



Inter-University  
Council  
for Higher Education  
Overseas  
1946—54

*Presented by the Secretary of State for the Colonies to Parliament  
by Command of Her Majesty  
June 1955*

LONDON  
HER MAJESTY'S STATIONERY OFFICE  
PRICE 2s 6d NET

Cmd. 9515

4  
6

## INTER-UNIVERSITY COUNCIL FOR HIGHER EDUCATION OVERSEAS

### MEMBERSHIP

*Chairman:* Sir Alexander Carr-Saunders, M.A., LL.D., D.Litt., Litt.D., F.B.A.

*Vice-Chairman:* Sir Raymond Priestley, M.C., M.A., D.Sc., LL.D., D.Litt.

#### *Representative Members*

ABERDEEN	.	.	Sir Thomas Taylor, C.B.E., Q.C., M.A., LL.D., D.D., Vice-Chancellor and Principal
BELFAST	.	.	Professor F. H. Newark, M.A., B.C.L., Professor of Jurisprudence
BIRMINGHAM	.	.	Professor A. P. Thomson, M.C., M.D., F.R.C.P., Professor of Therapeutics and Dean of the Medical School
BRISTOL	.	.	Sir Philip Morris, C.B.E., M.A., LL.D., Vice-Chancellor (Deputy: Professor B. A. Fletcher, M.A., B.Sc., Professor of Education)
CAMBRIDGE	.	.	Sir Henry Thirkill, C.B.E., M.C., M.A., Master, Clare College
DURHAM	.	.	Sir James Duff, M.A., M.Ed., LL.D., D.C.L., Vice-Chancellor and Warden of Durham Colleges
EDINBURGH	.	.	Professor M. Grant, O.B.E., M.A., Professor of Humanity
EXETER	.	.	J. W. Cook, Esq., D.Sc., Ph.D., Sc.D., F.R.I.C., F.R.S., Principal
GLASGOW	.	.	Professor L. J. Davis, M.D., F.R.C.P., F.R.F.P.S., Muirhead Professor of Medicine
HONG KONG	.	.	L. T. Ride, Esq., C.B.E., B.Ch., M.A., D.M., LL.D., Vice-Chancellor (Deputy: D. J. Sloss, Esq., C.B.E., LL.D., formerly Vice-Chancellor)
HULL	.	.	J. H. Nicholson, Esq., C.B.E., M.A., Vice-Chancellor
LEEDS	.	.	Sir Charles Morris, M.A., LL.D., Vice-Chancellor
LEICESTER	.	.	C. H. Wilson, Esq., M.A., Principal
LIVERPOOL	.	.	Professor J. G. Wright, M.V.Sc., F.R.C.V.S., Professor of Veterinary Surgery
LONDON	{	(1)	Sir Alexander Carr-Saunders, M.A., LL.D., D.Litt., Litt.D., F.B.A., Director, London School of Economics and Political Science
		(2)	Professor R. V. Christie, D.Sc., M.D., Ch.B., F.R.C.P., Professor of Medicine
MALAYA	.	.	Sir Sydney Caine, K.C.M.G., B.Sc. (Econ.), Vice-Chancellor (Deputy: Sir George Allen, C.B.E., LL.D., M.D., B.Ch., B.A.O., D.T.M., formerly Vice-Chancellor)
MALTA	.	.	J. A. Manché, Esq., B.Sc., M.D., Vice-Chancellor and Rector Magnificus
MANCHESTER	.	.	Professor C. W. Wardlaw, Ph.D., D.Sc., F.R.S.E., Professor of Cryptogamic Botany
NOTTINGHAM	.	.	B. L. Hallward, Esq., M.A., Vice-Chancellor

NORTH STAFFORDSHIRE	Professor J. W. Blake, M.A., Vice-Principal and Professor of History
OXFORD . . .	Sir Douglas Veale, C.B.E., M.A., LL.D., Registrar
READING . . .	Professor R. H. Stoughton, D.Sc., Professor of Horticulture
ST. ANDREWS . . .	Professor W. J. Tulloch, O.B.E., M.D., Professor of Bacteriology
SHEFFIELD . . .	Professor L. E. S. Eastham, M.A., M.Sc., Professor of Zoology
SOUTHAMPTON . . .	D. G. James, Esq., M.A., Vice-Chancellor
WALES . . .	A. B. Steel, Esq., O.B.E., M.A., Principal, University College of South Wales and Monmouthshire

*Ex-Officio Member*

Sir Christopher W. M. Cox, K.C.M.G.,  
Educational Adviser to the Secretary of State for the Colonies

*Co-Opted Members*

Professor T. H. Davey, O.B.E., M.D., D.P.H.,  
Professor of Tropical Hygiene, Liverpool School of Tropical Medicine,  
University of Liverpool

Sir Ivor Jennings, Q.C., M.A., Litt.D., LL.D.,  
Vice-Chancellor, University of Ceylon

Sir Keith Murray, B.Litt., M.A., B.Sc., Ph.D.,  
Chairman of the University Grants Committee

Sir David Hughes Parry, M.A., D.C.L., LL.D.,  
Director, Institute of Advanced Legal Studies, University of London

Dame Lillian Penson, D.B.E., LL.D., D.Litt., Litt.D., D.Lit., Ph.D.,  
Professor of History, University of London

Miss Margery Perham, C.B.E., M.A., LL.D.,  
Fellow, Nuffield College, University of Oxford

Sir Raymond Priestley, M.C., M.A., D.Sc., LL.D., D.Litt.,  
Formerly Vice-Chancellor, University of Birmingham

*Secretary:* Walter Adams, Esq., C.M.G., O.B.E., LL.D.

