

Educational policy and the mission schools

case studies from the British Empire

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Educational Policy And The Mission Schools Case Studies From The British Empire

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Educational Policy And The Mission Schools Case Studies From The British Empire:

Educational Policy and the Mission Schools Brian Holmes, 2013-10-28 Originally published 1967 this title reveals how the missionaries so often misguided and short sighted were in fact pioneers of modernization science and freedom The structure of the book allows for comparative analysis and the volume illustrates how some of the social consequences of action through the schools could be foreseen In addition light is thrown on the results of Imperial rule during the nineteenth century and on the nature of the impact of Western education in Asia and Africa *Educational Policy and the Mission Schools. Case Studies from the British Empire. Edited by Brian Holmes. [By Various Authors.].* Brian Holmes, 1967

Educational Policy and the Mission Schools Brian Holmes, 2013-10-28 Originally published 1967 this title reveals how the missionaries so often misguided and short sighted were in fact pioneers of modernization science and freedom The structure of the book allows for comparative analysis and the volume illustrates how some of the social consequences of action through the schools could be foreseen In addition light is thrown on the results of Imperial rule during the nineteenth century and on the nature of the impact of Western education in Asia and Africa

Missionaries and modernity Felicity Jensz, 2022-02-22 Many missionary societies established mission schools in the nineteenth century in the British Empire as a means to convert non Europeans to Christianity Although the details differed in various colonial contexts the driving ideology behind mission schools was that Christian morality was highest form of civilisation needed for non Europeans to be useful members of colonies under British rule This comprehensive survey of multi colonial sites over the long time span clearly describes the missionary paradox that to draw in pupils they needed to provide secular education but that secular education was seen to lead both to a moral crisis and to anti British sentiments Missionary Writing and Empire, 1800-1860 Anna

Johnston, 2003-08-07 Anna Johnston analyses missionary writing under the aegis of the British Empire Johnston argues that missionaries occupied ambiguous positions in colonial cultures caught between imperial and religious interests She maps out this position through an examination of texts published by missionaries of the largest most influential nineteenth century evangelical institution the London Missionary Society Texts from Indian Polynesian and Australian missions are examined to highlight their representation of nineteenth century evangelical activity in relation to gender colonialism and race

Empire, Civil Society, and the Beginnings of Colonial Education in India, 2019-05-23 This book tells a story of radical educational change In the early nineteenth century an imperial civil society movement promoted modern elementary schools for all This movement included British American and German missionaries and Indian intellectuals and social reformers They organised themselves in non governmental organisations which aimed to change Indian education Firstly they introduced a new culture of schooling centred on memorisation examination and technocratic management Secondly they laid the ground for the building of the colonial system of education which substituted indigenous education Thirdly they broadened the social accessibility of schooling However for the nineteenth century reformers education for all did not mean

equal education for all elementary schooling became a means to teach different subalterns their place in colonial society Finally the educational movement also furthered the building of a secular national education in England

Churches and Education Morwenna Ludlow,Charlotte Methuen,Andrew Spicer,2019-07-04 Brings together the work of a wide range of scholars to explore the history of churches and education

Global Perspectives on Boarding Schools in the Nineteenth and Twentieth Centuries Daniel Gerster,Felicity Jensz,2022-11-14 In the nineteenth and twentieth centuries thousands of pupils attended boarding schools in various places across the globe Their experiences were vastly different yet they all had in common that they were separated from their families and childhood friends for a period of time in order to sleep eat learn and move within the limited spatial sites of the boarding school This book frames these boarding schools as a global and transcultural phenomenon that is part of larger political and social developments of European imperialism the Cold War and independence movements Drawing together case studies from colonial South Africa colonial India Dutch Indonesia early twentieth century Nigeria Fascist Spain Ghana Nazi Germany nineteenth century Ireland North America and the Soviet Union this edited collection examines the ways in which boarding schools extracted pupils from their original social background in order to train mold and shape them so that they could fit into the perceived position in broader society The book makes the broader argument that framing boarding schools as a global phenomenon is imperative for a deepened understanding of the global and transnational networks that linked people as well as ideas and practices of education and childhood in the nineteenth and twentieth centuries

