

## B - THEORIES AND HISTORY

### History and philosophy of education; comparative education

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#### Title of Project

PROBLEMS OF EDUCATIONAL GROWTH  
IN UNDERDEVELOPED COUNTRIES -  
A STUDY OF THE QUANTITY-QUALITY  
DILEMMA IN THE AFRO-ASIAN REGION

#### Institution

University of Canterbury, Christchurch,  
New Zealand.

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#### 1. Title of Project

CULTURE AND THE EDUCATIONAL  
ADMINISTRATOR IN THE SOUTH PACIFIC

#### Institution

Faculty of Education, University of  
New England, Armidale, New South Wales,  
Australia.

#### Name of Person and Designation

R.J.C. Francis, Lecturer in Education

#### Main Aims of Project

To analyse aspects of the relationship  
between culture and the educational  
administrator in the South Pacific.

#### Description

The research employs the approach of a  
comparative educationist in the context  
of the Commonwealth countries of the South  
Pacific. Field work has been undertaken  
in Fiji, Tonga and Papua New Guinea with  
emphasis on Papua New Guinea. The aim  
is to provide a conceptual model as an aid  
to the educational administrator's under-  
standing of those decisions which have  
cultural implications.

Date of Commencement - May, 1971.

Date of Completion - June, 1974.

Source of Finance - University of  
New England.

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#### 2. Title of Project

HISTORY OF EDUCATION IN CEYLON  
FROM KITTI SIRI MEGHA UPTO THE  
END OF THE ANURADHAPURA PERIOD

#### Institution

University of Sri Lanka, Peradeniya  
Campus.

#### Name of Person and Designation

Dr. U.D. Jayasekera, Associate Professor  
and Head of the Department of Education.

#### Main Aim of Project

Educational History of the Early Period.

#### Description

This is Volume II of the earlier work,  
Early History of Education in Ceylon  
from Earliest Times upto Mahasena; already  
published in 1969. This covers the political,  
social, cultural and educational background  
of the period. It is hoped to examine  
Curriculum, Methodology and Educational  
Institutions including Teachers etc.

Date of Commencement - 1972

Expected Date of Completion - 1975

#### Source of Finance

A small research allocation from the  
Peradeniya Campus of the University of  
Sri Lanka.

#### Method and Expected Date of Publication

Examination and interpretation of the  
Primary and Secondary Literary Sources,  
1975.

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#### 3. Title of Project

EDUCATIONAL DOCUMENTS 1796-1947.  
SOURCES FOR THE STUDY OF EDUCATION  
DURING BRITISH RULE.

#### Institution

University of Sri Lanka, Peradeniya  
Campus.

#### Name of Person and Designation

Dr. (Mrs) S. Jayaweera, Associate  
Professor

#### Main Aim of Project

Making available the source materials for  
a study of Education during British Period.

#### Description

The source material available in English  
is to be selected listed and translated into  
Sinhala. The Study would also contain an  
introduction and comments.

Date of Commencement - December, 1973.

Expected Date of Completion - 1975.

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Source of Finance

A small research grant provided by the Peradeniya Campus of the University of Sri Lanka.

Expected Date of Publication - 1975.

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Title of Project

MOTHER TONGUE AND EQUALITY OF OPPORTUNITY IN EDUCATION

Institution

National Council of Educational Research and Training, New Delhi, India.

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4. Title of Project

THE HISTORY OF POST-PRIMARY EDUCATION IN THE COAST PROVINCE OF KENYA

Institution

Bureau of Educational Research, University of Nairobi, Kenya.

Name of Person

A.M. Bagha

Date of Commencement - 1972

Date of Completion - 1974

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5. Title of Project

THE INTERPRETATION OF AFRICAN HISTORY

Institution

Bureau of Educational Research, University of Nairobi, Kenya.

Name of Person and Designation

M.T. Wang'ombe, Lecturer, Educational Communication and Technology

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6. Title of Project

THE CAUSATION OF HISTORY IN THE CONTEXT OF EUROPEAN IMPERIALISM IN AFRICA

Institution

Bureau of Educational Research, University of Nairobi, Kenya.

Name of Person and Designation

M.T. Wang'ombe, Lecturer, Educational Communication and Technology

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7. Title of Project

THE PATTERNS OF THE DEVELOPMENT OF EDUCATION IN KENYA DURING THE 20TH CENTURY

Institution

Bureau of Educational Research, University of Nairobi, Kenya.

