

REHABILITATION OF EDUCATION IN MYANMAR, 1948-1957

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Abstract

Although modern education introduced with the British annexation to Myanmar, literacy rate was very low. When Myanmar regained her independence, educational reforms were undertaken throughout the country. Especially, a crying need of education was still in exists in rural community. AFPFL Government adopted State's policy dealt with education which is highlighted on primary compulsory education and mass education. The Educational Policy of Government was not able to attain as nationwide insurrection made disturbance in the first years of independence period. In 1950 onward, AFPFL paid attention on the rehabilitation of education. Educational fulfillment—the numbers of schools, the numbers of teachers, and teaching aid facilities—were carried out. AFPFL emphasized primary education and mass education. In higher education, the government upgraded Mandalay College to University of Mandalay in 1957-58.

Key Words: primary compulsory education, mass education, vocational education, numbers of teachers, literate and illiterate persons.

INTRODUCTION

There is a real need to retrospect on the education of Myanmar in the post centennial occasion of the University of Yangon. Also, comparative studies on current education and education in the early independence period is needed. Moreover, reconsideration should be looked at educational performances on how to think about educational thought, how to impact on the period by the British colonial administration, and what were barriers against the way to educational development. Re-examining should be done to progress how much education produced soft and hard skills of its products. In this work, some historical primary sources, the *Records of Parliament: discussions, suggestions on advantages and disadvantages of education* are mainly highlighted. Motivation comes out from curiosity on the rise and fall of national education between the first decade of post-independence period and the present condition of education. It is therefore dedicated to the teachers, students and other educational stakeholders at present.

Literature Review

Among the native and foreign scholars who did studies on Myanmar and her education are not many numbers. Professor John F. Cady studied and wrote a work: *A History of Modern Burma* which was published in 1958 by Cornell University Press. In his work, he makes a discussion about the education in Myanmar in the early independence period. Also, Professor Hugh Tinker had done *The Union of Burma: A Study of the First Years of Independence*, which has been published in 1959 by Oxford University Press. In his work, Chapter 7 is studied on “education and the social services.” U Than Oo, a retired director-general, Ministry of Education, has done on History of Myanmar Education Department (in Myanmar). His work discusses the reformation of education in 1948-1952. It is based on some educational reports. In contrast to this work, the records—discussion, suggestions and answers by ministry of education—belonging to Parliament (Hluttaw in Myanmar) are used as primary sources.

Research Questions

Regarding with the study, the main research questions are:

- (1) How did the politicians think about the role of education in statecraft?

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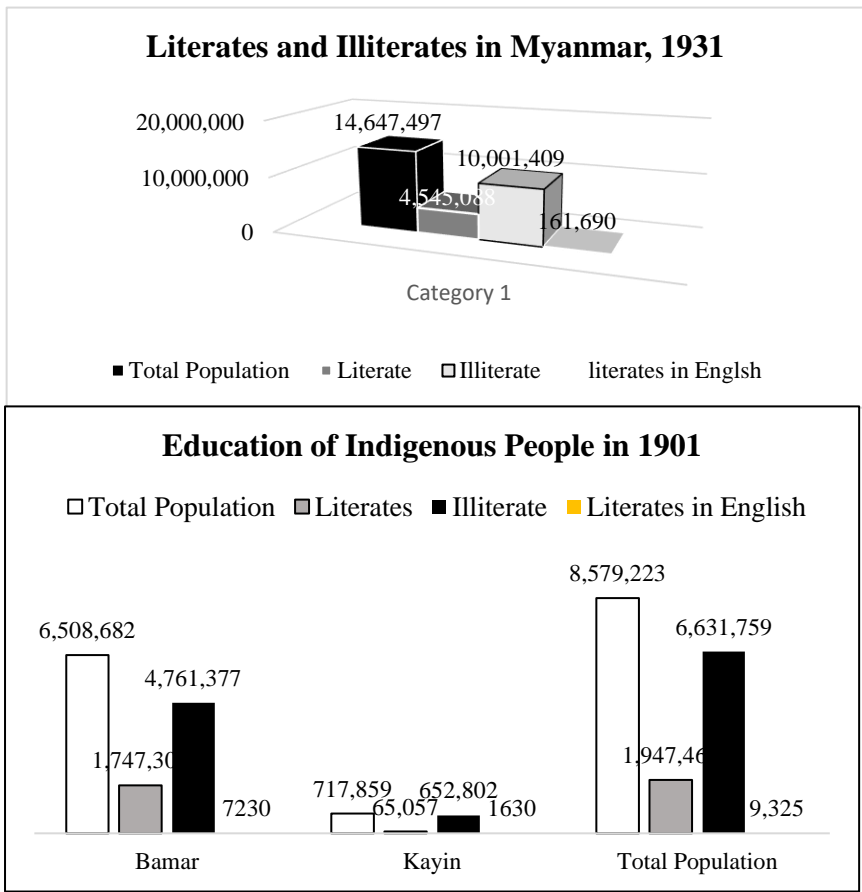
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- (2) How did AFPFL government recover the education reforms in the early independence period?
- (3) What were the difficulties of education in the early independent Myanmar?
- (4) What is the difference educational condition of Myanmar between the period of 1948-58 and present condition?

