2. Which qualifications were you required to have before joining Kagumo?
3. Did you apply to join Kagumo or were you just invited?
4. Which training course did you take and which teacher grade did you attain by the end of your training in Kagumo TTC?
5. Did you choose to become a teacher?
6. Do you know when Kagumo School was started?
7. How did the three wings relate, what did the three wings share?
8. When were the three institutions separated and why?
9. Which distinct features existed in Kagumo?
10. Who were your tutors and what did each teach?

11. In which ways has Kagumo contributed to national development?

12. How would you say Kagumo prepared you for the kind of life you are leading now and other activities you have undertaken in your life?
APPENDIX II

INTERVIEW SCHEDULE FOR FORMER TUTORS

My name is Mercy Maina, a Kenyatta University M.Ed student conducting a research entitled “The Growth and Development of Teacher Education in Kenya: A Case Study of Kagumo TTC, 1944 to 1960”. I am kindly requesting you to respond to some specific areas of concern which I seek to explore. The information will be treated with utmost confidentiality and will be used only for the M.Ed thesis.

NAME-
AGE-
SEX-
OCCUPATION-

1. When were you a tutor at Kagumo TTC?
2. What did you teach?
3. Some of the staffs were Europeans, others were Africans who were the majority?
4. In your view what was the nature of the relationship between African and European tutors?
5. What was the relationship between the College, the primary and the secondary school?
6. What changes did the College undergo both academically and non-academically over the years up to 1960?
7. Do you know why the primary and secondary wings were transferred to other sites?
8. In your opinion, what kind of impact has the College had on the socio-economic and political development of the country?
APPENDIX III

INTERVIEW SCHEDULE FOR EDUCATION OFFICERS

My name is Mercy Maina, a Kenyatta University M.Ed student conducting a research entitled “The Growth and Development of Teacher Education in Kenya: A Case Study of Kagumo TTC, 1944 to 1960”. I am kindly requesting you to respond to some specific areas of concern which I seek to explore. The information will be treated with utmost confidentiality and will be used only for the M.Ed thesis.

NAME -----------------------------

AGE-------------------------------------

SEX -------------------------------------

OCCUPATION-------------------------

1. Most Education administrators started as teachers. Were you a teacher before becoming an Education Officer? If yes, were you a trained teacher?

2. Where did you undertake your teacher training course?

3. In what ways did Kagumo TTC contribute to the development of Education in Kenya?

4. What issues led to the establishment of Kagumo TTC in 1944?

5. Who was involved in the establishment of Kagumo TTC?

6. Were there other teacher training centres in Nyeri at the time Kagumo TTC was started?
7. What kind of relationship existed between Kagumo TTC and other teacher training centres?

8. What role did the Government play in the maintenance of the College?

9. How has the College impacted on the development of education in the country?
APPENDIX IV

INTERVIEW SCHEDULE FOR LOCAL COMMUNITY MEMBERS

My name is Mercy Maina, a Kenyatta University M.Ed student conducting a research entitled “The Growth and Development of Teacher Education in Kenya: A Case Study of Kagumo TTC, 1944 to 1960”. I am kindly requesting you to respond to some specific areas of concern which I seek to explore. The information will be treated with utmost confidentiality and will be used only for the M.Ed Thesis.

NAME ---------------------------------

AGE-------------------------------------

SEX ----------------------------------

OCCUPATION-------------------------

1. I would like to start off by asking you what your relationship with Kagumo TTC was. Were you a resident in the neighbourhood, a parent of a student, or a worker in Kagumo?

2. How did Kagumo Teachers’ College come to be established in your midst?

3. Who constructed the buildings?

4. What is your opinion about the contribution of the Europeans who worked in Kagumo TTC then?

5. Apart from the European tutors were there tutors of other nationalities?

6. How did members of the community benefit from Kagumo TTC?
7. What kind of changes has the College undergone through the years up to 1960?

8. In which ways did the College serve as an educational inspiration to the community?

9. In your opinion, how did the establishment of Kagumo Teachers’ Training College contribute to the general development of education in the country?
APPENDIX V

THE KEY INFORMANTS INTERVIEWED

Community members

1. Respondent 1: James Githaiga
3. Respondent 3: Wahome Gichangi:

Former students of Kagumo TTC

1. Respondent 1:Barnard Muindi-………..Index No.442
2. Respondent 2: Gerald Muguiyi…………….Index No.727
3. Respondent 3: Peter Ndiritu Goko…………..Index No. 559
4. Respondent 4:Erastus Gitonga Nguyo……..Index No. 719
5. Respondent 5:Charles Karuri Mbutu………..Index No.813
6. Muguimi Karenju

Former Education Education Officers

1. Respondent 1:Nduhiu Njama
2. Respondent 2:Wilson Wanjau

Tutors of Kagumo TTC

1. Lawrence Oyaya
2. Dr.Ndungu Mwaniki (MBS)
3. Nduhiu Njama
4. Rev. Michael Kagume
5. Mary Karuri
6. Gerald Muguiyi
APPENDIX VI

RESPONDENTS IN PILOT STUDY DONE IN SEPTEMBER 2010

Former Tutors

1. Abishag Wangombe
2. Joseph Karina
3. Ngigi Nguo

Former Students

4. Benson Warui
5. Walter Kubai
6. Simon Ndirangu
7. Josphat Kariuki
8. Beatrice Wangari
9. Ann Muriithi
10. Rose Warui

Community members

1. Timothy Githinji
2. William Wanjau
3. Mary Ndirangu
4. Robert Ndiangui
5. Ndanyu Kanyari

Former Education Officers

6. Maina Gakuo
7. Wilson Wanjau
APPENDIX VII

OTHER RESPONDENTS

1. Immaculate W. Kabutha-interviewed 8th Nov. 2012. Current Headteacher at Kiambuiri Primary School (community member)


APPENDIX VIII: WORK PLAN

September 2009 to April 2010------Successful Completion of Course work

May 2010 to May 2012----------- Develop Proposal

July, 2013------------------------ Make Corrections/Registration Process by Board of Post Graduate Studies

17th, 2013 September---------------- Oral defence of the proposal in School of Education

October, 2014------------------- Data Collection and Analysis

April, 2015---------------------- Submit Thesis/Make corrections

July, 2015---------------------- Graduation
APPENDIX IX: KAGUMO TEACHERS TRAINING

COLLEGEPRINCIPALS, 1944-1964

Rev.R.Lockhart: 1944-1955

Light: 1955-1956

Frankish: 1956-1957

Laughton: 1958-1961

Popkin: 1961-1962

Stokoe: 1962-1962

Popkin: 1962-1964

Alexander Gitau: 1964-196
APPENDIX X

WOMEN STUDENTS TRANSFERRED FROM CSM TUMUTUMU TO
KAGUMO TTC IN 1965


Kagumo College Student Register (1965).
APPENDIX XI

Map of Nyeri District to show position of Kagumo T.T.C.

Source: DRSRS (Department Of Resource Surveys and Remote Sensing)
APPENDIX XII: SOME OF THE TEACHER TRAINING CENTRES IN THE PERIOD 1

Kenya
Some Teacher Training Centres 1846-1944