

CHAPTER VII

UNIVERSITY EDUCATION

Introduction

The time is most opportune for the introduction of university education in Fiji. University education has a vital role to play in shaping the future of Fiji, that is, in promoting self-government on secure economic and social foundations. The demand for university education is urgent and increasing. The indispensability of higher education for political, social and economic advance has been keenly felt for some time, and expanding educational facilities within the Colony are producing a steadily growing number of students qualified for education above the post-primary level. It is also clearly recognised that university education can be used as a means of building a general public of well-informed articulate citizens - men and women who are not only highly skilled but able to think for themselves, capable of choosing wise and responsible leaders to guide their national policies, and endowed with the taste and judgment to put proper value on the things of the mind and spirit.

This chapter argues for the development of university education in Fiji and the discussion is based on: the present position of higher education, the need for university education in Fiji, university education in the other British colonies, the purposes of the University College of Fiji, the university and the community.

The Present Position of Higher Education

There is no university in Fiji. Students who wish to take university, professional or technical courses must find places in institutions overseas. A limited number of awards in the shape of fellowships, scholarships and bursaries offered locally and by other commonwealth countries are available to Fiji students to prosecute university education in overseas countries. In 1960, seventy-one Fiji students were reading for various degrees in the overseas universities under these awards.¹ Besides, a large number of Fiji students, at their own expenses, go overseas for university education. More than 366 Fiji students were enrolled in the overseas higher education institutions in 1960 and their expenses were met by their parents.²

Most students desire to go to a New Zealand university because New Zealand is nearer Fiji and, most important, the expenses in New Zealand are not as high as they are in Australia, the United Kingdom or the United States of America. But entry to New Zealand is rigorously controlled - the "White Australasia Policy". The Government of New Zealand grants entry permits to non-white Fiji students subject to certain conditions:

1. The Fiji Education Department must recommend the intending student to the Government of New Zealand. The Department accepts responsibility only for bona fide students wishing to take a course unobtainable in the Colony and who are considered to have a reasonable chance of completing the course they select. (The Fiji Education Department is very conservative in making its recommendations.)

2. The provision of a Deed in the sum of £300 by a Company or corporate body guaranteeing "payment of costs, charges and expenses which may be incurred in connexion with maintenance, relief, arrest, detention, etc., of the student." A Deed is

¹ Department of Education. Annual Report for the year 1960.
Op.cit. Para. 140-141.

² Ibid. Para. 142.

not required however from students guaranteed by the Fiji Government and from the sponsors of each of these students the Department, to safeguard the Government against loss, obtains a cash deposit of £50 and a Bond in the sum of £250. The deposit is refunded and the Bond returned when the student ultimately returns to the Colony, provided of course that the Government has not had to meet any of the expenses against which it has given this guarantee.¹

Students proceeding to Australia or the United States of America need not be recommended by the Fiji Education Department, none-the-less entry permits must be obtained. No entry permit is required to join the university colleges in India or the United Kingdom.

Many students who desire university education are finding it increasingly difficult to gain entry into the country or college of their choice. Entry permits are not easily obtainable and usually there is considerable red-tapeism. The Australian and New Zealand universities do not accept the Cambridge Overseas School Certificate as equivalent to their entrance qualification for admission. A student who wishes to join an Australian university spends a year in an Australian high school and takes the entrance examination of the university he intends to join. A number of schools, however, offer sixth form courses and students attending these courses are prepared for the University of New Zealand Entrance Examination, but a pass in this examination is no guarantee that the New Zealand Government will issue entry permit to join a New Zealand university.

Overseas education is expensive and poor parents cannot afford to send their sons and daughters overseas for higher education. Many parents who send their sons and daughters for university

¹ Department of Education. Annual Report for the year 1950. C.P.No.33 of 1951. Suva, Government Printer, 1951. P. 23.

education overseas often run into considerable debts and it is not unusual to hear parents say that they had to "mortgage" their houses or give "crop lien" in order to raise money to meet the expenses of their sons' or daughters' university education in overseas countries.

Again, many parents are reluctant to send their sons and daughters to overseas institutions because there have been many instances where students misbehaved and got entangled in all sorts of troubles. Away from home and freed from parental control, students find many diversions in large cities and often get enmeshed in the maze of their many "charms". They neglect their studies and patronize night-clubs, dance halls, and horse races. Many have ended up by marrying European ladies and settling down permanently in overseas countries. Moreover, it has of late become fashionable, particularly with Indian students, to bring home to Fiji European ladies. This is creating quite a problem in Fiji, so much so, that Honourable B.D. Lakshman raised this issue in the Fiji Legislative Council on 3rd April, 1962: "Indian parents have been deeply concerned that their young men should go abroad and bring wives from other countries because they think of what is going to happen to their daughters here."¹ And further, many parents argue that spending money on their sons' university education is a bad investment because when their sons, on completion of their studies, return home with European ladies, they usually set up their homes separately and forget their responsibilities and obligations to their parents.

Finally very considerable amount of Fiji money goes out of the country every year for overseas university education.

¹ Hansard. Sessions of April, 1962. Suva, Government Printer, 1962. P. 42.

