

# **EDU 1010 LECTURE NOTES**

## **ORGANISATION AND DEVELOPMENT OF EDUCATION IN NORTHERN RHODESIA 1924-1963**

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**EDUCATION DURING THE COLONIAL ERA**  
**1924-1953**

## THE PHELPS-STOKES COMMISSION [1924]

### Origins:

- The Commission had its origin in the Phelps-Stokes fund.
- The fund was set up in New York under the will of Miss Caroline Phelps-Stokes **to further the education of the negroes** both in the USA and Africa.
- The fund trustees had earlier sent an education commission to West, South & Equatorial Africa in 1920-21 to investigate challenges in education delivery.
- The commission's report generated a great deal of interest.

## Cont...

### □ Context:

- Representatives of protestant Churches met in Edinburgh in 1910.

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- They looked at matters of common interest-including educational problems in Africa.
- International Missionary Council established, with J.H. Oldham appointed as Secretary.
- Oldham urged the Colonial Office to formulate a clear-cut policy on education.

## Cont...

- By mutual understanding, it was decided that the trustees of the Phelps-Stokes fund be invited to undertake an education survey.
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- This time in East and Central Africa.
  - In November 1923, a new Commission was authorised.
  - It was invited to C. Africa by the British government following complaints from missionary bodies regarding the negative attitudes of the BSA Co. towards education.

# Cont...

## □ Aims

- The Commission was charged with a three-fold task:
  - (i). To **investigate the educational needs** of the people in the light of their religious, social, hygienic & economic conditions;

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  - (ii). To **ascertain the extent** to which their needs were being met;
  - (iii). To **assist in the formulation of plans** to meet the educational needs of the natives.

# Composition:

□ Composed of eight members:

- Dr. James Aggrey, an educationist from Gold Coast;
- Dr. J.H. Dillard (USA), president of the Jeans fund;

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- Dr. H.L. Shautz, Agriculturist & Botanist from the USA;
- Rev. Garfield Williams, Education Secretary of the Church Missionary Society;
- Maj. Hanns Vischev, Secretary of the Colonial Office Advisory Committee on Native education in tropical Africa;
- James Dougall from Scotland;
- C.T. Loram of South Africa;
- Dr. Thomas Jesse Johns, Chairman of the Commission.

# Phelps-Stokes Commission Cont...

## ☐ Recommendations

- ☐ Following meetings with the missionaries, government officials and traditional leaders, the commission came up with a number of recommendations:\_\_\_\_\_
- **1. Education must be adapted to the conditions and needs of society (Concept of Adaptation);**
- It must be a preparation for life;
- And life for an African meant life in the village;
- Chief aim of education therefore, is to raise the standard of living among the village community;
- Concentration should be on hygiene and health;
- Encouragement of agricultural development;

## Phelps-Stoke Commission Cont...

- The teaching of industrial skills;
  - Raise the status of women and girls.
  - ~~Developing character through religious training and physical recreation~~
2. Government to appoint a Director of Native Education- to coordinate and unify the educational activities of the missionary societies.
  3. An Advisory Committee should be appointed with representatives of the government, the missions and the settlers.
  4. Government to subsidize the educational work of the missions.

## Phelps- Stokes Commission Cont...

5. Aid for the maintenance of European missionaries to supervise the educational work of their mission stations.

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6. Financial provision to be made for teacher training and the employment of visiting teachers.
7. An institution needed to be established to provide higher education to those who could profit from it

### **Comment on the Concept of Adaptation**

- Constituted the education policy during the colonial period.
- Created utilitarian and agriculturally-biased education system.

## Phelps-Stokes Commission cont...

- Contributed to increased illiteracy.
- Contributed to the slow development of secondary and tertiary education.

### Conclusion

- The recommendations of the Phelps-Stokes commission to a greater extent contributed to the formation and articulation of policy on organization and administration of education provision in British Colonial Africa after 1924.
- They (recommendations) also determined the nature and content of the curriculum, teacher and methodology of the education which was provided from 1924 to 1953.

