

with the foundation of village or 'desa' schools. The author points out that it is not strictly correct to give the name 'desa', which denotes a village community, to these schools, since they are neither owned nor administered by the village, but are, in fact, national schools. Great difficulty was experienced at first in providing Indonesian teachers for these schools, where all teaching was given in the vernacular, but the establishment of increasingly comprehensive courses of training for teachers gradually supplied the demand. Text-books and equipment also had to be produced, and further difficulties were experienced in inducing children to attend school; the last available figures showed, however, that 40 per cent. of all Indonesian children within the age group 6-9 years were attending school. All post-primary schooling was still given in European type schools and in the Dutch language, and connecting schools were therefore founded in order that Indonesians who desired to do so might pass on to the secondary and higher schools. In 1939 an Indonesian higher elementary school was started, in which Dutch was taught as a school subject in the lower grades, and in the higher grades was used as the medium of instruction. A complete educational system on European lines, including specialist and technical schools and colleges of university standing, exists in the Netherlands Indies. Only one day before the Japanese invasion of Java these scattered institutions had been unified to form the University of Indonesia. All these establishments are open to Indonesians who have the necessary command of the Dutch language, but the development of the Indonesian system up to university standard has been under consideration. In addition, there are schools for the Chinese-speaking population.

An appendix to the paper, contributed by Mr. Charles O. van der Plas, formerly Governor of East Java, describes the methods adopted by the Provincial Council of East Java, with the co-operation of private individuals and organizations, missionaries, and teachers, to combat illiteracy. These methods, which included the provision of reading material, the establishment of village libraries, the encouragement of the singing of poetry and the collecting of traditional songs and games, resulted in 19,000 people learning to read in the first year of the campaign, and in so rapid an increase in school attendance that the government had to provide for the building of 600 additional village schools and 210 continuation schools within three years.

Colonial Products Research Council

THE first report of the Research Council, of which Lord Hankey is Chairman, has recently appeared. Though the ultimate aim is to include within the scope of its researches any colonial product, the Council has concentrated at the outset on commodities least well served by existing organizations. Thus the researches so far initiated include studies of the chemistry of sugar, vegetable oils, and certain essential oils. For example, Professor Todd at Manchester University is investigating theobromine, a by-product of the cocoa industry, and at Liverpool University Professor Hilditch is examining the properties of various oil-bearing seeds not hitherto investigated. The Council is co-operating with existing research organizations such as the Medical Research Council and the Agricultural Research Council. It regards its task as twofold: to examine colonial products in an endeavour to find a more extended use for them; and also to help producers so to organize production that their output can be converted into secondary products for internal consumption and for export.

The Schomberg Collection

THE Schomberg Collection, comprising 10,000 books, 3,000 manuscripts, 2,000 etchings, and several thousand pamphlets all relating to Negro life and history, was made by the well-known American collector, Arthur Alfonso Schomberg, himself of Negro descent,