Economically this is a constant drain on Fiji's pool of foreign exchange. If we assume that there were 400 students enrolled in the overseas institutions in 1960 (exact figure is not available but the Education Department Annual Report for the year 1960 says there were more than 366 Fiji students in overseas institutions) and that each student's expenditure amounted to a very conservative estimate of £500 per year then £200,000 Fiji money was sent overseas in 1960. This figure does not take into account the sums that may have been expended on travelling to and from Fiji. (It is of interest to note that the recurrent expenditure of the University College of the West Indies in 1958 amounted to £615,100. There were 121 teachers and the students numbered 675.¹)

Need for University Education in Fiji

There is definitely a felt need for university education in Fiji. As early as 1954 Honourable Pundit Vishnu Deo urged "that there should be an active policy on the part of the Government to develop a higher educational system within this Colony".² In 1959, the Indian community of Fiji in their Memorandum for Sir Alan Burns submitted that "consideration should be given to the establishment of a University in Fiji".³ The Ramakrishna Mission, Fiji Branch, is contemplating opening a university in Fiji and in this connection Mr. A.D.Patel, a prominent citizen of Fiji approached the Indian Prime Minister, Pundit Jawaharlal Nehru, in September, 1962, with a view to seeking assistance from the Government of India.⁴

¹ University Education in the U.K.Dependencies. London, Central Office of Information, 1960. P.19.

² Hansard. Sessions of 1954. Op.cit. P. 62.

³ Indian Community Memorandum - 1959. Op.cit. P. 30.

⁴ The Fiji Times. Suva, September 1st, 1962. P. 1.

Secondary education is expanding rapidly in Fiji. In 1946, there were only 4 secondary schools with a total enrolment of 530 students but in 1960, there were 45 secondary schools catering for 5,439 students. The magnitude of the expansion of primary and secondary education in Fiji since World War II is set out in the table below:

TABLE 21
Primary and Secondary Education Expansion 1946-1960*

	1946	1960	Percentage Increase
Total population of Fiji ...	259,638	401,018	54.4
Total Primary roll ...	30,150	76,182	110.7
Total Secondary roll ...	530	5,439	926.2
Total Primary roll as percentage of total Secondary roll ...	1.5	7.1	373.3
Total School roll as percentage of total population	14.1	20.4	44.7

* Department of Education. Annual Report for the year 1960.
Op.cit. Para. 29, 102.

The phenomenal growth of secondary education in Fiji since World War II is a clear indication of the demand for higher education. Although the standard of secondary education in Fiji is not very high yet, judging from the results of the external examinations, the quality is steadily improving. In 1960, 261 students passed the Cambridge Oversea School Certificate and 53 passed the New Zealand School Certificate. Seven of the secondary schools in 1960 offered sixth form courses leading to the New Zealand University Entrance Examination. Out of the 77 candidates who took this Entrance Examination in 1960, 54 passed,¹ and this fact, one would admit, clearly indicates the very high standard

¹ Department of Education. Annual Report for the year 1960.
Op.cit. Para. 105-107.

of sixth form work.

The introduction of university education in Fiji will surely act as a beneficial stimulus for the expansion of secondary education. More students will seek admission to secondary schools with a view to aspiring for the university education. The university in turn turn out graduates with professional qualifications who would efficiently man the existing schools as well as those that will be built. The university would also help in raising the standard of secondary education. As the Unesco study says:

It is perhaps a truism to say that the university system in any country depends on the school system in that country, but the reverse is also true, though less obviously. The character of the training given in a university must depend on the nature of the preparation its students have received before they enter. It is likewise true that, however little direct control universities may have over schools, yet the demands which the universities make upon candidates for admission, must inevitably have profound effects on teaching in the secondary schools. Thus there is a mutual interaction at the admission level.¹

There is yet another very important role that a university can play in the life of secondary schools in Fiji. The secondary schools at present are geared to external examinations conducted by overseas universities, and the subjects studied have little or no relationship with the daily life of the pupils. A university in Fiji with its own entrance examination syllabuses could take advantage of local opportunities and conditions.

Let us see how the introduction of university education has influenced the development of secondary education in another country. We shall look at the University College of Ibadan in Nigeria.

¹ Report of the Preparatory Conference of Representatives of Universities. Paris, Unesco, 1948. P. 148.

University education in Nigeria had a very humble beginning and, perhaps, here is a lesson for Fiji. In 1948, when the University College Ibadan was opened, "there were practically no sixth forms in the country",¹ and consequently there were few in the country who possessed the necessary minimum qualifications to enter directly for a degree course. This problem was brilliantly solved by lowering the entrance requirements and extending the courses. As the authors of the book "The Emergent University" write:

Few people therefore had the normal qualifications for proceeding to a degree. The majority of students came in under "concessional entry" to take a two-year course leading to the old Intermediate. They were then qualified to proceed to a general degree in a further two, or an honours or special degree in a further three years.²

The University College Ibadan, Nigeria, was formally opened on 2nd February, 1948, with 104 students and a staff of 12 including two Nigerians. By 1958-59 session the student body numbered 950 and a staff of 200 of whom about a quarter were Nigerians. "The rate of development and the rise of student numbers," to quote from the Emergent University, "far outstrips anything which was foreseen when the college was founded."³ Many Nigerians are now taking Advanced G.C.E. or the Higher Certificate either from school or as private candidates, and more candidates now possess the minimum requirements for direct entry to a degree course than can in fact be accommodated by the University College, Ibadan. The pressure on the University College, Ibadan, is so great that there is a demand for "A Second University" in Nigeria.⁴

¹ A. Olubummo and J. Ferguson. The Emergent University. London, Longmans Green and Company Ltd., 1960. P. 96.

² Ibid. P. 97.

³ Ibid. P. 93.

⁴ Ibid. P. 97.

So far we have argued for the introduction of university education in Fiji on the strength of the steadily growing student body who have completed secondary education and could benefit from higher education. Now let us see if there is demand for university education from any other quarters. Fiji needs scientists, engineers, doctors, school masters, agriculturists, journalists and administrative personnel, and above all responsible citizens.