General Background of Education

When Myanmar regained independence, people criticized the structure of education built up in the British period which was planned only to produce salaried servants in their imperialistic machine and it is certainly true that the able alumnae of the high schools and the university aspired to the prestige and authority of the civil service. Although modern education was introduced in Myanmar with the British annexation, education was not able to permeate to the mass. Also, a large number of ignorance has not been reduced. In 1904 onwards, Education Department of British Burma adopted educational policy and intended that reading, writing (in Myanmar) and arithmetic can be learned pupils at primary school.



In rural primary schools, British was not able to fulfil the needs and therefore, students in rural areas at that time were grateful to monastic schools.¹

The *Census of India, 1931* mentions that literate of Myanmar was 368 persons in number per mile of aged 5 and above. Of them, such numbers of female literate were 165 people and it shows very few numbers of the female literate.² The census also shows the literate, literate in English and illiterate which was also known as the numbers of persons who

¹ Taw Sein Ko (1913), *Burmese Sketches*, Yangon: British Burma Press, pp.159-261.

² J.J. Bennison (1933), *Census of India, 1931*, Vol. XI, *Burma*, Part I, *Report*, Yangon: Government Printing and Stationery, pp.160f, table no. xiii.

did not attain western education. After regaining independence, education was stressed on the mass. At that time, two percent of the population attained the high standards of education, while the majority of them were illiterates.¹

Politicians' Thoughts on Education in 1950s

Civilization and education—vocational and academic property—are the main backbone for a nation in addition to the fact that education is a fundamental need of a country. To be a good citizen, education also takes the most vital essentiality. Unless the nation building was based on intellectuality, the nation and her prosperity cannot be sustainable.² A nation stands on the four vital pillars in which education is involved as one of the four pillars. As Independence Declaration of Myanmar on 4 January 1948 mentions, Socialist State is marched.

According to the national policy, education should also be based on socialism. Practically, it cannot be undertaken in Myanmar. *Thakhin* Thar Din, a representative of Middle Bago Constituent who was a counter cluster of parliaments, accused that the government returned to colonial administration, and economy. Performance was not reliable in line with USA trend. The scholars who came from western countries, also were influenced by capitalism. They often take discussion on education – “when he was in America”. When scholars were sent abroad for further study, they were sent to capitalist countries.

He also pointed out that when a teacher who came from America, teaches thirty students in an academic year, it gives birth thirty enemies against the nation. Accordingly, within in a decade, three hundred enemies will appear in Myanmar. At that time, Minister U Than Aung, Ministry of Education, did not accept sending scholars to left wing countries, i.e., Russia and China.³ Some complained that *Thakhin* Thar Din's policy led to the devastative way of Korea.⁴

The State's Policy on Education, 1950

AFPFL government adopted the Educational Policy on 1 June 1950 as follows:

- (1) to centralize administration for education as experiment in transitional period,
- (2) to establish government schools instead of former grant-schools,
- (3) to undertake compulsory primary education,
- (4) to reform the school levels,
- (5) to improve vocational and industrial education, and
- (6) to recognize Myanmar as a core of teaching language.⁵

¹ Hugh Tinker (1959) *The Union of Burma: A Study of the First Years of Independence*, Oxford University Press, p. 191. Hereafter cited as Tinker: 1959: Burma.

² Saw Tin Aung Than, a representative of South Patheingyi, urged to government, *တိုင်းပြည်ပြုလွှတ်တော် စုဒ္ဓသမ ညီလာခံ မှတ်တမ်း*; (Record of Parliament), Vol. XIV, Part II, held on 29 August 1951, pp. 65ff.

³ Suggested by *Thakhin* Thar Din, a representative of Middle Bago, on 5 September 1951, *တိုင်းပြည်ပြုလွှတ်တော် စုဒ္ဓသမ ညီလာခံ မှတ်တမ်း*; (Record of Parliament), Vol. XIV, Part VII, held 5 September 1951, pp. 370-383.

⁴ U Ba Shwe, a representative of Dawei District *တိုင်းပြည်ပြုလွှတ်တော် (ပါလီမန်) စုဒ္ဓသမ ညီလာခံမှတ်တမ်း*; (Record of Parliament), Vol. XIV, Part VII, held on 5 September 1951, p. 378.

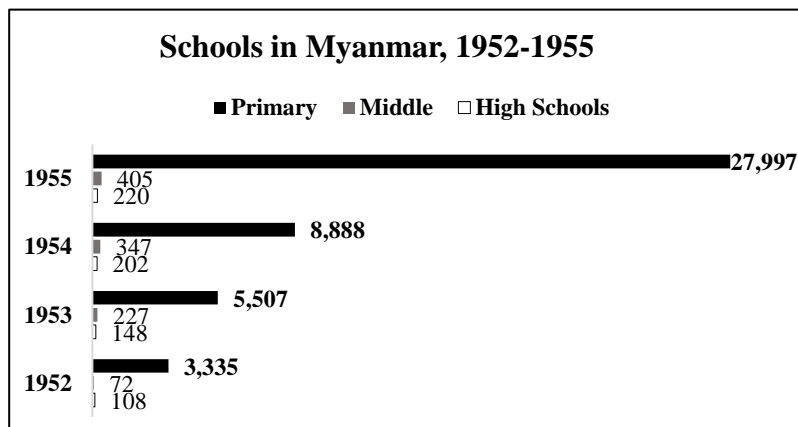
⁵ Maung Than Htut, *မြန်မာနိုင်ငံဘုန်းတော်ကြီးကျောင်းပညာရေးသမိုင်း*; (A History of Monastic Education in Myanmar), Yangon: Institute of Education, M.A. Thesis, 1977, unpublished, p.231f.

