A HISTORY OF ST. MARY’S SCHOOL YALA IN

1927-2013

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APRIL 2015
DECLARATION AND APPROVAL

DECLARATION

This thesis is my original work and has not been submitted for examination in any other university.

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

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DEDICATION

This work is dedicated to my parents Alfred and Josephine Okello, and my siblings Martin, Steven and Gorrety Okello.
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ABSTRACT

St. Mary’s Schoolboys’ School, Yalais, Western Province, Kenya, Siaya County, was begun in 1927 by the Mill Hill Missionaries under the leadership of Monsignor Gorgonius Brandsma. The institution was the outcome of the fierce competition between Catholic and Protestant missionaries for African converts into their respective faith denominations. Education, which was an important tool for evangelisation, was used by the two groups to induce Africans seeking better wages in the colonial enterprise. Hence this study examined the journey St. Mary’s School has gone through from its inception, including analysing the historical development the school has made in the development of education in Kenya, and evaluating the contribution the institution has made in the political, social and economic development of Siaya County and Kenya in general. To achieve this, historical method was used to evaluate and analyse data obtained from both primary and secondary sources. Primary data for this study was sought from the Kenya National Archives and from various Government Reports on education development in the country. These were complimented by data gathered from oral interviews on various relevant respondents including: government officials concerned with matters education in the County, local government administrators, the of St. Mary’s School’s community, and data that was obtained from books, journal articles, newspaper articles and internet articles relating to education development in Kenya, and the historical development of the institution. The study employed Social Development Theory to evaluate the developments and changes that have been brought about by St. Mary’s School. Generally this study as analysed the initial years of St. Mary’s School in his quest to establish the institution. It also analysed the changes in education policies from the colonial period to the present; including the change from missionary led education to government controlled education, and the change from 7-4-2-3 to 8-4-4 system. The study endeavoured to show how these changes affected St. M. The study also analysed the contribution the institution has had on education development in Siaya County in particular, and Kenya generally. The experiences highlighted to this study can thus be used by other education institutions and policy makers in the education sector to come up with strategies that can be used to advance education in Kenya.
# TABLE OF CONTENTS

DECLARATION AND APPROVAL ........................................................................................................ii
COPYRIGHT .................................................................................................................................. iii
AKNOWLEDGEMENTS .................................................................................................................. v
ABSTRACT ................................................................................................................................... vi
TABLE OF CONTENTS ...................................................................................................................... vii
LIST OF MAPS AND FIGURES ...................................................................................................... x
LIST OF ABBREVIATIONS AND ACRONYMS ........................................................................... xi
DEFINITION OF TERMS .................................................................................................................. xiv

CHAPTER ONE: INTRODUCTION ..................................................................................................1
1.1 Background to the Study .......................................................................................................1
1.2 Statement of the Problem ......................................................................................................3
1.3 Objectives .............................................................................................................................3
1.4 Research Questions ...............................................................................................................3
1.5 Justification of the Study ......................................................................................................4
1.6 Scope and Limitations of the Study ......................................................................................5
1.7 Literature Review ..................................................................................................................6
1.8 Theoretical Framework .........................................................................................................18
1.9 Methodology ........................................................................................................................20

CHAPTER TWO: THE EARLY YEARS, 1927-1939 .....................................................................23
2.1 Overview .............................................................................................................................23
2.2 Missionaries’ Rivalry and the Establishment ........................................................................23
2.3 Brandsma and the Establishment of ......................................................................................29
2.4 Brandsma Succession ............................................................................................................41
2.5 Summary .............................................................................................................................43

CHAPTER THREE: THE YEARS OF GROWING NATIONALISM, 1940-1963 .............................44
3.1 Overview .............................................................................................................................44
6.4 Recent Aspects of Educational Development

viii
6.5 Challenges Facing the Institution by 2013 ................................................................. 116

6.6 Summary ....................................................................................................................... 118

CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS ..................................... 119

SOURCES ............................................................................................................................ 125

APPENDICES ..................................................................................................................... 143

Appendix 1: Interview guides .......................................................................................... 143

Appendix 2: List of principals Mary’s .............................................................................. 146

Appendix 3: Research Authorisation ................................................................................ 147