Fiji is now a dependent territory and enjoys the protection of the United Kingdom Government. Soon it will become a self-governing territory. Whether Fiji as an independent country will be efficient and stable will largely depend on the degree of training the people had received in shouldering the affairs of the government. It is beyond doubt that university education has a very vital role to play in promoting self-government. Addressing the Legislative Council on 23rd November, 1962, His Excellency the Governor stated:

It is the long-standing policy of the British Government to help dependent territories to attain self-government as soon as they are ready for it... it is unrealistic to suppose that the status quo can be maintained indefinitely, and neither do I believe that it is in the interests of the Fijians or Fiji that it should be so.

Countries and races, like individuals, must be encouraged to grow and mature by accepting responsibility for the running of their own affairs, and to retard this natural process frustrates the development of the potential for accepting responsibility which exists both in nations and in individuals.

This reluctance to accept change means also that the constitution of Fiji continues to be based on a system which was not devised for modern conditions.

Fiji has become an important centre in the Pacific. The opportunities for higher education are steadily improving and increasing numbers of people from Fiji are obtaining higher education overseas.

The economic development of the Colony is also progressing rapidly and bringing with it new standards, wider horizons,

and more numerous problems.

With these changing conditions, both within Fiji and in the outside world, the time is approaching for the people of Fiji to accept greater responsibility for the government of the country.¹

The university in Fiji will definitely contribute towards the awakening of a new national consciousness. Fiji will undoubtedly choose to be a democracy, and democracy implies the assurance to all of justice, liberty and equality. And this will undoubtedly depend on the body of leaders that Fiji selects. To force the people to accept as their leaders from the ranks of those privileged class who can afford overseas university education is to sow the seeds of discontent. Fiji must recruit its leaders from all sections of the community. It is therefore important that Fiji must offer equal opportunities to all, and this it can do only if the same facilities for higher education are available for all. Even if equal opportunities are offered to all, some will surpass their fellows by innate qualities of intellect or character. They should be the natural leaders of Fiji.

University Education in other British Colonies

Let us for a moment study the growth of university education in other British colonies as this would, perhaps, help in formulating a scheme for university education in Fiji. There have been remarkable developments of university education in some of the colonies. The range is here enormous, extending from the Royal University of Malta to the University of Hong Kong and the university colleges in Africa and West Indies. The financial basis of all this activity derives from a capital grant of £11,750,000

¹ As reported in the Fiji Times dated the 24th November, 1962. Pp. 1, 5.

from the United Kingdom Colonial Development and Welfare Funds - that is to say from the British taxpayer, reinforced by substantial annual contributions from colonial governments, private endowments and benefactions, public bodies, commercial firms and private individuals.¹

Before World War II there were only two universities in the colonies - the Royal University of Malta and the University of Hong Kong. In 1943 the United Kingdom Government appointed the Asquith Commission "to consider the principles which should guide the promotion of higher education, learning and research and the development of universities in the Colonies".² The Commission's report which was published in 1945 unequivocally stated:

In the interests of higher education in the colonies it is essential that universities should be established at as early a date as possible in those areas which are not now served by an existing university. The immediate objective is to produce men and women who have the standards of public service and the capacity for leadership which the progress of self-government demands and to assist in satisfying the need for persons with ^{the} professional qualifications required for the economic and social development of the colonies.³

It would be hard to over estimate the importance of this clear, incisive and revolutionary report. It laid down the principle of university development with the highest possible academic standards in all areas capable of supporting such institutions. It proposed constructive methods of fostering this through the establishment of an Inter-University Council and the acceptance

¹ Education in the U.K. Dependencies. Op.cit. Pp. 21-22.

² Report of the Commission on Higher Education in the Colonies. (The Honourable Mr. Justice Asquith was its Chairman). London, HMSO, (reprinted) 1958. P. 3.

³ Ibid. P. 104.

of a special relationship with the University of London, enabling courses to be adapted to local needs without any lowering of standards. It recognised that in many territories the general educational system would not be sufficiently developed to bring people to the normal level of university entrance; it did not for this reason suggest either a delay in establishing university education or a lowering of final standards, but, instead, a lowering of entrance requirements and an extension of courses. It made invaluable suggestions for financing high capital costs from the British Treasury through the Colonial Development and Welfare Act. It made a specific point of the importance of academic freedom and the dangers of governmental control.

The Inter-University Council for Higher Education Overseas was set up by the United Kingdom universities in 1946 - originally under the title of the Inter-University Council for Higher Education in the Colonies - at the invitation of the Secretary of State for the Colonies. This Council is concerned with the development of university education in the British colonies. It is a representative organ of the United Kingdom universities and the existing colonial universities and university colleges. "Its principal purpose," as the Central Office of Information says, "is to make available to the new and developing university institutions overseas the experience and assistance of the home universities."¹

In its report, the Inter-University Council for Higher Education Overseas 1946-1954, the council states:

In all spheres in which we have advised or could have influence, whether in staff recruitment, student selection, the protection of examination standards, the appointment of external examiners, facilities for research or library

¹ University Education in the U.K. Dependencies. Op.cit. P. 2.

resources, we have urged that the maintenance of high academic standards must be paramount. We have advised that buildings should be efficient and seemly, but if scarce resources have compelled a choice between buildings and staff, we have had no hesitation in advising what the choice should be.