Name of Person and Designation

M.T. Wang'ombe, Lecturer, Educational Communication and Technology

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8. Title of Project

THE RACIAL FACTOR AS A KEY TO THE EMERGENCY IN KENYA

Institution

Bureau of Educational Research, University of Nairobi, Kenya.

Name of Person and Designation

M.T. Wang'ombe, Lecturer, Educational Communication and Technology

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9. Title of Project

THE MAJOR PHENOMENA IN AFRICAN NATIONALISM DURING THE 20TH CENTURY

Institution

Bureau of Educational Research, University of Nairobi, Kenya.

Name of Person and Designation

M.T. Wang'ombe, Lecturer, Educational Communication and Technology

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10. Title of Project

EDUCATIONAL POLICY OF CATHOLIC MISSION AUTHORITIES IN NORTHERN ZAMBIA, 1891-1964

Institution

School of Education, University of Zambia.

Name of Person

B. Garvey

Main Aims of Project

This project was part of a study of the general history of the Catholic missions in Northern Zambia, and it was intended to discover how much emphasis in terms of manpower, finance and interest at all levels was placed on education by the mission authorities over the period.

Description

It was found that in the period 1891-1904 a very considerable emphasis was placed on primary school teaching and that a large part of the time of mission staffs was given up to it. (This contrasted strongly with the general view that the missionaries were concerned mainly with evangelism.) From 1904 the evangelistic "conquest" of a large area by means of local catechists who were subjected to continual in-service training caused less time and money to be spent on general primary schooling, although after 1919 a central seminary was being served by boarding primary schools for boys in the individual stations. In 1925 under the influence of a Dutch missionary, Jan Van Sambeek (later Bishop of Kigoma in Tanzania), official preference was again given to the building up of station and village primary schools under the control of the Director of Native Education's office in the Administration. Mission education continued thereafter to be two-tiered, with the seminary system (which culminated in a secondary-type education being given before any official "secondary schools" were recognised by the Administration, and which led to post-secondary studies in Tanganyika) and the "official" school system.

Date of Commencement - May, 1969.

Date of Completion - December, 1972.

Source of Finance

University of London Grants Commission;  
School of Oriental and African Studies  
Research Committee Award.

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11. Title of Project

THE SEMINARY SYSTEM OF NORTHERN ZAMBIA, 1914-1964

Institution

School of Education, University of Zambia.

Name of Person

B. Garvey

Main Aims of Project

Examining the type of education given in the northern seminaries (not mentioned in any of the government reports of the period) and to assess in some way their effect.

Description

A previous study of the educational policy of the Catholic missionaries in Northern Zambia has already established the importance of the seminaries and their feeder schools (ecoles presbyterales) which preceded in time the government Native

Education Service and which after 1925 existed side by side with it. Earlier work on the development of secondary education in Zambia (T. Coombes, Ph.D. thesis, Harvard) did not take the contribution of the seminaries into account, and a monograph on them would be a valuable corrective to previous work.

Date of Commencement - Early 1974

Date of Completion - 1974

Source of Finance

Possibly the University of Zambia.

Date of Publication

Publication to follow soon after completion.

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12. Title of Project

A RURAL, REGIONAL (NORTH-WESTERN PROVINCE) HISTORICAL STUDY OF SECONDARY SCHOOL LEAVERS: 1958-1971

Institution

School of Education, University of Zambia.

Names of Persons and Designations

P.D. Wilkin, Lecturer in Education  
T.K. Samungole

Main Aims of Project

(1) To provide empirical data to prove or disprove the widely held assumptions that secondary school pupils are now younger and that secondary school selection is more local;

(2) To compare and contrast employment patterns in pre and post-independence periods;

(3) To compare and contrast pre and post-independence period migration patterns.

Description

The Tracer Project of the University of Zambia has provided useful contemporary data on secondary school leavers. The work has raised interesting prospects as to what might be done with a detailed, historical study of a rural region, especially in a region where the school output has been limited both in numbers and in the decade prior to independence.

Utilising the results and methodology of the Tracer Project in their (1971 - onwards) tracing of school leavers, it is intended to do a detailed, historical trace of the pre-1971 secondary school leavers from the North-Western Province. The Project is being carried out as Tracer Comparative Research Project No. 73-01.

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Date of Commencement - August, 1973  
Expected Date of Completion - December, 1974.  
Source of Finance  
University of Zambia.  
Method of Publication - Tracer Project Reports, Journal Publications

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13. Title of Project  
LOCAL COMMUNITY EFFORTS IN THE DEVELOPMENT OF GRAMMAR SCHOOL EDUCATION IN YORUBALAND, 1859-1960.

Institution  
Department and Institute of Education, University of Ibadan, Nigeria.