Education in the Early Independence Period

The State shall make provision for free and compulsory primary education which was stated at No. 33 Article of the Constitution of the Union of Myanmar, 1947. Also, The Primary Education Act, 1944 mentions that the President of the Union may direct a local authority to submit within the time specified by him, a scheme to provide compulsory primary education in the whole or any part of the area subject to its jurisdiction.¹ Accordingly to the State Constitution and the Act, there were 4,500 primary schools all over the country in the pre-war period.

When Myanmar regained her independence in 1948, AFPFL government planned to build 1,500 schools.² The total number of primary schools would be increased at 6,000. Moreover, 75 Post-Primary Schools were also opened. All schools financed by public money would be run directly by the State. At the same time, education became entirely free to all, except for the purchase of textbooks. All teaching in state schools used as the medium of instruction in Myanmar.³

AFPFL could not fulfill the needs because of two courses, i.e., school buildings which were ruined during the aftermath of Second World War⁴ and continuously the outbreak of multicolour insurrections in Myanmar in the early independence period. High schools and universities buildings were extensively requisitioned for military use. Insurgents burnt villages and towns in nationwide. Official figures show a sad decline in the numbers of schools. Among post-primary or high schools, the figure of 120 established on the eve of independence fell to 97 in 1949. In 1948, the number of primary schools was 4,328: they fell to 2,186 in 1949. It did not attain the previous level until 1952-53.⁵



In far corner areas of the country, many numbers of teachers had not got salaries for 1946-47 but they taught the pupils of them as volunteers.⁶ It badly affected the people especially those who live in rural communities, the majority of population of Myanmar. The

¹ *The Burma Code*, Vol. IV, Yangon: the Authority of the Government of the Union of Burma, pp. 182-187.

² Presentation by U Tun Yin, a representative of east of rural Myaungmya constituent, *တိုင်းပြည်မြို့လွတ်တော် ဆွေမညီလာခံမှတ်တမ်း* (Record of Parliament), Vol. VI, Part XVI, held on 21 September 19481, p. 569.

³ Tinker: 1959: *Burma*, p. 195.

⁴ Presentation at parliament by U Kyaw Min, representative of Sittwe Myoma, *တိုင်းပြည်မြို့လွတ်တော် စုဒ္ဓမညီလာခံမှတ်တမ်း* (Record of Parliament), Vol. XIV, Part XVII, held on 20 September 1951, pp. 806f.

⁵ Tinker: 1959: *Burma*, p. 196.

⁶ Question asked by U Sein Yin, a representative of the Kayin in rural constituent of West Kyaikkhami, *တိုင်းပြည်မြို့လွတ်တော် ဆွေမညီလာခံမှတ်တမ်း* (Record of Parliament), Vol. XVI, Part XXXV, held on 16 October 1948, pp. 1438f.

number of students who failed in matriculation examination were more numerous than the numbers of students during pre-war period.

In Thaton, victims of war took refuge in camps and their children were sent to free tuition classes which were crowded and also number of teachers were insufficient. U Than Aung, Minister for Education, managed to carry out the rehabilitation of education for the children. He spent 840,000 Ks. for the children to give free education with the assistance of district officers.¹ Schools and monasteries which were learning centers not only of Buddhism but also of primary education were also burnt in the anarchic period. It was brought about throughout the country. Consequently, the numbers of the poor and the illiterate grew there.²

Until to 1951, rural education was in worse condition. It brought about the people to grow the numbers of the ignorant and failed to win the plans adopted by the government. In the Ayeyarwaddy delta, there were merely seven or eight primary and post primary schools in a township. Otherwise, a village group consisting five to ten villages which was ruled by a chief (*thugyi* in Myanmar) was able to be founded only a school. Insurrection made schools to devastate. In 1951, only a few numbers of primary schools were able to be reopened there.³

Encouragement to Education

During 1951-52 fiscal year, parliament allowed 46,262 Ks. to promote the education sector. It involved free education for students from basic education schools founded by government as well as university and college. With the foreign aids especially from USA, it paid attention on the fulfillment for the needs of facilities and teaching aids at University of Yangon, and Medical College. It also included to build new schools and to renovate the old buildings. For university, a commission to give grants for academic learning, and hostel by government was formed. Moreover, stipend and scholarship programmes increased for the students.