The price to be paid for this fundamental decision of aiming at first-class universities has been deliberately paid. It has meant that initially student numbers are small; that the staff-student ratio is high; that the institutions require very large funds, both capital and recurrent; that only a few of these university institutions can be established at this stage.¹

A second basic principle adhered to by the council is one that is rooted in the "common law" of British universities and that is that the university institutions should be autonomous. Financial and constitutional arrangements have been made to this end. It is of interest to note that none of the universities or colleges in the colonies is a "state institution". In the British tradition they are independent, self-governing corporations, incorporated by Royal Charter or local legislation.²

The growth and spread of university education in the colonies have helped them to grow from dependent to independent status. Ghana, Malaya, Nigeria, Jamaica, and Sierra Leone are now independent members of the Commonwealth, and the Federation of Rhodesia and Nyasaland is self-governing. Besides making valuable contributions towards the awakening of a new national consciousness, these university institutions are bringing about the intellectual renaissance. The Inter-University Council for Higher Education Overseas comments on this issue thus:

¹ Inter-University Council for Higher Education Overseas 1946-54. London, HMSO, (reprinted) 1957. Pp. 4-5.

² Duncan Crow. Commonwealth Education - Britain's Contribution. London, HMSO, 1961. P. 62.

The development of the colonial universities has transformed the position of science and scholarship within the colonies. In addition to the government research stations and organizations which have greatly expanded since the war, there is now in each major region, except Central Africa, a university institution with a wide range of specialist staff, good laboratories, and good libraries. These hundreds of scientists and scholars are in direct and continuous contact with local problems and opportunities they are accumulating a valuable body of local experience and from their personal contacts and familiarity with the current literature in their subjects they are linking up this local experience with the world of organized learning. The universities are thus providing windows through which the colonial territories are illuminated by world scholarship and doorways through which science can have access far greater than before to the challenging opportunities for research within the territories.¹

We shall now discuss a few university institutions under the following headings: faculties, staff, students, finance. The three university institutions selected show different ways in which they originated.

Makerere College, the University College of East Africa. The college was founded in 1922 as a technical school by the Department of Education, Uganda. It is situated near Kampala. In 1938 it was reconstituted as an inter-territorial institution to serve the higher education needs of East Africa, and designed to develop in due course into a University of East Africa. In 1949 it was admitted into a special relationship with London University, and in the same year, a new ordinance was enacted in the East African legislatures which gave Makerere a new constitution of the same type as that of the modern universities of the United

¹ Inter-University Council for Higher Education 1946-54.
Op.cit. P. 15.

Kingdom. The college is wholly residential. The college is interracial and admits besides Africans, Asians and Europeans, The undergraduates come from a wide area, including Kenya, Uganda, Tanganyika, Zanzibar, Northern Rhodesia and Nyasaland.

Faculties: Arts (including economics and social studies); science; medicine; agriculture; veterinary science; education; fine arts; Institute of Social Research; Department of Extra-Mural Studies.

Staff: The senior academic, library and administrative staff in 1958 numbered 143 (East Africa 11, U.K. 108, other Commonwealth countries 19, others 5).

Students: In October 1959 the students^{numbered} 880 (812 men, 68 women). The students come from 98 different peoples, are virtually all first-generation students, and come^{from} rural homes.

Finance: Capital development has been financed mainly by Colonial Development and Welfare assistance from the United Kingdom - £3,462,000 has been allocated to Makerere from this source as well as more than £1.5 million for a teaching hospital. Recurrent expenditure is met largely by the local territorial governments, and amounts to about £650,000. per annum.¹

University College of Rhodesia and Nyasaland. The college was established as an autonomous institution by Royal Charter in February 1955. It owed its origin to private initiative, rather than being a creature of governmental ordinance. It is a multi-racial institution and the undergraduates comprise Africans, Asians and Europeans. Courses are directed to qualifications of

¹ University Education in the U.K. Dependencies. Op.cit. P. 7.

London University under the scheme of special relationship in arts, science, agriculture and education.

Faculties: Arts (including economics and African studies); science; agriculture; education. The introduction of a faculty of engineering and a department of medicine is being considered. The Nuffield Foundation has offered a grant of £250,000 towards the establishment of a medical school which would initially be affiliated to the University of Birmingham.

Staff: the senior academic, library and administrative staff in 1958 numbered 61 (Rhodesians 3, United Kingdom 43, other parts of the Commonwealth 15).

Students: In October 1959 the strength stood at 159 (108 men, 51 women).

Finance: Capital development has been financed chiefly through the United Kingdom Colonial Development and Welfare sources (£1,475,000 was allocated from this source up to 1959 and a further £1.4 million has been made available for the five years up to 1964), but there have also been important local benefactions and contributions. The Government of the Federation of Rhodesia and Nyasaland is making a block grant at the rate of £150,000 per annum towards recurrent expenditure.¹

University of Hong Kong. The university was founded in 1911 as a residential university. It suffered serious damage during World War II. It was opened for teaching in 1946 and two years later it was established as a university. In contrast to the colleges in Africa and West Indies whose development has

¹ Ibid. Pp. 7-8.

been guided by the University of London, the University of Hong Kong had to struggle for the recognition of its academic standards largely by itself in all subjects, except medicine, which had the United Kingdom General Medical Council recognition from the start.

Faculties: Arts (including economics); science; Institute of Oriental Studies; Department of Extra-Mural Studies; engineering; architecture; education.

Staff: The senior academic, library and administrative staff in 1958 numbered 236 (154 locally born, 50 from the United Kingdom, 20 from other parts of the Commonwealth countries, and 12 from other countries).

Students: In October 1959 the undergraduates numbered 1,268 (925 men and 343 women).

