

PROBLEMS OF IMPERIAL  
TRUSTEESHIP

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NATIVE EDUCATION

*Ceylon, Java, Formosa, the Philippines, French  
Indo-China, and British Malaya*

BY

THE HON. H. A. WYNDHAM

A REPORT  
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## FOREWORD

THIS volume is the first of a series of reports under the general title of 'Problems of Imperial Trusteeship', which are to be issued under the auspices of the Royal Institute of International Affairs. The inception of this scheme of study is due to the initiative of Mr. Hugh Wyndham, who is the author of the present book and who will be in charge of the whole inquiry. Although these reports are being prepared under the auspices of the Study Groups Department of the Institute, and will be published as part of the Study Group series, the method of their preparation varies somewhat from that normally adopted in Group work. As a rule a Group of members of Chatham House are invited by the Council to examine and report on a subject, and they are provided with a Group Secretary to assist them, who is a member of the staff of Chatham House. In this case Mr. Wyndham has voluntarily combined the functions usually performed by the Chairman and the Group Secretary.

Mr. Wyndham has been assisted in this work by an Editorial Committee consisting of Mr. A. I. Mayhew and Mr. J. H. Oldham. In addition the Study Group Department, which maintained close contact with the progress of the work, arranged for a number of authorities to contribute material for Mr. Wyndham's consideration. The Council of Chatham House desire to express their appreciation of the services rendered by the following persons, services which included cartographical work, the checking of statistics, the contributions of original

material, and much helpful comment and criticism on the first draft of the report:

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CHATHAM HOUSE,  
10 ST. JAMES'S SQUARE,  
S.W. 1.

NEILL MALCOLM,  
CHAIRMAN OF THE COUNCIL  
OF THE ROYAL INSTITUTE  
OF INTERNATIONAL AFFAIRS.

*March 1933.*

## AUTHOR'S NOTE

ALTHOUGH the problems connected with the administration of colonial Empires have been a direct concern of several European nations during the last five centuries, they are seldom discussed from the point of view of the experience of the past. It is unfortunate that this is so, for their history has much to teach us, and had more attention been paid to it some mistakes might have been avoided. Similarly, colonial problems are seldom studied comparatively. One colony pays little attention to the lessons which may be learnt from others and tries to work out its own salvation without regard to them. An attempt is made in this book to deal, both historically and comparatively, with certain aspects of the problem of education in six territories. The subjects, therefore, which it covers, having to be traced over a long period of time, must of necessity be limited in number, and many which are obviously of equal, and, in the opinion of some people, perhaps of greater, importance have been excluded. The same remarks apply to much detail. Several of the persons mentioned on the preceding page suggested that the door might be opened wider. It seemed inadvisable to do so for the reasons stated. Nevertheless the points which were brought forward deserve attention, and I will therefore set down some of them.

It was suggested that this essay might have annexed to it copies of the syllabuses and similar information showing the scope of the education at present being given in the schools. Apart from the space which this would require, it seemed out of place in a work which claims to be no more than an introductory essay. Moreover, all the information of this kind can be found in the official reports and documents which are included in the bibliography. Syllabuses which are now in use would also be of no value as illustrating the instruction given in years before they came into operation. For the same reasons I have omitted attempting to summarize in tabular and statistical form the main

features of the education systems which are described. Other suggestions were that a comparison should be made between the effects of the education given in these six territories with the results of that given in European countries; and that more space might be devoted to the influence of Western ideas on the customs, traditions, and ideology of the several peoples. Both these are difficult and complicated subjects which would require a separate study for adequate treatment. Finally some very interesting material was sent in which fell outside the scope of this essay—notably a Memorandum on the Osmania University at Hyderabad. It has all been examined and is filed in the Documents Section of the Information Department of Chatham House, where it can be consulted by any one who is interested.

In conclusion, I must express my warmest thanks to all whose names appear on page vi. Their contributions to and their suggestions and criticisms on the first draft were of great value, and led to many corrections and other improvements.

H. A. WYNDHAM.

CHATHAM HOUSE,  
*27th February, 1933.*

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