*Assistant Secretary:* I. C. M. Maxwell, Esq., M.A.

*Library Adviser:* Richard Offor, Esq., Ph.D., F.L.A. (Librarian Emeritus of University of Leeds)

THE INTER-UNIVERSITY COUNCIL  
FOR HIGHER EDUCATION OVERSEAS

28th February, 1955

SIR,

Nine years ago Mr. Secretary Hall invited the British universities to create an inter-university organisation to help the development of higher education in the colonies. The universities unanimously accepted this invitation. Their representatives met in London in the rooms of the Royal Society on 8th March, 1946, and established themselves as the Inter-University Council for Higher Education in the Colonies.

We have reached a critical point in the story, "the end of the beginning", and with some pride present this report and review.

In the changing political scene within the Commonwealth we consider that our original title is inappropriate and with your agreement have now changed it to Inter-University Council for Higher Education Overseas. This, however, represents no change in the nature or scope of our work. We retain the specific objective we originally set ourselves of assisting the development of universities within the British territories, which are or have recently been colonies, and within the Sudan. The deliberate limitation of the task has enabled us to concentrate our assistance and we have no wish to forfeit this advantage by widening our parish.

We wish to thank you and your predecessors in office and the members of the Colonial Office for the generous help consistently given to our work both by making funds and information available and by political support. Our close working relations with the Colonial Office have led at no point to embarrassment to our freedom as a university body, and have fruitfully assisted our activities.

I am, Sir,

Your obedient Servant,

A. M. CARR-SAUNDERS,

*Chairman.*

The Right Hon. Alan Lennox-Boyd, M.P.,  
Her Majesty's Secretary of State for the Colonies.

## INTER-UNIVERSITY COUNCIL FOR HIGHER EDUCATION OVERSEAS

1946-54

WHEN the Council was established in 1946, it was concerned with two universities which have since moved outside its sphere—the University of Ceylon in 1948 when Ceylon became a dominion, and the Hebrew University of Jerusalem in 1948 at the termination of the Palestine mandate. From the start the Council was specially invited to extend its assistance to the Sudan. Recently the Council has accepted the invitation of the Secretary of State for Commonwealth Relations to assist the development of university education in the Federation of Rhodesia and Nyasaland.

At the close of the war there were in the British colonial territories and the Sudan, excluding Ceylon and Palestine, only two universities, the bomb-damaged Royal University of Malta established in 1592, and the partly destroyed University of Hong Kong, founded in 1911. Today there are three universities, Malta, Hong Kong and Malaya, and six university colleges, the University College of the West Indies; the University College of the Gold Coast; University College, Ibadan, Nigeria; Makerere College, the University College of East Africa; the University College of Khartoum, and the recently established University College in Salisbury for the Federation of Rhodesia and Nyasaland.

There were in 1946 other institutions of higher education in the colonies and more have been created since. Some of these have been developed or absorbed into the universities and university colleges, such as Makerere College in Kampala (founded 1922), Gordon College (1902) and the Kitchener School of Medicine (1924) in Khartoum, and Raffles College (1928) and the King Edward VII College of Medicine (1905) in Singapore. Some have continued and developed their specialized functions, such as the Imperial College of Tropical Agriculture (1921) and the College of Agriculture, Mauritius (1923). One of the older foundations, Fourah Bay College, Sierra Leone (1827) and some of the new foundations, Kumasi College of Arts, Science and Technology in the Gold Coast, the tripartite College of Technology in Nigeria, and the inter-territorial Royal Technical College, Nairobi, come within a post-war development parallel to that of the university institutions, namely the provision of higher technical education within the colonies under the guidance of the Advisory Committee on Colonial Colleges of Arts, Science and Technology.

The Inter-University Council's specific task has been to assist the nine university institutions: the three universities and the six university colleges.

### **Student numbers**

The growth of the overseas university institutions in terms of student numbers is shown in the following chart:—

	October								
	1946	1947	1948	1949	1950	1951	1952	1953	1954
The Royal University of Malta ... ..	299	298	441	293	349	484	345	441	411
University of Hong Kong	109	296	507	600	711	860	839	946	863
University of Malaya ...	—	—	—	645	791	859	875	954	1,043
University College of the West Indies ... ..	—	—	33	70	145	205	254	302	369
University College of the Gold Coast ... ..	—	—	90	110	208	337	473	432	349
University College, Ibadan, Nigeria ... ..	—	—	224	272	342	351	386	454	527
University College of East Africa ... ..	130	135	155	174	237	232	272	327	448
University College of Khartoum ... ..	188	217	260	293	350	422	515	529	582
TOTALS ... ..	726	946	1,710	2,457	3,133	3,750	3,959	4,385	4,592

The growth in the same period in the number of colonial students in the United Kingdom and Irish universities was as follows:—