Finance: The re-establishment of the university after the war has been effected by generous grants from the Hong Kong Government and local benefactors, by United Kingdom Colonial Development and Welfare assistance (£650,000) and by about £1 million from Japanese assets available for distribution under the peace treaty. Recurrent expenditure, met largely by the local government, amounted in 1958-59 to about £640,000.¹

The Purposes of the University College of Fiji

Whether the university institution owes its origin to private initiative or to governmental ordinance, it must follow such a policy as would command the support and co-operation of all sections of the people of Fiji. It is desirable that the university institution is a non-sectarian college; it is

¹ Ibid. Pp. 8-9.

multi-racial, open to Indians, Fijians, Europeans, Chinese and other Pacific islanders; that it takes no part in local politics; that it is not a plaything of the politicians; that it is not dictated by the government; and that it is an autonomous institution.

In order to safeguard standards while it is establishing its reputations and building up its experience (i.e., a tradition of its own), it is suggested that this university institution enter into a special relationship with the University of London which would enable students to work for London degrees with the content of courses modified to take advantage of local opportunities and conditions, while at the same time enabling the teachers to participate in the setting and marking of the examinations for their own students. This practice obtains in all newly founded university colleges in other British colonies,¹ and the university institution of Fiji would be wise in seeking the patronage of the University of London. There is an added advantage in this because it will create confidence in the people of Fiji as well as her Pacific neighbours. This special relationship with the University of London will be a temporary measure and remain until such time as the university institution of Fiji feels ready to assume full responsibilities of granting degrees. It is with this in mind that the name of the university institution of Fiji is being baptized as the UNIVERSITY COLLEGE OF FIJI, and when it has reached the stature of degree granting institution all that will have to be done is to drop the "college" and be christened as the UNIVERSITY OF FIJI.

¹ Inter-University Council for Higher Education Overseas
1946-54. Op.cit. Pp. 5-6.

Organisation. University education in Fiji will have to be a co-operation between the Government of Fiji and the people. There is the possibility that the Governments of the other Pacific islands may be drawn into this scheme, since university education is not available in any of them. The success which has attended the Fiji Medical School in catering for the medical needs of the Pacific Islands (British colonies and islands under the administration or trusteeship of Australia, New Zealand and the United States of America¹) is generally acknowledged. Such work would have been impossible if each separate administration had attempted to cope with the problem individually. That this has been a success is due partly to the fact that there is a relative uniformity in the medical problems in the countries which co-operate in the scheme. Like Fiji, these islands are faced with similar problems with respect to university education. It would, therefore, appear that these islands would like to co-operate in developing a university college in Fiji as they did in the case of the Fiji Medical School.

It is suggested that the prominent citizens of Fiji set up a small committee which would work out in detail a scheme for the University College of Fiji. Representatives of the Inter-University Council for Higher Education Overseas should be invited to help this committee. The committee could look for a suitable site for the college somewhere near the capital city, Suva; decide upon the various courses with which the college should begin; the initial intake of students; the number of teachers will have to be got from overseas; an estimate for initial capital expenditure and recurrent expenditure for the first five years; the possible sources of income.

¹ Fiji - Report for the year 1960. Op.cit. P. 59.

Once this is done, a concrete proposal for the establishment of the University College of Fiji should be submitted to the Secretary of State for the Colonies through the Government of Fiji. This procedure is deemed necessary if Fiji is to take advantage of the United Kingdom Colonial Development and Welfare assistance and also solicit expert advice of the Inter-University Council for Higher Education Overseas.

Constitution. With the help of the Inter-University Council for Higher Education Overseas, a suitable constitution for the proper management control and conduct of the University College of Fiji must be worked out. The college is to be an autonomous institution. The government of the college is to be vested in a Council. In order that the University College of Fiji is truly a national institution it is suggested that the composition of the Council should be made up of the representatives of the academic staff, representatives of the Secondary Teachers' Association, representatives drawn from local professional life and the representatives of the Government of Fiji. Moreover, the Council should be so composed that no one interest is predominant. The Council is to be the supreme governing body of the college. The constitution should also provide for the Academic Board, composed of the representatives of all the faculties. The Academic Board is to have absolute power to determine all academic questions, such as, admission qualification of entrants, syllabuses and other academic matters. The constitutions of university colleges in other British colonies are somewhat similarly framed. In his address on General Plan for Colonial Higher Education, Sir Alexander Carr-Saunders, Vice-Chairman of the Inter-University Council for Higher Education Overseas said:

These Colleges (in the British Colonies) are to be independent corporations set up by Royal Charter or by legislation. Whichever method is adopted makes no difference. Their constitutions are to be those now normal in a University in this country (Britain) of modern type, and I would refer to two features in these constitutions. The first is that there is to be a Council or final and ultimate governing authority so composed that no one interest is predominant. On the Council there will be representatives of the academic staff, making a quarter to one-third of the membership, representatives drawn from local professional life, and representatives of the legislatures concerned. As to the latter - representatives of the legislatures - they are not there to control these Colleges on behalf of the governments. They are there in their private capacities... The other notable feature in these constitutions is the existence of an Academic Board, composed wholly of the members of the staff, which will have final power to determine all academic questions, questions such as those relating to syllabuses, and the granting of degrees. There will be other bodies normal to Universities or University Colleges - faculties, boards of studies, and so on.¹

Courses of Study. A university has many functions, but it is agreed by all that there are three that are outstanding:

1. A university exists to provide a liberal education in the arts and sciences.
2. A university is a school of training for the professions.
3. A university must advance research and increase the sum of human knowledge.