On 7th August 1952, Pyidawthar Plan was drawn to develop socio-economic condition of the people and democratization. In its plans, ten sectors were included and education was also taken part. Educational Plan was reviewed and modifications were undertaken. The present educational system continued in line with the British policy towards education. To match with independent Myanmar, new policy for education was needed. The educational reform was therefore adopted based on five objectives:

- (1) to enable all indigenous people of the Union to do writing, reading, and arithmetic in anyways,
- (2) to appear those who can see the technical knowhow,
- (3) to rise sufficiently those who can give their labour for the Union,
- (4) to increase the numbers of those who attain five kinds of strength⁴ when Mr. Zeros were eliminated in the Union, and

¹ Presentation at Parliament by Saw Ba Yin, a representative of rural Kayin in West Thaton, *တိုင်းပြည်မြို့လွတ်တော် စုဒ္ဓသမညီလာခံမှတ်တမ်း* (Record of Parliament), Vol. XIV, Part XVII, held on 20 September 1951, pp. 804f.

² Urge to parliament by Saw Tin Aung Than, a representative of rural Kayin Constituent of South Pathein, on 20 September 1951, *တိုင်းပြည်မြို့လွတ်တော် စုဒ္ဓသမညီလာခံမှတ်တမ်း* (Record of Parliament), Vol. XIV, Part XVII, held on 20 September 1951, pp. 795ff.

³ U Tun Kyi, a representative of East Rural Hinthada, urging on Parliament, *တိုင်းပြည်မြို့လွတ်တော် စုဒ္ဓသမညီလာခံမှတ်တမ်း* (Record of Parliament), Vol. XIV, Part II, held on 29 August 1951, pp. 65ff.

⁴ *Kāyabala*, (physical strength), *ñāṇabala* (intellectual strength), *mittabala* (friend strength), *cārittabala* (ethical strength, and *bhogabala* (wealthy strength).

(5) to succeed democratization among the Union.¹

To develop education sector, Premier U Nu adopted the Four-Year Plan including three sectors: Law and Order, National Economy and Social Service on 8 June 1957. For social service, an integrated Educational Plan was also drawn up. This plan was led by the Educational Plan Committee as follows:

- (1) The Hon'ble Prime Minister (Chairman),
- (2) Hon'ble U Htun Tin,
- (3) U Ohn (Prime Minister's Admirers),
- (4) Thiripyanchi U Ba Kyaw,
- (5) Sithu U Thant,
- (6) Sithu Dr. Htin Aung,
- (7) Sithu U Ba, Director of Education,
- (8) U Ko Lay (Mandalay College),
- (9) U San Shwe (Adult University), and
- (10) Co-opted members.²

Education and Teachers

There was no law and regulation to appoint teachers and headmaster at basic education schools. To give appointment for teachers at secondary and high schools, a certain qualification was not drawn policy. For a primary teacher, the teacher must pass seventh standard and obtain the certificate conferred by Elementary Training Classes (ETC). To be a middle school teacher, the one needed to pass ninth standard and obtain certificate by ETC. Then, sufficient numbers of teachers were not able to be fulfilled at schools.³

They were appointed by the district education officers. To be appointed headmasters at high schools, a headmaster or headmistress needs to obtain the Bachelor of Arts or Bachelor of Education (B.A or B. Ed.). It caused inconveniences for the appointment because graduates who obtained B.A or B. Ed. were very few. Ministry of Education was therefore moderated the criteria to appoint headmaster or headmistress who obtained B. A or B.Sc. and even the teacher who passed Anglo-Vernacular High School and obtained his teaching skill and long service age nominated by headmaster.⁴ Among the teachers, the teachers who came from Anglo-Vernacular High School earned higher salary than the ones who came from vernacular schools.⁵

During the British colonial period, schools were divided into three categories: English Schools, Anglo-Vernacular Schools and Vernacular Schools. In 1948 onwards, AFPFL

¹ U Nu (1952) *ပြည်တော်သာ ပြည်ထောင်စုပန်းတိုင် (The Pyidawthar: Goal of the Union)*, Yangon: Seikku Cho Cho Books, 2013, Reprinted, pp. 12f.

² Premier U Nu, (1957), *4-Year Plan*, Yangon: Information Department, pp. 26f. Hereafter cited as U Nu, *4 Year Plan*.

³ U Tun Yin, a representative of East Myaungmya, urging on Parliament, *တိုင်းပြည်ပြုလွှတ်တော် စုဒ္ဓသမညီလာခံမှတ်တမ်း* (Record of Parliament), Vol. XIV, Part XVII, held on 20 September 1951, pp. 6797ff.

⁴ Answered by U Than Aung, Minister of Education, at Parliament on 20 September 1951, *တိုင်းပြည်ပြုလွှတ်တော် စုဒ္ဓသမညီလာခံမှတ်တမ်း* (Record of Parliament), Vol. XIV, Part XVII, held on 20 September 1951, pp. 799f.