	1946-7	1947-8	1948-9	1949-50	1950-1	1951-2	1952-3	1953-4	1954-5
In university institutions	1,031	1,350	1,669	1,745	1,913	1,897	2,192	2,598	2,915
In non-university institutions ... ..	983	1,336	1,824	2,269	2,820	3,257	4,146	5,387	6,986
TOTALS ... ..	2,014	2,686	3,493	4,014	4,733	5,154	6,338	7,985	9,901

During the same period an increasing number of colonial students pursued their higher education elsewhere overseas, for example, in the United States, Canada, Australia and Europe. Reliable statistics do not exist on this; the published figures cannot be used for comparison with those for the colonies and the United Kingdom and Eire because they are not divided between university and non-university courses and because the term university covers a wider range of institutions. The following figures, however, may serve as indications of the size of this development. In the United States of America, censuses of foreign students in the universities show the following numbers from the British colonies, 1946/7, 534; 1947/8, 641; 1948/9, 1,020; 1949/50, 1,047; 1950/1, 1,116; 1951/2, 1,138; 1952/3, 1,656; 1953/4, 1,620. In Canadian universities and colleges, there were 398 colonial students in 1951/2; 441 in 1952/3; and 362 in 1953/4. In universities in Australia in 1953 there were 509 students from Malaya and Singapore.

We discuss later further aspects of the student numbers within the colonies, such as selection and faculty distribution, but mention the totals now to indicate the general scale. The numbers are very small when seen against total population figures or against the needs.

These 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. As power is transferred from the metropolitan government,

as administration is passed from "expatriates" and as leadership in the professions and in society is assumed by the local élites, these few trained intellectuals are assuming high responsibility at revolutionary speed. The rate of transfer imperils standards and efficiency; but the pace cannot be slackened once the process has gone so far, and indeed, as we see in the Gold Coast or Nigeria or the Sudan, it is rapidly accelerated in the final stages. We who have been concerned with training the heirs to the Empire have throughout been conscious of the urgency of the task.

### Standards

The post-war development of higher education in the colonies and the Inter-University Council's activities have been guided by the recommendations of the Asquith Commission and of a series of commissions which dealt with particular regions. The Asquith Commission whose report was published in June, 1945, had the following terms of reference:—

"To consider the principles which should guide the promotion of higher education, learning and research and the development of universities in the Colonies; and to explore means whereby universities and other appropriate bodies in the United Kingdom may be able to co-operate with institutions of higher education in the Colonies in order to give effect to these principles."

The Asquith Commission took into account the reports of two pre-war commissions, the de la Warr Commission on higher education in East Africa and the Sudan, and the McLean Commission on higher education in Malaya. It appointed a committee under the chairmanship of Sir James Irvine to make a detailed plan for higher education in the West Indies and the report of this committee was published simultaneously with that of the parent commission. The Asquith Commission had overlapping membership with a commission under the chairmanship of Col. Walter Elliot which made detailed plans for higher education in West Africa. Subsequently, commissions under the chairmanship of Sir Alexander Carr-Saunders made reports on university education in Malaya (1947) and on higher education for Africans in Central Africa (1952).

All these reports place great emphasis on the need for high standards. The Asquith Commission (Report page 13) said "An institution with the status of a university which does not command the respect of other universities brings no credit to the community which it serves". The Irvine Committee (Report page 11) said "It is our confident expectation that if these conditions can be fulfilled a University of the first rank may be developed which will bring new and deep influences to bear directly and indirectly upon the whole life of the West Indies". The Central African Commission (Report page 28) said "We cannot insist too strongly, when we speak of a university for Central Africa, that we have in mind an institution which fully deserves that name because it is entitled to rank alongside other British universities in the quality of its intellectual life. No greater disservice could be rendered to Central Africa than to set up an inferior institution and call it a university; Central Africa needs a true university and that is what we propose".

This is the heart of the matter. There can be no compromise on this issue of standards. 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 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. We do not doubt that the policy has justified itself. The colonial university institutions are fully accepted within the university world; they are beginning to attract research workers and academic visitors because of the opportunities they offer; they and their graduates are building up a reputation in the outside world for the territories they represent. The Gold Coast is known for its College as well as its cocoa.

### **Autonomy**

A second principle, as basic as that of the maintenance of high standards, is that the university institutions should be autonomous. We discuss later the financial and constitutional arrangements introduced to safeguard autonomy. The complete independence of the universities and university colleges has meant that our own relationship with them as a Council has, happily, been advisory only; it has been that of colleagues, with that informality and personal and intra-professional quality that characterizes relationships among and within universities. As their decisions and policies have been their own, we have and claim no credit for their success; we share responsibility for their mistakes in so far as we have failed to give them sufficient information or support.

### **Special relationship with the University of London**

The three universities, Malta, Hong Kong and Malaya award their own degrees. The other six institutions are being developed as university colleges, that is as independent institutions but with the one distinguishing feature that they have no power to award degrees. Their students pursue courses leading to the degree examinations of the University of London (which alone among the British universities has the power to award degrees to external students), under an arrangement known as "special relationship".