The University College of Fiji must undertake to discharge the above functions, but in addition to these, it must serve as

¹ Sixth Congress of the Universities of the British Commonwealth 1948. Report of the Proceedings. London, The Association of Universities of the British Commonwealth, 1951. Pp. 196-197.

an instrument of further education of adults. Through its extra-mural work the college will intimately associate itself more freely with the life of the community. in training leaders. It must also, through its Faculty of Education and Psychology, take up the responsibility of providing teacher education courses.

Important though the function of the college will be in the provision of a liberal education, one of its main objectives should be to train men and women for the various professions to meet the needs of the many vocations involved in Fiji's economy. In particular, the training of men for agriculture, industry, commerce and social sciences must engage the attention of the college. "Any conception", says the United Kingdom University Grants Committee, "that may have existed of the universities as places of cultural luxury catering for a small and privileged class has passed away and will not return."¹ "The economic development of the colonies," says an official report published in 1947, "on which an improved standard of living for their inhabitants must ultimately depend, will be impossible without a great increase of trained technicians of all grades."² "Without properly trained technicians to service the development of agriculture," the Acting Director of Agriculture said while debating on the Development Budget on 13th December, 1954, "we cannot progress nearly so rapidly as the facilities now available to us would otherwise enable us to do."³

¹ University Development from 1935 to 1947. Being the Report of the University Grants Committee. London, HMSO, 1948. P. 6.

² The Colonial Empire, 1939-1947. London, HMSO, 1948. P. 3.

³ Hansard. Sessions of 1954. Op.cit. P. 381.

It is suggested that the University College of Fiji begin with the following Faculties: arts (including economics and Pacific studies); science; medicine; engineering; agriculture; the department of extra-mural studies; education and psychology (including teacher education courses).

Students and Staff. It is paramount that the college must aim at and maintain high academic standards. This will no doubt depend on a complex group of factors of which the most obvious are: the quality of the entrants, the quality of the staff, the ratio between staff and students, the material conditions under which work is done, the amount of freedom enjoyed by teachers, and opportunity for the staff and students to measure their work against that done in other institutions. The college standards will also be intimately related, of course, to the intellectual standards and demands of the community as a whole.

It is advisable that the college start with a small number of students and adequate number of efficient teachers so that the staff-student ratio is high. Until the college conducts its own entrance examination, selection of entrants to the college must be based on the University of New Zealand Entrance Examination which a number of secondary schools now offer in their sixth-forms. But if sufficient number of entrants are not available with this qualification it is suggested that the college recruit candidates who hold first grade Cambridge Oversea School Certificates and that the college conduct a year's preparatory course for them. This measure obtained, for instance, in Nigeria when the University College, Ibadan, was founded.¹

In the meantime the University College of Fiji should plan

¹ Supra. Pp. 281, 285.

out its own Entrance Examination. The subjects for this entrance examination should take advantage of local opportunities and conditions. The Fiji secondary schools should be given at least three years to reorient their teaching to meet the needs of this new entrance examination.

There are a few university graduates in Fiji who could serve as junior teachers in the college. Professors and senior teachers will have to be got from overseas and it is suggested that all overseas teachers be selected with the help of the University of London and the Inter-University Council for Higher Education Overseas. In order to ensure continuity of service these overseas teachers be required to enter into five year renewable contract; that they be given free quarters and attractive salaries.

Library. A well equipped library should be attached to the college. Besides being of fundamental importance to teaching and research activities of the college, the college library must be so organised that it renders service to the community and that its doors are open to all responsible students. The college library must take lead in local bibliographical studies, in the preservation of historical archives and in stimulating the development of other libraries within the Colony and the Pacific area.

Buildings. The buildings must include a block for each of the faculties, library, assembly hall, administrative block, theatre, halls of residence and staff quarters. The spacious building now occupied by the Fiji Medical School could become the nucleus of the Faculty of Medicine. The new buildings must be so planned that provision is made for their expansion at some later date.

Finance. Substantial finance for the initial capital

expenditure must be got from overseas. The possible sources are the United Kingdom Colonial Development and Welfare Fund; Trusts such as Ford, Carnegie, Rockefeller; the Government of Fiji, public bodies, commercial firms, private individuals; the governments of other Pacific territories.

Recurrent expenditure will be met in four ways: government grants, private benefactions and endowments, donations from private and industrial sources and students' fees. In some countries donations from private and industrial sources are allowed as deductions from taxable income.¹ To encourage ^{donations} from these sources the Government of Fiji might well emulate this practice.

The Government of Fiji will have to bear a substantial burden of the recurrent expenditure. All the university colleges in the colonies rely largely on the governments. In the United Kingdom itself, Parliamentary grants to all universities and colleges (on the Treasury Grants List) in 1953-54 accounted for 70.5 percent of their total income.²

Since the government is called upon to shoulder greater financial responsibility of the University College of Fiji, it may be argued that the government should have majority on the College Council. This must not come to pass. The College exists to serve the community, not the government. The community provides the necessary money most conveniently through the Treasury organisation, but the professional politicians are not necessarily the best people to supervise the working of the College. To allow the

¹ Report of the Preparatory Conference of Representatives of Universities. Cp.cit. P. 27.