# Organisation and Development of Edu...

## □ Introduction

- From 1<sup>st</sup> April, 1924 administration of NR changed from the BSAC to the colonial Office
- Thus from 1924 to 1953, Northern Rhodesia was under colonial rule
- The new govt. adopted many of the **Phelps-Stokes Recommendations** for educational development of the territory
- The Recommendations by the Phelps-Stokes Commission, to a greater extent influenced the organisation and development of African Education in the colonial period

# Colonial Education Policy

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- In 1925, the govt. created a **Sub-department of Native Education** under the dept. of Native Affairs
- **Mr. G.C. Latham** was appointed director
- Advisory Board was established in 1925. Constituted representatives from missionaries, British Colonial Officials, settlers and Natives

## Cont...

- The board helped in the organisation of mass education and training for teachers.
- During the colonial period, the notion of education for adaptation was endorsed by the govt.
- Govt. advocated for a kind of education that would prepare people for life in the village or life within the tribal community

## Cont...

- Education was to be adapted to the mentality, aptitudes, occupations and traditions of various people, conserving as far as possible all sound and health elements in the fabric of their social life
- Concentration was on elementary education, almost all of it in rural areas. No urban provision.
- Low quality- teachers poorly educated, poorly trained & poorly paid.

## Cont...

- Uneven distribution of schools (E.g more schools in Southern Province and very little in N/W Province).
- The education system for Africans entailed a rather conservative perspective on political development
- It included character training and religious morality based on the need to suppress the political consciousness of Africans

## Cont...

### □ Major Educational Developments up to 1938

- A number of developments took place in the education sector after 1925 as a result of greater govt. involvement in the administration of education
- in 1925, Latham created a common school code/syllabus. This was meant to upgrade and recognize the schools that were in existence
- In 1928, the first departmental examination for teachers was held
- Examination based on GRZ Standard iv syllabus with a paper on Teaching Theory, School Management and First Aid was held. Of the **261** teachers who sat, **113** passed.

## Cont

- Latham also advised the Missions to create Normal Schools in missions for teacher training
- In the 1930s, a three tier school system existed. On top were Normal Schools; missionary schools in the middle; and village schools at the bottom.
- Building of Govt. Jeanes Agricultural , Normal and primary Schools at Mazabuka started in 1938. Project funded by Beit Railway Trust.
- Department of Native Affairs Education appointed five (5) superintendents of Native Education to each of five provincial stations: Ndola, Kasama, Mazabuka, Chipata and Mongu.
- These were tasked to inspect schools in these stations for quality assurance.

## Cont...

- Salaries were also introduced for trained and certified missionary teachers
- The department of Native Affairs Education created the provincial Advisory Committees on education
- An inspectorate for Jeans supervisors were also set up
- In 1936, the colonial government made it clear that it was going to subsidize missionary work with grants in teacher training, secondary and vocational training
- By 1937, plenty funds were made available for educational services

## The Pim Alan Plan

- **Sir Pim Alan** was invited by the colonial govt to provide assistance in the formulation of plans for the general advancement of educational services for the Africans
- The **Pim Alan Plan (1939-1944)** was made operational in 1939
- By 1941 a number of the above projects outlined in the plan were under implementation
- 1943 thus saw the attainment of the objectives of the **first five year plan** in all its important aspects despite the second world war

## BACKGROUND

- Copper prices did not bring prosperity
- ~~The government did not benefit from the minerals- the BSA.Co got the royalties;~~
- Tiny grants were left for economic development.
- Sir Pim Alan argued that there was need for more government spending on education.

# Objectives OF THE PLAN

- i. Train chiefs to participate in the provision of education

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- ii. Extend the central village school system
- iii. Expand female education through training of teacher's wives
- iv. Open junior secondary schools.
- v. Increase attention to Agric, health and handcraft.

# CONTRIBUTION OF THE PLAN TO EDUCATION DEVELOPMENT

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- Neglected areas were also considered in the provision of education.
- There was compulsory education in urban areas like Broken Hill and Copperbelt Region.
- Growth of consciousness in the need for more educational facilities for Africans.

## TYPES OF EDUCATION SYSTEM

□ It was **dual** implying that there were two education system within the territory.

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### 1. Education for the masses ( Africans)

- This was to prepare a learner to obey colonial authority
- It was agriculturally biased
- It was base on literacy and numeracy

# CONT'N

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- It was conservative of political development
- It was designed to preserve the status quo
- It offered a 4 year and 6 year programs

# CONT'N

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## 2. Education for the elite (whites).