⁵ Answered by Bo Min Khaung, Secretary of Ministry of Education, *တိုင်းပြည်ပြုလွှတ်တော် စုဒ္ဓသမညီလာခံမှတ်တမ်း* (Record of Parliament), Vol. XII, Part VI, held on 4 September 1950, pp. 189.

government adopted to only one kind of school. Also, elementary training class for the teachers at vernacular school was omitted. Ministry of Education opened Teachers Training School (TTS).¹ The ones who passed ninth and tenth standards from vernacular schools had chance to join at TTS. The teachers who passed sixth standard from vernacular school and had certificate of ETC (B) were not appointed.² At that time, permanent teachers as government employees and non-permanent teachers as temporary government employees were divided.³ Those who attended matriculation (tenth standard in Myanmar) were very few in Myanmar. Another cause was the teacher who obtained bachelor degree did not want to serve at school because they complained that transportation to school was difficult.⁴

Among the primary and post primary school teachers, Anglo-Vernacular School-produced teachers and Vernacular School-produced ones were not the same in salaries they earned. Salary to Anglo-Vernacular School-produced teachers were higher than Vernacular School-produced teachers.⁵

In 1950, Educational Policy Inquiry Committee was reformed. The new scheme made several changes. The Primary school was from kindergarten to fifth standard in the pre-1950. Primary education was reformed by the new policies from kindergarten to fourth standard (ages 6-10), the middle schools up to seventh standard (age 10-13), and the high schools up to ninth standard (age 13-16). For the students who came from poor family, government allowed 30 percent of free education and paid the students stipends.⁶ In this period, ninth standard (*tanmyint* in Myanmar) was examined under the supervision of government. Whether the students were at middle school or not, the examination can be sat in line with the permission which was decided by education officer.⁷

Mass Education

In October 1948, AFPFL government took a discussion about mass education. A draft law for the Mass Education Act was drawn at parliament. Mass Education Council was firstly founded on 20 March 1949. It was led by U Tun Pe, Minister of Information. It was reorganized with new members including State Ministers and Secretaries. The Mass Education Council adopted its aims and objectives as follows:

1. to improve knowledge,
2. to be healthy and fitness,
3. to know about the vocational works,

¹ Teachers Training School was renamed as Teachers Training Institute (TTI) and then Teachers Training College and Education Degree College (EDC). (interviewed with Mahn Tin Oo, retired teacher at No. 4, Pwo Kayin High School on 3 October 2020).

² Answered by U Khin Maung Lat, Secretary of Ministry of Education, *တိုင်းပြည်မြို့လွှတ်တော် ဆဋ္ဌမညီလာခံမှတ်တမ်း* (Record of Parliament), Vol. VI, Part XXVIII, held on 7 October 1948, pp. 1130f.

³ Ibid, p. 191.

⁴ Suggestion by U Sein Maung, a representative of West Patheingyi, to Parliament. *တိုင်းပြည်မြို့လွှတ်တော် စုဒ္ဓသမညီလာခံမှတ်တမ်း* (Record of Parliament), Vol. XIV, Part VII, held on 5 September 1951, pp. 430f.

⁵ Answered by Bo Min Khaung, Secretary of Ministry of Education, *တိုင်းပြည်မြို့လွှတ်တော် စုဒ္ဓသမညီလာခံမှတ်တမ်း* (Record of Parliament), Vol. XII, Part VI, held on 4 September 1950, pp. 191.

⁵ Ibid, p. 191.

⁶ Answered by U Win, minister of education at parliament on 28 August 1950. *တိုင်းပြည်မြို့လွှတ်တော် စုဒ္ဓသမညီလာခံမှတ်တမ်း* (Record of Parliament), Vol. XII, Part I, held on 28 August 1950, pp. 15.

⁷ Answered by U Win, minister of education at parliament on 29 August 1950. *တိုင်းပြည်မြို့လွှတ်တော် စုဒ္ဓသမညီလာခံမှတ်တမ်း* (Record of Parliament), Vol. XII, Part II, held on 29 August 1950, pp. 34.

4. to achieve the prosperity of the people who live together, and
5. to know about the disciplines.¹

In its tasks, training for mass education, publishing periodicals and books, movies, photographs, monastic education and etc. were involved. Monastic education was aimed to help to be literate and inclusive as a part of it. In mass education, learning programmes—concepts of mass education, health education, democracy, education for elders, public health and sanitation, rural economy, sports and fitness, domestic science, world history and international affairs and governmental departments—were taken parts.

The intention was to make the farmers and cow boys who cultivated in the field to know about the academic subjects of university. It is called *Ludu Tekkatho*, university for the common man by J.S. Furnivall.² To reach this goal, the State firstly founded Translation Department to read encyclopedia and modern education in Myanmar as well as to publish the books which give rural communities common knowledge and some good grasps.³

In 1951-52 fiscal year, one-ninety staff were trained to carry out and about 100 departments were also opened to undertake in some districts—Pyarpon, Taunggoo, Thayarwaddy, Myaungmya, and Pyay—as well as Special Division of the Chins.⁴ Mass Education was therefore born with the regaining independence in 1948. For AFPFL government, it reflected that the majority of indigenous people were illiterates during the British colonial period.