² University Grants Committee. Returns from Universities and University Colleges in receipt of Treasury Grants, 1953-1954. London, HMSO, 1955. P. 8.

government (the political party in power when Fiji has self-government) to command an automatic majority on the College Council would be to make the university college a plaything of party politics. The College Council must be free and independent, and its character must not change with a change of the government. This problem was brilliantly solved in Britain by the creation in 1919 of the University Grants Committee. The present terms of reference of the University Grants Committee are:

To enquire into the financial needs of university education in Great Britain; to advise the Government as to the application of any grants made by Parliament towards meeting them; to collect, examine and make available information on matters relating to university education at home and abroad; and to assist, in consultation with the universities and other bodies concerned, the preparation and execution of such plans for the development of the universities as may from time to time be required in order to ensure that they are fully adequate to national needs.¹

The University Grants Committee stands between the universities and the Government and negotiates, so to speak, in both directions. It mediates the requirements of the universities to the Government, and the requirements of the Government to the universities. It works on a five year plan - the quinquennium which is so prominent in university conversation. This ensures the possibility of intelligent foresight, and protects the universities against hasty decisions. It is worth noting what the University Grants Committee says about its own work.

We believe that the relationship between the State and the universities which is now being evolved may properly be conceived as a form of partnership. There is no question, as we see it, of a conflict between two parties, each of which

¹ University Development from 1935 to 1947. Op.cit. P. 7.

is seeking to extend its own powers at the expense of the other and between which some form of compromise has to be arranged with difficulty. On the side of the universities, there is every evidence of a progressive spirit and of a genuine desire to accommodate their policies to the various demands of the public interest; on the side of the Government, there is full recognition of the over-riding duty of those who follow the academic path to ascertain the truth and to proclaim it without respect to the convenience of Governments.¹

The University Grants Committee has always worked intimately and informally; it has been scrupulously careful never to issue orders to the universities. Lord Atlee, when Prime Minister, summed up the situation admirably. He spoke of the British people's jealous concern for University freedom and went on:

Since the end of the war the Government had provided funds on a much greater scale than was ever done by any of their predecessors; yet the Government had not sought to extend their control. The administration of State funds by the University Grants Committee - a characteristic British device - while it passed muster with the financial critics of the House of Commons, let the universities almost complete freedom to run their own affairs.²

Many countries have followed the British practice; in India there is the University Grants Commission and in New Zealand there is the University Grants Committee. When Fiji has two or more universities, it is suggested that such a body might with advantage be set up by the Government of Fiji. But no useful purpose will be served by setting up a University Grants Committee at this juncture.

The University College of Fiji must look to the government for its fund and it is hoped that the representatives of the

¹ Ibid. P. 82.

² As quoted in H.W.Dodds, L.M.Hacker and L.Rogers. Government Assistance to Universities in Great Britain. New York, Columbia University Press, 1952. P. 93.

government, by their presence on the Council, will learn how the college is functioning; will come to understand its needs and sympathize with its aspirations and that when time comes for asking government for help these representatives will put the case to the government for financial assistance.¹

The University and the Community

"It is in the Universities, with their power over the mind, greater in the end than the power of any government or of any church, that we see how the soul of a people at its highest mirrors itself."² These eloquent words were uttered by Viscount Haldane at Aberystwyth in 1910, and they present a clear challenge to a university in a country like Fiji, aspiring for self-government. The distinguished son of Oxford, Cardinal Newman wrote:

A university training aims at raising the intellectual tone of a society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspirations, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power and refining the intercourse of private life.³

The responsibility of the University of Fiji will be measureless. Here we can see the leadership of the future forming itself, those who will be in the parliament and at the head of the business, those who will through the civil service be responsible for the efficient administration of the government, those who will through press, radio and television be helping to mould public opinion,

¹ Infra. Appendix C. A statement of Annual Income and Expenditure of the proposed University College of Fiji.

² Viscount Haldane. Universities and National Life. London, John Murray, 1912. P. 29.

³ J.H. Newman. The Idea of a University. London, Cambridge University Press, 1931. Pp. 100-101.

those who in university and school will be training the mind and lives of others and adding to the sum of human knowledge, those who in drama and music and literature will be throwing something new into the pool of the world's culture, and those, be it remembered, who will be the spokesmen of Fiji and of the Pacific among the council of nations and will be helping to shape the destinies of the world. This is in measure true of any university. In Fiji and other emergent areas it is direct and explicit. The report of the Inter-University Council for Higher Education Overseas says that the students

trained in their own countries or overseas, are among the most precious of the natural resources of the territories. They include the future prime ministers, bishops, doctors, civil servants, historians, veterinary scientists, headmasters, engineers, journalists, lawyers, agriculturists, diplomats, judges and scientists of their societies. On them will largely depend whether or not the independent states emerging from the dependent territories will be efficient and stable.¹

The university will be the source of ideas for the community, and the people of Fiji will have the right to look to the university as a place where opinion is thrashed out and brought to the test. They have the right to look to the university to serve the community fruitfully.

Should the university itself be set in the hurly-burly of the ordinary life of a country or withdrawn from it? Both types are found. Here a balance is needed. There is something to be said for the university being treated as a place of temporary withdrawal. The development of creative personality depends upon an alternation of withdrawal and return. The man who does not

¹ Inter-University Council for Higher Education Overseas
1946-54. Op.cit. P. 3.

withdraw fails to realise his dormant powers; the man who fails to return in effect repudiates his humanity.

The university in a way provides such a period of withdrawal, and the student should not feel

The world is too much with us.

But equally it must not be an ivory tower aloof from the ordinary life of the world. It is desirable that one should step aside from city, school or politics and take time to see things in proper perspective, but not to the extent of losing touch with reality-city, school and politics. This is what Sir Percy Nunn calls "the academic folly that cuts culture off from its roots in common life".¹ A man flowers best in the midst of his fellows.