- To prepare the learner for administrative tasks
- More funding ie only 3% went to African education.
- Had well qualified teachers

## CONTN'

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- More was spent on educating the less European children (1,248) in 1938, less was spent on the more than, 92,000 African children.
- Missions continued to dominate provision of education (1,990 mission schools by 1935; 2,034 by 1945 while Govt had 12 schools in 1935; 51 in 1945).

# Notable Educational Developments

1939	<ul style="list-style-type: none"><li>-Jeans School Opened in Chalimbana</li><li>-Secondary Education Classes started at Munali Training Centre in Lusaka</li></ul>
1942	<ul style="list-style-type: none"><li>-Higher Education Teacher Course (HTC) for selected elementary teachers started at the Jeans School</li></ul>
1943	<ul style="list-style-type: none"><li>-Compulsory education introduced in Broken Hill (Kabwe) and some parts of the Copperbelt</li><li>-African appointed for the first time to the advisory board on African Education</li></ul>
1944	<ul style="list-style-type: none"><li>-Senior Secondary Classes started on a regular basis at Munali training centre</li></ul>
1945	<ul style="list-style-type: none"><li>-23 Native Authority Schools were built.</li></ul>

# Notable Educational Developments

1946	<ul style="list-style-type: none"><li>-Transfer of Barotse National Secondary School to the Central Government</li><li>-CHIPEMBI Girls Secondary School was opened by the Methodist Mission</li></ul>
1947	<ul style="list-style-type: none"><li>-Lukashya Vocational Training Centre was opened</li><li>-Training of African Nurses started at Chikankata mission by Salvation Army</li></ul>
1950	<ul style="list-style-type: none"><li>-One full and two junior secondary schools were opened</li><li>-Committee on African Higher Education , appointed by the Central African Council, submitted report</li></ul>
1951	<ul style="list-style-type: none"><li>-New Munali Secondary for 400 boards occupied in December</li><li>-Hodgson Training Centre expanded and twelve trades schools in operation</li></ul>

## Other Educational Developments

- ✓ There was also growing consciousness of the need for greater educational facilities for the African population
- ✓ The outbreak of the WW2 (1939-1945) increased demand for copper and NR benefited economically
- ✓ Brought about more resources for the education of Africans
- ✓ This was accompanied by a notable growth in the territory's revenue, resulting in unparalleled expansion of educational infrastructure in quantity in the history of the colony.
- ✓ The full development of secondary education was neglected until after the end of WW2.
- ❖ Reasons being: (i) Settler opposition, (ii) Govt fears of not having finances(GD 1929-33), (iii) No clear policy directives.

## Cont...

- ✓ The 1937 **Dela Warr Commission** emphasized the need to provide higher (secondary) education to Africa
- ✓ Motivated the NR government to overcome the hesitation and embark upon a policy of secondary education
- ✓ Enhanced the recognition that Africans would need education in order to participate more fully in the social, political and economic affairs of their country
- ✓ Though, a **dual system of education** for Africans and non-Africans was in existence

## Cont...

- ✓ The education system for the non-Africans was highly funded with good infrastructure and trained teachers and the opposite was true for the African system.
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- ✓ While more was spent on educating the European children (1,248) in 1938, less was spent on the more than, 92,000 African children.
  - ✓ Missions continued to dominate provision of education (1,990 mission schools by 1935; 2,034 by 1945). Govt had 12 schools in 1935; 51 in 1945.
  - ✓ Some of the notable educational developments In the African education system included the following:

## Cont...

- ✓ In addition, adequate examination machinery was put in place
  - ✓ In-service professional refresher courses were instituted
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- ✓ Emphasis on education that was more practical and relevant to the local needs
  - ✓ Female helpers were trained, especially wives of teachers and evangelists. Their acquired knowledge in knitting, cookery, needlework, and domestic craft brought in an aspect of **utilitarianism** in the education system which was over academic
  - ✓ The colonial policy was to provide primary education to masses and secondary schooling to a few

## Cont...

### □ Conclusion

- ✓ Recommendations of the Phelps-Stokes Commission greatly shaped the educational policy for Africans during the colonial period

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- ✓ There was rapid expansion of primary education during this period
- ✓ Secondary education slowly developed between 1937 and 1951
- ✓ Though govt. increased control of school education provision through the creation of Native Authority Schools(run by **LEA**), missionaries still remained pioneers in the advancement of education for Africans in Northern Rhodesia

**EDUCATION DURING THE FEDERAL  
PERIOD  
1953-1963**

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# EDUCATION IN THE FEDERAL PERIOD

## □ Introduction

- ✓ Federation of Rhodesia and Nyasaland was established on 23<sup>rd</sup> October, 1953.