This special relationship with the University of London into which the colleges are admitted is a temporary arrangement intended to safeguard their standards while they are establishing their reputations and building up their experience until they judge that they are ready to take full university powers and award their own degrees. The first of the colleges to assume university status will be the University College of Khartoum which has announced its decision to seek degree-granting authority in 1955-6.

The essence of the special relationship is that it is personal. It is not a uniform scheme but is developed separately for each college. The college works out in consultation with the University of London the arrangements which best suit its particular local conditions. For example, if the stage of secondary school development makes it desirable in the interests of the schools and of the college to adopt a minimum entrance requirement different from that which is possible in the United Kingdom, the college can agree with the University a modified admission scheme. A lower entrance requirement has the corollary that the length of the degree course is extended by at least a year.

Similarly, the content of the courses has been altered to take advantage of local opportunities and conditions. The college staff can work out with

the appropriate board of studies in the University changes in the subject syllabus. The University assures itself that the changes involve no risk to academic interests and standards by, for example, a reduction in the scope and quality of study required by the syllabus. Thus within the University's guarantee of protected standards, the colleges are experimenting with the adaptation of their courses to include local material, and feeling their way, as their experience grows, towards the content and structure of the degrees which they will adopt when they assume university powers. This part alone of the working of special relationship has involved the University in making no less than 270 special syllabuses. Some have required only small changes, such as the inclusion of local type specimens in botany and zoology, but others have required radical alterations, such as in the history syllabuses for the colleges in the West Indies or West Africa.

An equally important feature of special relationship has been that members of the staffs of the colleges take part in the setting and marking of examinations for their own students. A college may nominate to the University a member of its staff for appointment as an examiner and, if appointed, he cooperates with colleagues from within the University in preparing the question paper and in marking scripts. By this arrangement, examinations can be directly linked to teaching and the dangers are avoided of "cramming" for an external examination in the conduct of which the teacher has no part. It also ensures that the local staff, who may have had little previous experience in university examining, are steadily acquiring that experience in intimate collaboration with the practised examiners of the University. As the degrees awarded are those of the University, the standard is completely protected while this body of local experience is being built up. The collaboration in this as in all other aspects of the special relationship is essentially personal. The college examiners take part in the final meeting of examiners if they are in London at the time, as those from West Africa are each year. University examiners fly out to assist in the examining at the colleges, particularly in subjects in which a practical or oral examination is involved. Since the scheme of special relationship was established, there have been no less than 68 visits by University examiners to the colleges. The volume of this work is increasing as each of the colleges develops the number and variety of its degree courses. There is given in Appendix IV a statistical summary of the results of examinations at the colleges.

Another illustration of the value of the link with the University of London is provided by the arrangement to assist staff to obtain a Ph.D. A factor restricting recruitment and operating to the disadvantage of junior staff was that all British universities require a minimum of residence, usually two years, for candidates for doctoral degrees. The University of London has removed this difficulty for full-time members of the teaching and research staff of the colleges in special relationship by permitting them, if appropriately qualified, to register as internal students for the Ph.D. degree. The importance of this concession is shown by the fact that since it was granted, 13 members of the staffs have obtained a Ph.D., and the applications of a further 71 for registration have been approved.

The Council wishes to pay warm tribute to the decisively important contribution which the University of London has made to higher education in the colonies by the introduction and operation of its scheme of special relationship.

### **Staffing**

The quality of a university is that of its staff. No greater injury could have been done to colonial university education than by tolerating low

standards in staffing. It has been the constant concern of the Council to assist the universities and colleges in their staff recruitment. It has encouraged them to adopt arrangements for frequent study leave, salaries, conditions of service and superannuation which will attract staff of university quality. It has encouraged them to fill all posts by open competition. On request it has advertised the vacancies not only in the press and specialist journals, but also by circulation of notices to United Kingdom and Commonwealth universities, and has appointed a separate committee of expert assessors for each vacancy to advise on the applications and to interview candidates. This has involved the establishment of over seven hundred selection committees and has made extremely heavy demands on specialists, who have always given their services willingly and generously. In the interests of standards, the Council's committees have often, particularly in the difficult early post-war years, had to advise a university or college not to fill a vacancy, if the candidates were insufficiently qualified.

In the universities and colleges, excluding Malta, there are now 867 full-time academic, library and senior administrative staff. They include 24 from Australia, 15 from New Zealand, 12 from South Africa, 7 from Canada, 11 from other Commonwealth countries, 7 from Germany, 7 from Holland, 12 from other European countries and 8 from the United States of America.

A generous staff-student ratio is essential in the special conditions of colonial higher education, where the universities are making good the deficiencies of secondary education, the staff are tackling novel problems of teaching and administration, and most students are pursuing their studies through the medium of an acquired language. A simple ratio of total staff to total student numbers is liable to be misleading unless accompanied by detailed explanations, such as an analysis to show whether or not the figures include faculties like Medicine which need exceptionally large numbers of staff and whether or not the subject departments are offering both honours and general degree courses. Nevertheless the simple ratios are of some interest and are as follows:—

The Royal University of Malta	...	52	:	411	=	12.9	per cent.
University of Hong Kong	...	130	:	863	=	15.1	per cent.
University of Malaya	...	161	:	1,043	=	15.4	per cent.
University College of the West Indies	...	101	:	369	=	27.4	per cent.
University College of the Gold Coast	...	142	:	349	=	40.7	per cent.
University College, Ibadan, Nigeria	...	126	:	527	=	23.9	per cent.
University College of East Africa	...	100	:	448	=	22.3	per cent.
University College of Khartoum	...	107	:	582	=	18.4	per cent.