Transforming Graduate Biblical Education Elisabeth Schüssler Fiorenza,Kent Harold Richards,2010 This unique collection of essays originating in seminars held at SBL's Annual and International Meetings explores the current ethos and discipline of graduate biblical education from different social locations and academic contexts It includes international voices of well established scholars who have urged change for some time alongside younger scholars with new perspectives The individual contributions emerge from a variegated set of experiences in graduate biblical studies and a critical analysis of those experiences The volume is divided into four areas of investigation The first section discusses the ethos of biblical studies and social location and the second explores different cultural national formations of the discipline The third section considers the experiences and visions of graduate biblical studies while the last section explores how to transform the discipline All the contributions offer ways to transform graduate biblical education so that it becomes a socializing power that in turn can transform the present academic ethos of biblical studies Back cover

Routledge Library Editions: Education Mini-Set H History of Education 24 vol set Various,2021-07-14 Mini set H History of Education re issues 24 volumes which span a century of publishing 1900 1995 The volumes cover Education in Ancient Rome Irish education in the 19th century schools in Victorian Britain changing patterns in higher education secondary education in post war Britain education and the British colonial experience and the history of educational theory and reform

Benefits Bestowed? J. Mangan,2012-05-04 This volume concentrates on the processes and practices of

formal education which shaped and were shaped by imperial values attitudes and behaviour It is concerned with The myths and visions of imperialism The nature and extent of ethnocentric attitudes declared and undeclared The use of education as a means of disseminating and reinforcing imperial images The changing concept of imperialism as reflected in the emphases of educational literature The different perceptions of imperialism in the various social and ethnic strata of metropolitan and overseas communities and education systems The assimilation adaptation and rejection of metropolitan educational models The issue of imperial education as enlightenment hegemony and control The book features chapters by educationalists historians and sociologists on education as a cornerstone in the construction of imperial control **(Re)Constructing**

Memory: Education, Identity, and Conflict Michelle J. Bellino, James H. Williams, 2017-02-08 How do schools protect young people and call on the youngest citizens to respond to violent conflict and division operating outside and sometimes within school walls What kinds of curricular representations of conflict contribute to the construction of national identity and what kinds of encounters challenge presumed boundaries between us and them Through contemporary and historical case studies drawn from Cambodia Egypt Northern Ireland Peru and Rwanda among others this collection explores how societies experiencing armed conflict and its aftermath imagine education as a space for forging collective identity peace and stability and national citizenship In some contexts the erasure of conflict and the homogenization of difference are central to shaping national identities and attitudes In other cases collective memory of conflict functions as a central organizing frame through which citizenship and national identity are re constructed with embedded messages about who belongs and how social belonging is achieved The essays in this volume illuminate varied and complex inter relationships between education conflict and national identity while accounting for ways in which policymakers teachers youth and community members replicate resist and transform conflict through everyday interactions in educational spaces Decolonisation in Universities Jonathan Jansen, 2019-08-01 In this collection of case studies and stories from the field South African scholars come together to trade stories on how to decolonise the university Shortly after the giant bronze statue of Cecil John Rhodes came down at the University of Cape Town student protestors called for the decolonisation of universities It was a word hardly heard in South Africa's struggle lexicon and many asked What exactly is decolonisation This edited volume brings together the best minds in curriculum theory to address this important question In the process several critical questions are raised Is decolonisation simply a slogan for addressing other pressing concerns on campuses and in society What is the colonial legacy with respect to curriculum and can it be undone How is the project of curriculum decolonisation similar to or different from the quest for postcolonial knowledge indigenous knowledge or a critical theory of knowledge What does decolonisation mean in a digital age where relationships between knowledge and power are shifting The book combines strong conceptual analyses with novel case studies of attempts to do decolonisation in settings as diverse as South Africa Uganda Tanzania and Mauritius Such a comparative perspective enables reasonable judgements to be made about the prospects for institutional take up