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- ✓ Was established at the request of white settlers and against the strong opposition of Africans who saw it as marginalizing them and entrenching settler power
- ✓ Federation Involved N/Rhodesia (Zambia), S/Rhodesia (Zimbabwe) and Nyasaland (Malawi)
- ✓ The Federation of Rhodesia was interested in exploiting the copper industry of N/Rhodesia
- ✓ Salisbury (Harare) was the federal administrative capital of Rhodesia and Nyasaland.

## Cont...

### ❑ Organisation of Education

- ✓ The Ministry of African Education was created and the Northern Rhodesian Govt. was responsible for it
- ✓ For Non Africans (Europeans, Afro-Europeans and Asians) the Ministry of European Education was established in Salisbury
- ✓ A **racially segregated system** of education thus continued. Dual system of Education continued
- ✓ Federal Govt. was responsible for education of all other races and for higher education
- ✓ Unbalanced allocation of resources: more for non Africans and less going to Northern Rhodesia for African education

# Cont...

## ❑ Aims of African Education

- ✓ Self determination and human rights influenced the aims of African education. These included the following:
  - ~~Need to expand educational facilities for Africans at the elementary level when resources permit (Phelps-Stoke Commission)~~
  - Need to extend secondary school facilities as resources become available
  - Need to extend to Africans vocational and secondary education (Bearing in mind the character and temperament to facilitate promotion of Adult education especially to women and girls)
  - Encourage production and wide distribution of suitable literature

## Cont...

### ❑ Education Provision in the Federal Period

- ✓ After 1956, more sec. schools were opened
- ✓ Trade schools developed (for low level training) and some technical education provided at Hodgson institute, Lusaka
- ✓ By 1952, early attempts were made towards the establishment of a university in Lusaka
- ✓ Federal authorities received the news with hostility and suspicion
- ✓ This frightened the federal authorities to speed up the development of the University college of Rhodesia and Nyasaland in Salisbury in 1957 for multi-racial people

## Cont...

- ✓ The university college in Salisbury admitted students with A-levels, it did not respond to the real needs of Northern Rhodesia
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- ✓ Terms of service and status of primary school teachers were improved through the establishment of the **Unified African Teaching Service (UATS)**
  - ✓ In 1961, the Addis Ababa Conference was held, by UNESCO, and African states were urged to double efforts of elementary and secondary school teacher training

## Cont...

- ✓ Conference stressed the need to set up vocational institutions for middle and top level personnel educational
  - ✓ By 1957, 21 training schools were offering some kind of vocational courses.
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- ✓ Early 1958 the **Apprenticeship Amendment Ordinance** was passed to allow Africans to work in the mines after vocational training
  - ✓ During the period 1953-1963, African enrolment in secondary school increased from 1,198 in 1956 -57 to 3, 794 in 1961-62
  - ✓ In 1963, enrolments almost doubled to 6, 440
  - ✓ In the same year, 1963, three secondary schools, Canisius college, Munali and Chipembi Secondary Schools offered sixth-form courses to African pupils

## Cont...

- By 1963, **Govt TTC**, Mifulira, Chalimbana opened; Mission TTC, David Livingstone, Charles Lwanga, Malcom Moffat opened; **Main trade schools** were opened and big vocational colleges such as Evelyn Hone and NORTEC were opened
- Emergence of an African Elite
- National Movements emerged; **ANC, ZANC, UNIP**, mine workers unions
- Politically inspired disturbances became common in learning institutions such as Munal Sec. Sch
- African opposition to federation eventually paved way for its break up on 31<sup>st</sup> December, 1963.

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**THE END**

**THANK YOU ALL!!!!!!**