For the Faculties of Arts and Science only, the ratios are:—

The Royal University of Malta	...	9	:	60	=	15.0	per cent.
University of Hong Kong	...	60	:	312	=	19.2	per cent.
University of Malaya	...	80	:	520	=	15.4	per cent.
University College of the West Indies	...	40	:	207	=	19.3	per cent.
University College of the Gold Coast	...	90	:	247	=	36.4	per cent.
University College, Ibadan, Nigeria	...	60	:	320	=	18.8	per cent.
University College of East Africa	...	44	:	329	=	13.4	per cent.
University College of Khartoum	...	52	:	335	=	15.5	per cent.

The proportion of locally born staff is slowly increasing. In the two far eastern universities it is highest; in the University of Malaya out of a total staff of 161, 61 are Asian, including 5 heads of departments, and in Hong Kong out of 150, 72. In the University College of East Africa it is lowest, 4 out of 100. In the West Indies and the two West African colleges, there

are locally born heads of departments and a growing number in junior and middle appointments; 27 out of 101 in the West Indies, 14 out of 142 in the Gold Coast, and 19 out of 126 in Ibadan. In the University College of Khartoum there are 35 Sudanese and Egyptians in a total staff of 107.

All are deliberately increasing the number of local staff without imperilling standards. The University of Malaya, for example, appoints some of its most promising graduates to junior posts so that they can obtain research experience and a higher degree; if their promise is confirmed, they may then be given two or three years experience in an overseas university (not necessarily for the purpose of obtaining a higher qualification) and then, if successful, be appointed to the permanent staff. The university colleges, for the same purposes, are creating demonstratorships and assistantships, and establishing or obtaining postgraduate scholarships tenable overseas for graduates who show promise of becoming academic teachers. The Leverhulme Trustees have assisted this development by establishing two awards a year to give local staff an opportunity of one or two years' experience in a United Kingdom university; Christ's College, Cambridge, has established a studentship which will enable a colonial graduate to take Part III of a tripos and thus improve his qualifications for academic appointment; the Carnegie Corporation (Dominions and Colonies Program) has made a grant to the Council to create five or six awards for the further training of local staff.

The appointment of local staff is important if these new universities are to become the national universities of the societies they serve. It may well be that the synthesis of western culture and techniques with local knowledge and interpretation will depend on the emergence of this class of scholar, in such fields as history, the social sciences, and literary and artistic studies. Nevertheless the Council hopes that the new universities will not at any time be exclusively staffed through local appointments and that they will always be conscious of the opportunities and obligations they enjoy as members of a world community of universities. The Council has encouraged them to strengthen their external contacts. It has created strong links between them and the British universities. It has assisted the secondment of staff from the home universities, obtaining where necessary special grants from Colonial Development and Welfare funds for passages and other expenditure needed for such arrangements. It has welcomed schemes for the exchange of staff between two institutions, such as that which the Nuffield Foundation has assisted between the Institute of Child Health at the Hospital for Sick Children, London, and the medical school of the University College of East Africa. A Colonial Development and Welfare grant has extended the Commonwealth University Interchange Scheme to cover visits to and from the colonial institutions and other commonwealth universities as well as visits between colonial institutions. The Royal Society and Nuffield Foundation Commonwealth Bursaries Scheme also provides facilities for visits to and from the colonial universities and colleges. All the colonial institutions are members of the Association of Universities of the British Commonwealth, are represented by two members on its Executive Council and have played a prominent part in its quinquennial congresses. The Rockefeller Foundation has made a grant to enable the staffs of the medical schools in Africa to visit each other. The Carnegie Corporation has financed many visits by members of the colonial universities to the United States of America, Europe and elsewhere. Fulbright and Smith-Mundt awards have developed a two-way flow of visiting lecturers and research workers between the United States and the colonial universities. International conferences, including some arranged under the auspices of the organs of the United Nations such as U.N.E.S.C.O., are finding the colonial universities convenient centres for meetings. The universities and colleges

by granting frequent study leave to their staff, including of course locally recruited staff, and by sending representatives to conferences and to meetings of learned societies, are making themselves and their facilities widely known.

The visitors' books of the universities and colleges contain a rapidly lengthening list of names distinguished in the world of science and learning. These contacts have an important bearing on staffing and recruitment. Some isolation is inevitable in comparison with conditions in the developed countries which have numerous universities, libraries and learned societies. The Council has striven to reduce this isolation or sense of isolation. It has noticed with pleasure that over the past few years an increasing number of staff have been moving to other universities in the ordinary course of promotion and transfer. In a recent count the Council listed no less than 21 such appointments since the beginning of the academic year 1953-4 and these included two chairs, a Registrarship and a Librarianship. This mobility improves the quality of staff recruitment, and a reasonable rate of staff-turnover is refreshing to the colonial institutions. The Council has encouraged it by circulating notifications of academic vacancies, by providing confidential information to appointing authorities about candidates from the overseas universities and colleges particularly when they are not available for interview, and by other means.