Name of Person and Designation  
A. Ade. Adeyinka, Lecturer in Education

Main Aim of Project  
To examine the roles of the local community in the development of secondary grammar school education in Yorubaland during the first century of grammar school education in the area.

Description  
The investigation is confined to the Yoruba speaking people of the present Western and Lagos States of Nigeria. It examines the contributions of the various local communities to the development of grammar school education in Yorubaland - with emphasis on their roles in the opening and running of such schools, particularly their contribution in terms of finances, acquisition of sites, and the recruitment of personnel - since the opening of the first grammar school in 1859 down to the year of Nigerian Independence (1960).

Date of Commencement - March, 1972  
Expected Date of Completion - June, 1975.  
Source of Finance - Private

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Title of Project  
ORIGINS AND DEVELOPMENT OF FORMAL EDUCATION IN IBADAN CITY

Institution  
Department and Institute of Education, University of Ibadan, Nigeria.

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14. Title of Project  
HOW TO REFLECT INDIGENOUS PHILOSOPHY OF LIFE IN MODERN PRIMARY SCHOOL EDUCATION

Institution  
Department and Institute of Education, University of Ibadan, Nigeria.

Name of Person and Designation  
J.A. Majasan, Professor, Head of the Department and Director of the Institute

Main Aims of Project  
To discover the common features in the various types of indigenous education within Nigeria and to see which of such features could be injected into the present system of school education which is almost entirely foreign.

Description  
The researcher has completed an investigation on Yoruba Indigenous Education and would therefore wish to apply the methods of study to other major ethnic groups to discover similarities and differences. This would enable him to put forward proposals for relating the present school system particularly the primary school system to environment and culture. It will involve short periodic residence in each of these areas chosen, to discuss with local research team set up for the purpose.

Date of Commencement - 1970  
Date of Completion - 1973  
Source of Finance - Private

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Title of Project  
A COMPARATIVE STUDY OF EDUCATIONAL ATTAINMENT OF STUDENTS IN "PRIVATELY MANAGED" SECONDARY GRAMMAR SCHOOLS AND THOSE IN "PUBLICLY-MANAGED" SECONDARY GRAMMAR SCHOOLS IN WESTERN STATE OF NIGERIA

Institution  
Department of Education, University of Ife, Nigeria.

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Title of Project  
AFRICANISATION OF EDUCATION: A CRITICAL VIEW OF AIMS, STRUCTURE AND CONTENT OF EDUCATION IN SELECTED AFRICAN COUNTRIES

B - Theories and History

Institution

Faculty of Education, University of Cape Coast, Ghana.

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15. Title of Project

A COMPARATIVE STUDY OF LANGUAGE POLICIES AND PROBLEMS IN CEYLON AND INDIA SINCE INDEPENDENCE

Institution

University of London Institute of Education, United Kingdom.

Name of Person and Designation

V. Arumugam, Lecturer in Education

Main Aim of Project

To analyse the language policies and the problems encountered therein, in the two countries, since they attained independence from British rule.

Description

A study of the problems of language in the two countries. The main areas of study were the language of Administration, the language of Education, and the position of English. The issues were considered in a historical prospective. The method of study adopted was the descriptive and comparative one.

Date of Commencement - October, 1971.

Date of Completion - June, 1973.

Source of Finance

University of Sri Lanka, Peradeniya Campus.

Date of Publication - 1974 or 1975

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16. Title of Project

A CASE STUDY OF EDUCATION WITHIN ITS CULTURAL CONTEXT IN A RURAL AREA OF SARAWAK

Institution

Department of Education in Developing Countries, University of London Institute of Education, United Kingdom.

Name of Person and Designation

R.A. Bruton, Ph.D. Student

Main Aims of Project

To examine the relationship between primary education and the community it

serves in a village remote from Kuching, the capital of Sarawak. Also to determine more briefly any changing pattern in this relationship in villages progressively closer to Kuching.

Date of Commencement - 1973

Expected Date of Completion - 1975

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17. Title of Project

THE DEVELOPMENT OF EDUCATION IN BRITISH GUYANA

Institution

Department of Education in Developing Countries, University of London Institute of Education, United Kingdom.

Name of Person and Designation

Miss S.S. Narayan, Research Student

Main Aim of Project

To examine the development of education in British Guyana 1900-1944 with special reference to social, political and economic development - as part of a contribution to the history of education in Guyana.

Date of Commencement - 1973

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18. Title of Project

RELIGIOUS EDUCATION IN SOUTH WALES AND WESTERN STATE, NIGERIA.