When Four Year Plan was undertaken in 1957, Mass Education was also aimed at the people of the Union of Myanmar as in the past, who tended to the lack of in discipline, speech, action, and living. To stop to this regrettable way of life, discipline was forced befitting the people of an independent country. Mass Education was therefore given priority in national reconstruction.⁵

Then, printed books apart from school text-books and religious treatises that the Burma Translation Society was laid to publish the works which should be translated into Myanmar for the people. At that time, the leaders of Myanmar had little attention to guide to make provision for the new generation of professional men in agriculture, education, engineering, medicine, public health and all other branches of specialist activities. One of its most useful projects is a *Myanmar Encyclopedia* which is a means of introducing Myanmar to the world outside. It was intended to all the Myanmar who can read Myanmar.⁶

For the citizens who cannot read or do not have the habit of reading, a national museum was built. It was intended to teach them through their eyes and encourage them to read.

Vocational Education

In 1948 onwards, Ministry of Mining and Industry undertook to open Weaving Schools. Government had founded five weaving schools in each city of five divisions:

¹ လူထုပညာရေး (Mass Education), Yangon: Information Department, 1955, pp. 5f.

² J.S. Furnivall (1953) "Ludu Tekkatho: The Cultural Institute", *Journal of the Burma Research Society*, Vol. 36, p.61.

³ suggested at parliament by U Ba Gyan, Minister of Judicial Affairs. တိုင်းပြည်ပြုလွှတ်တော် ဆွေးနည်းလာခံမှတ်တမ်း? (Record of Parliament), Vol. VI, Part XXXI, held on 12 October 1948, pp. 1335.

⁴ တိုင်းပြည်ပြုလွှတ်တော် စုဒ္ဓသာမညီလာခံမှတ်တမ်း (Record of Parliament), Vol. XIV, Part III, held on 30 August 1951, pp. 147f, 153, 160.

⁵ U Nu, *Four Year Plan*, p. 28.

⁶ J.S. Furnivall (1953) "Ludu Tekkatho: The Cultural Institute", *Journal of the Burma Research Society*, Vol. 36, pp.61ff.

Amarapura, Mawlamyine, Patheingyi, Sittwe and Taunggyi. Among these five schools, the weaving school at Amarapura was the most successful one. At each of the school, only thirty students, who passed Anglo-Vernacular matriculation, were accepted although about the five hundred people attempted to attend. To fulfill the needs, government planned to open further weaving schools but government was not able to carry it out according to the urge by Mahn Ba Maung, a representative of the rural Kayin in South of Maubin constituent, to open the Weaving Schools in every district of the country.¹

In Education Plan of 1949, it was intended to encourage painting and home industry, vocational subjects. Practically, it was however hard to be undertaken. Ministry of Education allowed to appoint forty-three teachers who taught painting. The forty-three teachers had been appointed at schools but all of them were not skillful. They did not go to the Art school and passed merely fourth standard from Vernacular School. They made attempt by themselves at home. Ministry of Education searched for the painters who attended Teachers Training Classes. Among the would-be-teachers, the one trained them painting. To open industrial education, there was no sufficient mechanical instruments due to the aftermath of World War II. Even in B.O.C. Engineering College, the needs were challenges. Then, mechanical instruments were not able to be bought even if finance was allowed.²

Schools for the Kayin

Since the establishment of Hluttaw (Parliament) in 1947, the Kayin obtained communal constituencies in line with minority right. It provided twenty-four representatives for the Kayin in the House of Parliament. In the cabinet of government, Minister for the Karen Affairs was also participated. Under his leadership, Karen Affairs Council was also founded. For their education, Education Affairs of the Karens was opened and was administrated by the Karen Chief Education Officer and Assistant Karen Chief Education Officer, and Karen Chief Education Departments in twelve districts. In 1950, AFPFL government permitted to open 568 Kayin Primary Schools, 17 Kayin Middle Schools, and 2 Kayin High Schools in Hpa-do, Nyaunglaypin, Htun Gyi, Insein, Taunggu, Hinthada, Patheingyi, Kyonpyaw, Myaung -mya, Maubin, Wakhema, Eime, Danubyu, Kawkareit, Thaton, Kyaikkami, Hpa-an, and Chaungzon which the large number of Kayin settlements are located in Myanmar.³

University of Mandalay and University of Yangon

University of Yangon gives birth to intellectuals who obtained B.A. and M.A. degrees. To obtain M.A. degree, candidates have to study for three years. Board of examiners were meticulous about the work of candidates and made decision to confirm whether the candidate is reliable to confer M.A. or not. In 1948 onwards, an opportunity was given to a bachelor holder who served as a teacher at the university to attend the class for master degree.⁴

In September 1948, the students who continuously attended did not dare to go to University of Yangon although it was opened. They would be paid 60 Ks in each month as

¹ Answered at Parliament by U Kyaw Myint, Minister of Mining and Industry, on 6 October 1948. *ပြည်ထောင်စုမြန်မာနိုင်ငံတော် ပါလီမန် ပြည်သူ့လွှတ်တော် ဆဌမ ညီလာခံမှတ်တမ်း*; (Record of Parliament), Vol. VI, No. XXVII, pp. 208f.