### Students

The total number of students in residence in the present session is 4,592:—

Royal University of Malta	...	...	...	...	411
University of Hong Kong	...	...	...	...	863
University of Malaya	...	...	...	...	1,043
University College of the West Indies	...	...	...	...	369
University College of the Gold Coast	...	...	...	...	349
University College, Ibadan, Nigeria	...	...	...	...	527
University College of East Africa	...	...	...	...	448
University College of Khartoum	...	...	...	...	582

A statistical summary of student registrations in the period 1946-54 is given in Appendix III.

The growth of student numbers in Malaya and Hong Kong has exceeded expectations. The numbers in the university colleges are somewhat disappointing and are lower than the original estimates. The main general cause is the slow development of secondary education in both quality and quantity in the territories served by the colleges. In particular the building up of sixth forms has not been as rapid as was expected, and this in turn is related to the fact that unfortunately only a small proportion of the local graduates choose to enter the teaching profession as there is such keen competition for their services in other employments. It does not seem likely that there will be a large increase in secondary school output in the immediate future and the colleges must therefore look forward to a steady but unspectacular rise in their student numbers. Other subsidiary factors have contributed to the smallness of the student numbers. There has been, for example, a temporary shortage of residential accommodation on occasions in some colleges. For those wishing to enter the University College of the West Indies there is a lack of scholarships and maintenance grants; this obstacle, it may be noted, does not exist in Africa where almost all candidates qualified for entrance can get financial support if they need it. Another contributory factor is the departure to universities overseas of candidates for first degrees which are available at their local colleges. Time is needed before the public at large becomes convinced that the local facilities are as good as those elsewhere, and therefore before those who do not need financial support make the local college their first choice. But some

of those who go overseas for their first degrees do so on locally awarded scholarships, and it may be suggested that the awarding authorities might consider whether the funds would not be better spent in assisting the scholars to study at the local college. These territories are not wealthy, and it is a manifest waste of resources to find the large sums necessary to build up a college of the best quality and at the same time to make awards to local candidates to study elsewhere what they could study equally well, or better, at that college.

In Malaya, Hong Kong and the West Indies the percentage of women in the student body is 20·7 per cent., 21·3 per cent. and 28·4 per cent. In the Gold Coast, Ibadan, Makerere and Khartoum it is 4·9 per cent., 5·4 per cent., 4·0 per cent. and 2·9 per cent. An increase in the proportion of women to men in the African colleges depends on social changes and school developments outside their control, but is clearly a question of urgent importance to the social health and stability of the African territories.

All the universities and colleges are inter-racial. None has a quota system for races, though preference in admission is of course given to local candidates. In the University of Hong Kong, out of 932 students in 1952, 864 were Chinese and 540 were locally resident. In the University of Malaya in 1954 61 per cent. of the students were Chinese, 13 per cent. Indians, 11 per cent. Ceylonese, and 10 per cent. Malays; of the total student population 96 per cent. came from Singapore and the Federation of Malaya. Makerere College is making special efforts to diversify its student composition; it has 6 Arab, 5 Indian and one European student at present, and hopes to see this proportion of non-Africans increase. The Goldsmiths' Company of London has made an interesting experiment of awarding two fellowships a year tenable in the African colleges for United Kingdom students, who live as ordinary students with their African colleagues. The first appointments have been extremely successful and this may point the way to one method of introducing the valuable factor of foreign students in a student body that would not obtain them by ordinary recruitment. This could well be supplemented by encouraging holders of research studentships to use them at the colonial universities and colleges where these offer access to such an exciting range of new research opportunities.

Some of these universities and colleges have constituencies which are immense in area and population, and nearly all of them serve communities which are diverse in language, religion, tradition and social custom. They are thus in a position to enlarge awareness, to develop broader outlooks, to foster tolerance and to create the basis of wider social cohesion. Makerere College serves an area three times the size of France with a population of over nineteen million; in 1954 its students came from 70 different tribes. University College, Ibadan, is not only formally under the new Nigerian constitution a federal institution, but is in fact one of the few supra-regional institutions serving a population of over thirty-one million. The University College of the West Indies, drawing its students from islands and territories some of which are 1,300 miles distant, is building up a body of men and women who have a federal West Indian outlook before federation is achieved constitutionally. The University of Malaya was described by its Chancellor, Mr. Malcolm Macdonald, on its foundation day as "the crucible of the Malayan nation".

A fundamental feature of the universities is that they are wholly or mainly residential, both for students and for staff. The educational and social effects on students represent a rich dividend on the capital investment in the halls of residence, and there are incidental advantages in such matters as the improvement in student health. Through students' unions or similar bodies,

the students gain experience in organizing their social activities, their clubs and societies, and their sports. The student magazines and newspapers provide an interesting record of the attitudes and the literary experiments of the young intelligentsia. There is increasing cooperation between the students' unions in the colonies and organizations such as the National Union of Students in the United Kingdom, World University Service and the World Assembly of Youth. Colonial delegates have taken a prominent part in students' conferences, and student delegations or representatives from the Coordinating Secretariat of the National Union of Students and the World University Service have visited the unions in the colonies.

