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Nota di contenuto	<p>Intro -- Contents -- Tables -- Illustrations -- Foreword -- Acknowledgements -- Notes -- Abbreviations -- Introduction -- The genesis of educational policy in late colonial Africa: 1900-1950s -- Colonial empires and education -- The origins of "development" in Africa and its relationship to education -- India -- Black American experience and African colonial education -- Individual actors -- A scientific approach to African colonial education -- Notes -- Chapter 1 -- The International Missionary Council and education in colonial Africa* -- History of education and mission education -- The context -- Broad themes of mission policy in 1920-1930s -- The conferences and deliberations of the IMC as a window through which we can observe these shifts in policy -- Education as a key to mission policy -- The development of education -- World Missionary Conferences -- Edinburgh: 1910 -- Edinburgh and education -- After Edinburgh -- The Jerusalem conference: 1928 -- Jerusalem: education -- Post-Jerusalem conference -- The Tambaram conference: 1938 -- "Evangelicalism" -- Social involvement -- Tambaram and education -- Conclusion -- Notes -- Chapter 2 -- Conference litmus -- The development of a conference and policy culture in the interwar period with special reference to the New Education Fellowship and British colonial education in Southern Africa* -- The 1934 South African Education Conference as a benchmark of changing educational discourse -- The development of professional educational networks</p>

from the late nineteenth century -- The NEF in the interwar period -- Interwar NEF conferences and the links with the British Commonwealth -- British Commonwealth Education Conference: 1931 -- NEF conference in South Africa: 1934 -- Cheltenham conference: 1936 -- Australasia: 1937 -- African educational networks in the interwar years -- Conclusions -- Notes.

Chapter 3 -- Welfare and education in British colonial Africa* -- 1918-1945 -- Background -- Welfare and education -- Conclusions -- Notes -- Chapter 4 -- Science and policy -- Anthropology and education in British colonial Africa during the interwar years* -- Science and African policy development in the interwar era -- Science, anthropology and policy -- "What were anthropologists after?" -- Anthropology and education in the African colonial context -- The NEF conference in 1934 and social anthropology -- Conference presentations and assessment -- The critique of anthropology as a science of policy -- Further developments in anthropology: 1934-1940 -- Conclusion -- Notes -- Chapter 5 -- Diedrich Westermann -- Linguistics and the ambiguities of Colonial Science in the interwar era* -- Background -- Kaisersreich -- After the German Empire -- Westermann as linguist -- Westermann and anthropology -- Religious background/missionary career -- Westermann's contribution to colonial policy in Britain -- Westermann and the Third Reich -- After 1945 -- Summary -- Notes -- Chapter 6 -- Donald Guy Sydney M'timkulu -- South African educationalist: 1907-2000 -- Introduction -- Background: Adams College, Lovedale and Fort Hare -- The Carnegie Grant and Yale University -- Life at Yale: 1935-1937 -- Field trips, fieldwork and Christian work -- Washington -- Schools and normal colleges: Penn normal and industrial school in South Carolina -- Tuskegee Institute near Montgomery, Alabama -- The Negro universities -- Summary -- Conferences attended -- Summary - at the end of the Yale period -- The return to South Africa: 1937-1959 -- Fields of activity -- Head teacher role -- Adams College -- Ohlange Institute -- Educational leadership and teacher organizations -- South African Institute Race Relations -- Education policy debate -- Fort Hare -- After 1959.

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Sommario/riassunto

The Changing Face of Colonial Education in Africa offers a detailed and nuanced perspective of colonial history, based on 15 years of research that throws fresh light on the complexities of African history and the colonial world of the first half of the twentieth century.