² Answered at Parliament by U Win, Minister of Education, *ပြည်ထောင်စုမြန်မာနိုင်ငံတော် ပါလီမန် ပြည်သူ့လွှတ်တော် ညီလာခံမှတ်တမ်း*; *ဧကဒသမညီလာခံမှတ်တမ်း*; (Record of Parliament), Vol. XI, No. XIII, 13 September 1950, pp. 600f.

³ *ပြည်ထောင်စုမြန်မာနိုင်ငံတော် ပါလီမန် ပြည်သူ့လွှတ်တော်ညီလာခံမှတ်တမ်း*; (Record of Parliament), Vol. VIII, No. XV, 12 September 1950, pp. 990-1001.

⁴ Answered at Parliament by U Ba Gyan, Minister of Law, on 21 September 1948. *တိုင်းပြည်ပြုလွှတ်တော်(ပါလီမန်)ဆဌမညီလာခံမှတ်တမ်း*; (Record of Parliament), Vol. VI, No. XXVI, pp. 549f.

stipend but they did not go there.¹ It caused that they did not dare to go there as law and order was not controlled. The numbers of teachers of the university required to fulfil at different departments especially zoology and medical science.

Attempt was made to appoint the teachers by different departments. Government gave it grants in the following years:

- 7,25,010 Ks. in 1945-46,
- 9,57,063 Ks. in 1946-48, and
- 2, 95,000 Ks. in 1947-48.

In the first three months of 1948, government gave it 3, 18,550 Ks.

Regarding with employees at the University, government did not take part in the appointment of the staff. Therefore, they were not awarded gratuity which was given by government. At the University, administrative officer was so equivalent with junior administrative that his/her salary was 1,400 Ks. It was not different from Senior Administrative whose salary was 1,600 Ks.²

In 1951, Primer U Nu, the chancellor of the university, denounced the renegade students who were catering to politicians with special interests, and who were interfering with educational activities who were “ignoramuses, Mr. Zeroes, destructionists.” He declared that all who wanted to play politics, he declared that the students should leave the campus.³ He referred to the Student Union at University of Yangon.

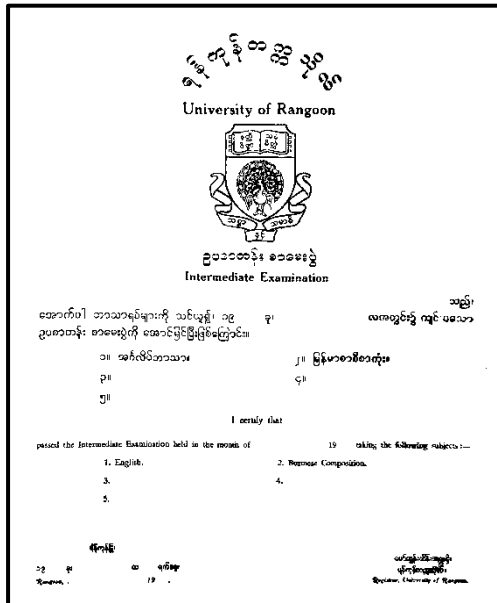
Mandalay College obtained separate grants by government. In 1948-49, government contributed the college 59,810 Ks. Moreover, 340,875 Ks. which was given to expand the building and facilities of University of Yangon was transplanted to use for Mandalay College. In 1948-49, the numbers of students who attended the college were as follows:

- 75 students at first year, Inter Part A,
- 90 students at second year, Inter Part B,
- 10 students at first year B.A., and
- 3 students at first year B.Sc.

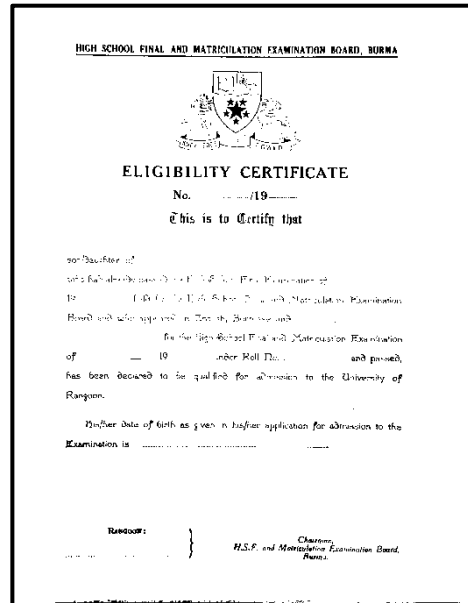
¹ Discussion by U Thar Din, a representative of middle Bago constituent, *ပြည်ထောင်စုမြန်မာနိုင်ငံတော် ပါလီမန် ပြည်သူ့လွှတ်တော်ညီလာခံမှတ်တမ်း* (Record of Parliament), Vol. VI, No. XVII, held on 21 September 1948, pp. 552f.

² Answered at parliament by U Khin Maung Lat, Secretary of Education and Regional Administration Ministry. *တိုင်းပြည်ပြုလွှတ်တော်(ပါလီမန်)ဆင့်မညီလာခံမှတ်တမ်း* (Record of Parliament), Vol. VI, No. XXXV, held on 16 October 1948, pp. 1434f.

³ Thakhin Nu, *From Peace to Stability*, Yangon: Government Printing, 1951, pp. 180-188.