In spite of the costs due to the distances involved, inter-university sports have developed between Hong Kong and Malaya and between Ibadan and the Gold Coast with valuable results both socially and in raising athletic standards. The universities and colleges have provided their students with playing-fields and similar facilities, and the University College of Khartoum has made the interesting experiment of appointing a full-time athletics coach. There is here an opportunity for further assistance from the British universities and from sports organizations; visits by coaches and help in developing inter-university sports would be welcome.

Provision for the spiritual and religious welfare of the students has been made in various forms. Some of the colleges have appointed chaplains. Almost all have some system of moral tutors so that students have opportunities of discussing their personal problems with an experienced senior. Chapels and mosques have been provided both by private benefactions and by grants from college funds. None of the universities or colleges imposes a religious test, but each in its particular setting has taken special care for the spiritual and moral health of its student community.

#### **Range of studies**

One of the principles emphasized by the Asquith Commission (Report pages 11-12 and 14) was that colonial higher education should be developed through multi-faculty, not specialist, institutions, through "universities which shall be centres, as far as possible, of all professional education in the regions which they serve". "It is not enough that a professional man should attain competence in his own subject; association with the life of a university will give him a larger range of interest and enhance his value both in pursuit of his profession and as a member of society. Our aim should be to produce not only doctors, but educated doctors; not only agriculturists, but educated agriculturists; and to this end universities minister far more effectively than specialised institutions."

All the institutions have observed this principle. They have all based themselves firmly on faculties of arts and science, but none has exactly the same range of faculties and subject departments as any other. All but the Gold Coast have faculties of medicine. Only Malta and Malaya provide courses in dentistry. Hong Kong and Khartoum offer engineering and Malaya will do so shortly. Only Malta and Hong Kong provide courses in architecture. Khartoum, Makerere, Ibadan and the Gold Coast have faculties of agriculture, but only the first two have faculties of veterinary science. Ibadan and the West Indies do not provide teaching in the social sciences. All except Khartoum and Ibadan have departments or institutes of education.

Allied with this principle of the multi-faculty nature of the higher education institutions is the fact that constitutionally they have developed as unitary not federal universities. Where local conditions require that a particular subject must be taught in a place distant from the main college, for example

clinical veterinary science at the University College of East Africa which is taught at Kabete in the Kenya Highlands, the arrangements ensure that the students spend three or four years in the main college and thus have the benefits of studying and residing with students of other faculties. It is the staff not the students who suffer from this geographical isolation of certain departments. None of the institutions has attempted to affiliate other colleges by a federal scheme; where association has occurred, for example of the King Edward VII College of Medicine and Raffles College which combined to form the University of Malaya, or of the Kitchener School of Medicine and Gordon Memorial College combined in the University College of Khartoum, the process has been by amalgamation. There can be no doubt that the resultant strength has demonstrated the advantages of the unitary principle, and from its experience the Council endorses the remarks of the Asquith Commission (Report pages 13-14) "The special disadvantages of a federal arrangement under Colonial conditions are clear; the great distances between the constituent colleges would mean that the university would not be a society but a machine for conducting examinations and granting degrees. The university would lack personality, and the colleges, not the university, would influence the character and outlook of the students. Moreover, to the degree to which the colleges specialised in various directions, to that extent the students would lose the benefit of association with an institution of wide interests. It would therefore be a matter for regret if a departure from the unitary arrangement was made inevitable by local conditions".

In a rapidly increasing range of subjects the universities and colleges are developing courses for honours and special degrees in addition to those for general degrees. The University of Malaya has adopted the system of providing an honours degree by one year's specialisation after a general degree. The colleges in special relationship with the University of London provide for special and general degree courses in parallel rather than in sequence. The University College of the West Indies is making the interesting experiment of allowing some of the most promising of its general degree students to proceed to an M.Sc. in a specialised field.

Colleges, such as Makerere and Khartoum, which have developed from "higher colleges" into university colleges, have continued diploma or certificate courses for students insufficiently qualified to pursue first degree courses. It is their ambition to be relieved of this work and concentrate on degree work only as soon as the secondary schools or other sections of the educational system can take it over. The universities and colleges are developing other diploma courses, usually at postgraduate level; among these are those for professional training in education, for chemical technology at the University College of the West Indies, and in public health and in social studies at the University of Malaya.

These diploma courses open up an interesting field for experimentation and may point the way to a special service which the colonial universities can render. When these courses are fully established and take advantage of local opportunities in, for example, tropical medicine, veterinary medicine, agriculture or public administration, they may provide valuable training for "expatriates" recruited for the public services or commercial and industrial firms and for those entering the professions in the territories.

### **Professional education**

The universities and colleges are, rightly, centres of professional education; at the same time they set out to forward the aims of liberal education. It would be profitless to discuss the supposed antithesis between "liberal" and "professional" education, which originates in large measure from a



defective definition of these terms. It is important, however, to emphasize that the maintenance of the liberal ideal does not imply that these institutions are remote from urgent contemporary needs. There are few tasks of greater practical concern to the developing colonial societies than the intellectual training of leading members of the public services, of the churches, of the press, of the educational system, of the professions, of the research and scientific services, and of political life.