within the curriculum of century old universities **Changing Regimes and Educational Development in Cameroon** B. Gwanfogbe, 2018-05-16 This book provides an in depth study of the nature and pattern of educational development in Cameroon from 1844 to the post independence period Drawing upon a wide range of sources including hitherto unused archival material and formal interviews with people involved in Cameroons pre colonial colonial and postcolonial educational traditions the result is an elegantly written history enlivened by illustrative texts and archival pictures **Civilizing Missions in Colonial and Postcolonial South Asia** Carey A. Watt, Michael Mann, 2011-03-15 Civilizing Missions in Colonial and Postcolonial South Asia offers a series of analyses that highlights the complexities of British and Indian civilizing missions in original ways and through various historiographical approaches The book applies the concept of the civilizing mission to a number of issues in the colonial and postcolonial eras in South Asia economic development state building pacification nationalism cultural improvement gender and generational relations caste and untouchability religion and missionaries class relations urbanization NGOs and civil society Equipping for Global Mission Linda P. Saunders, Gregory Mathias, Edward L. Smither, 2024-08-13 From Cognitive Teaching to Connected Learning Given the landscape of global Christianity and the variety of approaches to theological and missiological training today how do we equip the global church for the mission of God Should mission organizations or sending churches conduct their own in house training What is the role of Bible colleges and seminaries in equipping for mission today What about informal approaches to theological and ministry training Equipping for Global Mission offers insights from seasoned scholars and practitioners Beginning with theological convictions and practical reflections our authors make a case for what equipping for mission could look like in the present global church Case studies from India China North America and Britain further challenge the reader to reflect on this critical issue The full scope of educating for mission is far too broad of a task for any single organization This is why the contributors serve the church so well by enlarging a much needed conversation This book is a clarion call to all who care about missions and the global church Join world leaders in reshaping missions education today by using the practical and strategic wisdom in these pages **Race, Resistance, and the Boy Scout Movement in British Colonial Africa** Timothy H. Parsons, 2004-11-01 Conceived by General Sir Robert Baden Powell as a way to reduce class tensions in Edwardian Britain scouting evolved into an international youth movement It offered a vision of romantic outdoor life as a cure for disruption caused by industrialization and urbanization Scouting s global spread was due to its success in attaching itself to institutions of authority As a result scouting has become embroiled in controversies in the civil rights struggle in the American South in nationalist resistance movements in India and in the contemporary American debate over gay rights In Race Resistance and the Boy Scout Movement in British Colonial Africa Timothy Parsons uses scouting as an analytical tool to explore the tensions in colonial society Introduced by British officials to strengthen their rule the movement targeted the students juvenile delinquents and urban migrants who threatened the social stability of the regime Yet Africans themselves used scouting to

claim the rights of full imperial citizenship They invoked the Fourth Scout Law which declared that a scout was a brother to every other scout to challenge racial discrimination Parsons shows that African scouting was both an instrument of colonial authority and a subversive challenge to the legitimacy of the British Empire His study of African scouting demonstrates the implications and far reaching consequences of colonial authority in all its guises Preserving Order Amid Chaos John Rhodes Paige,2000 To say that education in Africa is under stress is all too obvious News reports from that continent seem to describe only war and violence poverty and malnutrition corruption and mismanagement or natural disasters that destroy or threaten already frail infrastructures most news from Africa is bad news When an education system survives in a country like Uganda long subjected to the whims of despotic leadership it warrants an investigation This book tells the story of four senior secondary schools during a time of war and intractable social conflict examining a complex topic through multiple perspectives such as documentary history oral history ethnography and organization theory The author develops a broad picture of the Amin Obote years and the accompanying political and social chaos in Uganda while at the same time filling in the crucial details essential for developing an understanding of school survival in the Kaborole District The author's intensive field work gives this study a unique dimension by preserving a record of African voices students teachers parents alumni board members community leaders a rich tableau of the local conditions for school survival emerges At the same time the discussion is situated within the larger Ugandan historical and political context thus offering an excellent example of the application of multiple research perspectives to a complex social cultural and political setting **From Mission to**

Modernity Paul Sedra,2011-03-30 In this pioneering account of Egyptian educational history Paul Sedra describes how the Egyptian state under Muhammad Ali Pasha sought to forge a new relationship with children during the nineteenth century Through the introduction of modern forms of education brought to Egypt by evangelical missions the state aimed to ensure children's loyal service to the state whether through conscription or forced labour However these schemes of educational reform most prominently Joseph Lancaster's monitorial system led to unforeseen consequences as students in Egypt's new modern schools resisted efforts to control their behaviour in creative and complex ways and these acts of resistance themselves led to new forms of political identity Tracing the development of a distinctly Egyptian modernity *From Mission to Modernity* is indispensable for all those interested in Egyptian history and the history of modern education and reform

The Oxford Handbook of the History of Education John L. Rury,Eileen Tamura,2019 This handbook offers a global perspective on the historical development of educational institutions systems of schooling educational ideas and educational experiences Its 36 chapters consider the field's changing scholarship while examining particular national and regional themes and offering a comparative perspective Each also provides suggestions for further research and analysis

Decoding **Educational Policy And The Mission Schools Case Studies From The British Empire**: Revealing the Captivating Potential of Verbal Expression

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