The university will play an important part in fostering national unity and thus help in overcoming prejudices that now keep the races divided and at strife with one another. This is important in view of the fact that the three major races Indians, Fijians and Europeans are to live and work together shoulder to shoulder in peace and harmony. Unless the three races trust each other and work for the common well-being, there is little hope for political progress. The university will be the focal point where through enlightened discussions differences can be thrashed out and mutual trust and goodwill engendered. The Asquith Commission has some splendid words on this subject: "It is the university which should offer the best means of counteracting the influence of racial differences and sectional rivalries which impede the formation of political institutions on a national basis."²

¹ T.P.Nunn. Education, its Data and First Principles. London, Arnold, 1945. P. 260.

² Report of the Commission on Higher Education in the Colonies. Op.cit. P. 10.

There are a number of ways through which the university can reach out into the community. The two most important are the departments of extra-mural studies and education.

The extra-mural department should organise courses of a university standard, short or long, on particular aspects of particular subjects. Such courses may vary in length from a single lecture to a systematic treatment extending over two or more years - the longer courses may lead to a serious study. This department will have its own regular staff but the "intra-mural" staff may also be called upon every now and then to deliver lectures. The extra-mural department will help link the university to the community in two ways. In the first place it will pass on the fruits of knowledge to a wider group of people and secondly it will enable the university staff to associate more freely with the community.

The education department provides contacts with schools just as the extra-mural department provides contact with adult students. The education department with its teacher education courses directly influence school education. The university standards cannot but be affected by the standards of the schools. Since the university will have no future without the schools, it is therefore of the first importance that the education department of the university is efficiently staffed.

There is yet another way in which the education department of the university can keep in constant touch with the schools; it is by organising in-service courses for teachers. These courses could include short refresher courses, short intensive courses in special subjects such as English, mathematics and science, workshops, seminars and professional conferences. Through these in-service courses the education department would be helping to

promote educational efficiency of the schools and at the same time enhance the personal education of the teachers.

There are other ways in which the university can participate in the life of the community. By writing school text books and producing other teaching aids for schools; by serving on public service commissions, scholarship boards, the governing bodies of museums, cultural societies, and schools, and in a host of other ways the members of the university staff can take a leading part in local public life.

Relations between the university and the community are likely to be easier if the general public from time to time have the opportunity to set foot on the university premises. This can be achieved in several ways such as public lectures, ceremonial occasions, exhibitions, plays, concert and music, and sport.

The university should organise from time to time "open lectures" within its walls, to which the general public are invited. These could be of three kinds: formal lectures by the members of its own staff, visitors from abroad, statutory lectures (such as Gifford Lectures and Hibbert Lectures in the United Kingdom universities) - Fiji could have its Sir Ratu Sukuna Lectures; occasional lectures by the members of its own staff on matters in which the public might be interested such as Space-Travel, Atomic energy; and occasional lectures by eminent people from outside, the Chief Justice of Fiji or the Speaker of the House, on matters that will not be too narrowly academic (nor equally not unacademic). All these should be public occasions.

The university will have in its year a certain number of more public occasions such as Foundation Day, Convocation, or the formal opening of a new building. To these distinguished citizens

as well as the general public, in so far as space permits, should be invited.

The university should from time to time organise exhibitions for the general public. These could include, for example, science, art and agriculture exhibitions. These exhibitions would acquaint the general public with some of the endeavours of the university.

Plays, concerts and music organised either by the staff or by the students are usually of high artistic performance and the general public should certainly be invited on these occasions. In New Zealand the students' "extravaganza" - a variety show, which occupies a whole week preceding Convocation, is a great public occasion.

Most people are keenly interested in sport. The university ought to show sporting ability at the highest level. Sport in Fiji has of late degenerated into a kind of mud-slinging and petty factions and rivalries. Games organised by the university could counteract some of these evils, and at the same time set high standards of sportsmanship. University games ought always to be attractive to the outsiders.

Conclusion

Fiji has become the focal point in the Pacific. Soon it will cast off the fetters of colonialism and become a sovereign independent nation. A university in Fiji can contribute significantly towards this political emancipation by meeting the needs of an increasingly socially-conscious citizenry and of a developing society. Whether Fiji as an independent nation is able to stand on its own feet and is efficient and stable will depend largely on the type and quality of training its people receive for shouldering the responsibilities of their own affairs. A university will change the future of Fiji; education is the key to destiny.

The demand for university education within the Colony is rapidly gaining ground. People are convinced that university education will provide them with a new and happier destiny and that their salvation lies in a higher synthesis of the social and cultural backgrounds of the different races. The future of Fiji cannot be left in the hands of those few who by virtue of their being born in the privileged class are fortunate in receiving overseas university training. Democracy demands that leadership must be open to all sections of the community and this is possible only if all are given equal opportunities for higher education. Moreover, the rapid expansion of secondary education within the Colony is producing a steadily growing body of students who are anxious to proceed to university education but majority are denied because their parents are poor and cannot meet the expenses of the overseas university education. No one can doubt the keenness of Fiji students for university work; nor is there any reason to believe that there is less latent ability among them than elsewhere.

There is a danger in delaying the establishment of planned university education for Fiji. Political leaders are exploring the possibilities of opening universities in Fiji. There is the fear that the people are likely to be exploited. It is urgent that the government and the people should get together and establish the University College of Fiji. Priority should be given to such courses of study as would produce men and women to meet the needs of the various professions involved in Fiji's economy: agriculture, industry, commerce and social services. Through its faculties of extra-mural studies and education and psychology, the university will render valuable services to the community and thus help in building a general public of well informed articulate citizens.