Institution

Department of Education, University College, Cardiff, South Wales, United Kingdom.

Name of Person

M.A. Orebanjo

Description

The thesis summarises and compares the historical and sociological influences on the methods and content of Religious Education at the secondary level in South Wales and Monmouthshire with those in the Western State of Nigeria. On the basis of this survey the author develops a plan for the teaching of religion, with emphasis on moral education, in the Western State of Nigeria.

Date of Completion - September, 1973.

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19. Title of Project

EDUCATION AND SEPARATE DEVELOPMENT; THE BACKGROUND TO 'BANTU' EDUCATION IN SOUTH AFRICA

Institution

Department of Educational Foundations,  
University of Alberta, Canada.

Name of Person and Designation

P.E. Schmidt, Graduate Student

Main Aims of Project

- (1) Examine the relationship between education and traditional African authority structures.
- (2) Describe and analyse the impact of Western education on a particular traditional society in the Republic of South Africa.
- (3) Analyse the ideology of 'separate development' and show its historical connection with the aims and efforts of early White penetration.
- (4) Assess the educational aims, of 'separate development' and the conditions of their success and failure.

Description

Traditional education among the Nguni served to reinforce social control mechanisms. Those mechanisms deteriorated and were ultimately abolished when Western education began to interfere with traditional life. This interference from within by the newly educated Africans made traditional societies structurally conducive to political domination from without.

The Western educated Africans became agents for the aims of colonialism, and the White government of South Africa had ultimately to depend on their collaboration for its implementation of 'separate development'. These same Africans, however, are demanding greater access to the fruits of White Society as well as more responsibility in determining their own political and cultural destiny. Faced with their rising expectations the South African government is forced to implement an ever-increasing number of social control mechanisms. The study will attempt to analyse the role of education in this development.

Date of Commencement - September, 1973.

Date of Completion - April, 1974.

Source of Finance - The University of Alberta.

Method of Publication

Thesis. Possible publication in learned journal.

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20. Title of Project

INDIGENOUS RESPONSES TO CHANGING EDUCATIONAL NEEDS: BUDDHISM AND EDUCATION IN SRI LANKA

Institution

Althouse College, University of Western Ontario, London, Canada.

Name of Person and Designation

Dr. D. Radcliffe, Assistant Professor,  
Department of History of Education

Main Aims of Project

The aim of the project is consonant with the suggestion in the Faure Report (Learning to Be, Unesco, 1972) that the domination of development education by Western theory and models has tended hitherto to eclipse concepts and solutions emanating from other traditions. Such traditions may not only still have great pertinence to the needs of specific societies, but may also be of considerable value generally in contributing to international educational theory.

Description

Sri Lanka was selected for study because it provides an excellent example of the interaction of two systems. As in most Theravada Buddhist countries, education was well developed in relation to the society's needs in pre-colonial times, and the tradition of the Buddhist society as an educative society was upheld. Overlaying this, and in many ways in direct conflict with it, colonial Ceylon was provided with an extensive and generally effective school system on the western model, resulting at the time of independence in relatively high educational ratings by (western) international standards for similar countries.

The conjunction of these two elements has given rise in Sri Lanka to significant controversy over the control, content and objectives of education, and one product of the high expectations generated, and the economic, social and cultural imbalance which resulted, was the dramatic youth revolt of 1971.

The study draws upon research in Sri Lanka during the summer of 1973. Research proceeded in two areas - (i) an historical examination into the resurgence and renaissance of the Sinhalese (Buddhist) cultural influence upon education from ca. 1830 onwards resulting in the establishment of the Vidyodaya and Vidyalankara pirivenas, and the leading Buddhist secondary schools, Mahinda, Ananda and Nalanda Colleges. (ii) a survey of contemporary developments in education, with particular reference to non-government

and extra-systemic organisations such as the Sarvodaya Educational Institute at Moratuwa.

The intention is to contribute to more effective understanding of the functional and dysfunctional impact of educative forces in the development process, and to ways in which the reformulation of traditional ideals and techniques can contribute to the solution of contemporary problems in education.

Date of Commencement - June, 1973.

Date of Completion - June, 1974.

Source of Finance

American Council of Learned Societies (New York), Area Studies for South Asian Research

International Development Research Centre (Ottawa), Travel and Research Grant for International Development

Method and Date of Publication

Research Reports and Article, 1974 Book n.d.p.

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Title of Project

AN ASSESSMENT OF EDUCATIONAL NEEDS IN THE EAST CENTRAL STATE OF NIGERIA

Institution

University of Calgary, Alberta, Canada.

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