
COLONIAL EDUCATION FOR AFRICANS

George Stark's
Policy in Zimbabwe

Dickson A. Mungazi

Colonial Education For Africans George Starks Policy In Zimbabwe

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Colonial Education For Africans George Starks Policy In Zimbabwe:

Colonial Education for Africans Dickson A. Mungazi, 1991-12-11 Although colonialism has officially been terminated it continues to affect populations whose recent history has been shaped by European institutions economic policies and cultural biases Focusing on British educational policy in colonial Zimbabwe this historical study offers a unique perspective on the subject It provides a detailed examination of a British educational program for Africans established in the 1930s the purposes it was intended to serve and its long term consequences A policy of practical training and tribal conditioning was designed and implemented by George Stark Director of Native Education in colonial Zimbabwe from 1934 to 1954 Expressing the philosophy and goals of both Stark and the British colonial government its stated purposes were to develop a vast pool of cheap unskilled manual labor and to confine the African population to tribal settings Dickson Mungazi discusses the policy as at once a reflection of traditional Victorian socio cultural attitudes and the means to maintain a colonial status quo that allowed the profitable exploitation of the colony s material and human resources The author examines the consequent educational and economic disabilities suffered by the African population and the impact of their long exclusion from an effective role in the affairs of their country This study is based on research utilizing extensive original materials from the period including reports and official colonial government documents It will be of interest in the areas of African history colonialism British social and political history and the history of education *African Modernities and Mobilities* Gam

Nkwi, 2015-05-11 In this book Walter Gam Nkwi documents the complexities and nuances embedded in African modernities and mobilities which have been overlooked in historical discourses in Africa and Cameroon Using an ethnographic historical approach and drawing on the intricacies of what it has meant to be and belong in Kom an ethnic community in the Northwest Region of Cameroon since 1800 he explores the discourses and practices of kfaang as central to any understanding of mobility and modernity in Kom Cameroon and Africa at large The book unveils the emic understanding of modernity through the history and ethnography of kfaang and its technologies and illustrates how these terminologies were conceived and perceived by the Kom people in their social and physical mobilities It documents and analyzes the historical processes involved in bringing about and making kfaang a defining feature of everyday life in Kom and among Kom subjects **The**

African-American Almanac Kenneth Estell, 1994 A comprehensive reference work on the historical contributions accomplishments and current status of Black Americans in a variety of professional fields from entertainment to politics

African-American Almanac Gale Group, 1996-09 Fully updated this edition provides a range of historical and current information on African American history society and culture and includes coverage of such topics as the African diaspora landmarks organizations populations family inventors and scientists and religious traditions **Whitaker's Book List**, 1991

Index to Black Periodicals 1989 G. K. Hall and Co. Staff, 1992 [Index to Black Periodicals](#), 1991 *Colonialism and Education in Zimbabwe* Rugano Jonas Zvobgo, 1994 **African Education in Colonial Zimbabwe, Zambia and Malawi**

Sybille Küster, 1999 In a critical evaluation of prevailing theoretical approaches to the history of colonial education this study explores the development of African schooling in colonial Zimbabwe Zambia and Malawi Educational expansion and the provision of academically oriented forms of instruction are seen to reflect the selective acceptance and active pursuit of formal education on the part of the African population and not resulting from imperial schemes of modernization social engineering economic exploitation or cultural domination Due to the political strength of the European settler communities and the regional economy's demand for mainly cheap unskilled farm and mine labor the overall trend of government educational policies was to inhibit and control the expansion of African schooling In the context of rural decline and restrictive state policies which severely limited African chances for advancement in the industrial and agricultural spheres African men and women came to perceive a literary oriented kind of education as the key to gaining remunerable employment enhancing upward social mobility and circumventing the patriarchal control of chiefs and elders African efforts to expand the network of schools to gain access to higher levels of instruction and to shape the contents of education in accordance with their interests mitigated the confines of official segregationist policies and thus came to make a crucial contribution to the dynamics of educational development in all three of the territories *Neither Cultural Imperialism Nor Precious Gift of Civilization* Sybille Küster, 1994 Challenging prevailing paradigms which view African history as a design imposed by all pervasive capitalists and settlers Kunster examines the initiative of Africans in expanding the education system She holds that the diminishing viability of peasant production and restriction from skilled industrial employment caused Africans to seek formal schooling rather than simple practical skills thus contradicting segregationist policies designed to keep Africans in their place No index Distributed by Westview Press Annotation copyright by Book News Inc Portland OR **Colonial Education and African Underdevelopment**, 1972* **Education Policy in British Tropical Africa** Great Britain. Colonial Office. Advisory Committee on Native Education in British Tropical African Dependencies, William George Arthur Ormsby-Gore, 1925 **Education Policy in British Tropica Africa** Great Britain. Colonial Office. Advisory Committee on Native Education in British Tropical African Dependencies, 1925

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