Certificate for the Intermediate Examination held by University of Yangon during the AFPFL Period



Eligibility Certificate by Matriculation Examination Board during the AFPFL

University Council managed to appoint more teachers as follows:

- 1 Principle of the College,
- 11 Lecturers,
- 12 Assistant Lecturer,
- 16 Tutors and demonstrators and
- 6 Lab. Assistants.

Since 1937, an affiliated college (*upajā colip* in Myanmar) had been founded in Mandalay. The principle of the college monthly attended the senate meeting at University of Yangon. Of some products from Mandalay College, some ministers—U Kyaw Nyein, and Bo Khin Maung Kalay—attended at the college. U Ko Lay, Principle of Mandalay College, also was a product of it. In 1950, three hundred students attended there and the number of students increased by 700 or 800. Annually, sixty percent of students passed examination. Its pass percentage of examination was therefore a small gap between University of Yangon and Mandalay College. At that time, Madalay College was an affiliated college with University of Yangon. On 1st June 1951, U Win, a minister of education, gave his promise to promote the college to a permanent university. Only one university in Yangon is not sufficient. Like Mandalay, AFPFL government had planned to open universities in Mawlamyine and Sittwe.¹ In 1958, University of Mandalay, an autonomous university, was opened in line with University of Mandalay Act, 1957.² In 1948 onwards, government made attempt to upgrade Mandaly College from affiliated college to a university level.

Conclusion

Although the rehabilitation of education was carried out during the administration of AFPFL government, challenges were numerously faced in different sectors of the nation. In

¹ Urge by U Hla Pe, a representative of North Mandalay, on 20 September 1951. *တိုင်းပြည်ပြုလွှတ်တော်(ပါလီမန်) စုဒ္ဓသမညီလာခံမှတ်တမ်း* (Record of Parliament), Vol. XIV, Part XVI, held on 20 September 1951, pp. 786ff.

² *၁၉၅၇ခုနှစ် မန္တလေးတက္ကသိုလ်အက်ဥပဒေ* (University of Mandalay Act, 1957), Yangon: Ministry of Law, 1958.

education, one of the issues was the insufficient number of teachers. Moreover, the location of some schools was so hard to transport that teachers did not want to go to such rural areas. Such schools were usually located in township areas and therefore the people in rural communities had fewer opportunities to learn at school than the children in township areas. Moreover, budget allowed to spend merely about 100,000 Ks. for teacher appointment. Therefore, the numbers of teachers cannot be increased. To open a new school, qualification of teachers, and school building quality were paid much attention by educational officers. It cannot fulfill the number of teachers required for new schools although the students were ready to attend the classes and ready to use school buildings.

The worst impact education was the insurgency against AFPFL government which impacted the lack of rural tranquility and peaceful learning. Education Minister and his staff fulfilled the needs as much as they can. Some representatives of parliament complained that the different salaries between the teachers who came from Anglo-Vernacular School and the ones who came from Vernacular School. Education declined because of teachers who were not supported as they should be supplied.¹

When a comparative study on university education is done, the difference of education condition between the early independence period and present time is the strict control on academic ability in early independence period and has changed to practice a large numbers of products with moderation in present education. It impacts the educated people especially on the graduates of arts and science universities in Myanmar. The educated people in the early independence period were so few that numbers of teachers were insufficient for education sector. This period is therefore known as the educational deficiency of Myanmar. In contrast, the numbers of educated or graduate people are excessive at present. It is also known as the educational excess of Myanmar. Neither excess nor deficiency is good for education. The most reliable condition of education should be existed at equilibrium.

In other words, formal education was very poor due to the fact that the numbers of schools were very low throughout the country. It was obviously found in the rural communities which were farmers at the grass root level. As middle and high schools were mostly opened in urban areas, only the children in urban areas attained formal education from middle, high schools, college and university. It brought about to be small middle class and created a big gap between the rural communities and urban people. Most of the people brought up with non-formal education. Most of the people were in rural areas and came from monastic education.

Some elders did not like modern education. They complained that youth, in general, have a smattering knowledge of English language and who are not acquainted with Buddhist doctrines. It provides secular progress and brings about spiritual decline if compared to former generation. In mass education, AFPFL Government undertook the translation and published good works for the people. A large number of people took interest in all the works. Among the published works, *Myanmar Encyclopedia* was the most favorite work among the people. Although it cannot be edited and published again, it has been converted to e-book system.

¹ Discussion by U Thar Din, a representative of middle Bago, on 21 September 1948. တိုင်းပြည်ပြုလွှတ်တော် (ပါလီမန်) မှတ်တမ်း (Record of Parliament), Vol. VI, No. XVI, pp.551ff.

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- တိုင်းပြည်ဖြူလွှတ်တော်(ပါလီမန်)ဆွေမညီလာခံမှတ်တမ်း (Record of Parliament), Vol. VI, Part XXVIII, held on 7 October 1948, Yangon: Government Press, 1948.
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- တိုင်းပြည်ဖြူလွှတ်တော်(ပါလီမန်)ဆွေမညီလာခံမှတ်တမ်း (Record of Parliament), Vol. VI, Part XVI, held on 21 September 1948.
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