In all countries certain professions are regulated to some extent by legislation, the object of which is to define standards of professional competence, to designate and award privileges to those who attain them. The procedure adopted in most countries is simple, namely to set up a register for each profession and to lay down how admission to it is obtained and what privileges accompany admission. It is reasonable to assume that this procedure will ultimately obtain in the territories served by the universities and colleges, and indeed the first steps in that direction have already been taken. In Great Britain, however, there is no uniform system; professional associations often play a part in the control, and in some cases exercise all such control as may exist. Residents in overseas countries served by the universities and colleges who desire to enter the professions aspire to full professional status as understood in Great Britain, the attainment of which at present demands more than a local qualification admitting to the local register; it may be necessary, for example, to study and sit for examinations in Great Britain. All this raises serious and difficult problems, and it is possible to do no more than indicate the present position in relation to certain professions.

In medicine, the General Medical Council in Great Britain, after satisfying itself by direct inspection if necessary, can recognize certain overseas qualifications as entitling their holders to admission to its register. As an international guarantee of standards and for the practical advantages of inter-availability within the system of reciprocity, most of the colonial medical schools have aimed at securing General Medical Council recognition of their degrees or awards. The degrees of Malta, Hong Kong and Malaya and the diploma of public health at Malaya enjoy this privilege. The policy of the medical schools of the West Indies and Ibadan is to provide courses leading to the degrees of the University of London which are registrable in Great Britain. The medical qualification awarded at Makerere did not until recently admit its holder to the local registers in East Africa, but in 1953 local legislation recognized the licentiate as a qualification for these registers and the next step will be to invite the General Medical Council to consider whether it can grant recognition. The Khartoum award has always been a locally acceptable qualification in the Sudan, and General Medical Council recognition has not been sought; it has enjoyed recognition from the Royal Colleges in England so that its holders can now sit without further training for the Colleges' primary qualification and proceed to the higher qualifications. The position in dentistry is similar to that in medicine, and the degree in dentistry awarded by the University of Malaya is recognised by the Dental Board of the United Kingdom.

The registration of veterinary surgeons is different from that of medical practitioners; those who hold a degree in veterinary medicine gained outside the United Kingdom are not admitted as of right to the United Kingdom register. The policy developed for colonial degrees or awards must therefore be to ensure that they admit to the local registers, and that the standards are equivalent to those in the United Kingdom so that the holders can proceed to postgraduate and similar higher qualifications. Policy in the architectural profession is developing on lines similar to that in the veterinary; it is unlikely

that further overseas degrees or awards will be recognised as admitting to the United Kingdom register. It will therefore be necessary to secure that the local degrees admit to the local registers and that standards are correlated with those in the United Kingdom by external examiners and by co-operation with the Royal Institute of British Architects.

In engineering, the basic training represented by the B.Sc. (Engineering) degree often exempts the graduate from Parts I and II of the professional Institutions' examinations; Part III usually requires practical training under a corporate member. Policy therefore has been to secure recognition by the Institutions of the first degrees or awards of the colonial universities and colleges as carrying this exemption. The Council was much encouraged by the announcement in October, 1954, of the Secretary of State for the Colonies after his negotiations with the Institutions that "he would encourage, as far as is compatible with university autonomy, the establishment at the earliest practicable moment of faculties of Engineering Science in universities and university colleges in colonial territories, and that the Institutions for their part undertook to co-operate in advising on the standards of education and training which would be regarded by them as appropriate for admission to student membership of the Institutions, whether courses of study are taken in universities or in technical colleges".

In education, professional qualifications are not as precise and are still more immediately related to local conditions. Practice has varied even among the colleges in special relationship with the University of London; the Gold Coast prepares its students for the London postgraduate certificate of education, whereas the West Indies and Makerere award their own diplomas which have recognition by the local employing authorities. In agriculture, there are no established professional qualifications or questions of registrability. The colleges have developed their own diplomas or prepared students for the London degree adapted under special relationship to local conditions.

In Malta the law faculty of the University provides the courses for both advocates and procurators (solicitors) and is the authority which controls admission to the profession. A similar situation appears to be developing in the Sudan, where the University College of Khartoum provides courses for its own diploma and for the LL.B. degree of the University of London. Elsewhere, there have been some developments in the teaching of law, for example by the introduction of that subject in the faculty of social studies at the University College of the Gold Coast, but none of the universities or colleges has developed a full faculty of law. The reason is that in almost all British colonies admission to either branch of the legal profession is by way of the British procedure, for instance for barristers a call to a Bar in the United Kingdom, in which local degrees in law would play no part. Local degrees in law would be sought for professional purposes only if the holders could apply to a local council of legal education for local registration, and no such arrangements have yet been made.

The link between academic awards and professional, particularly registrable, qualifications introduces a factor into colonial university development that is to some extent distracting, frustrating and conservative. Clearly, if a doctor trained in a colony automatically has the right to practise in the United Kingdom his training must fit him for that, even if that means reducing the emphasis on tropical and other local conditions which would otherwise be desirable. The Council has welcomed the developments in, for example, veterinary training, which have dissociated it from this issue of United Kingdom registrability. This will enable the courses to have a predominantly local content without any sacrifice of academic standards. It should also enhance

the acceptability of the local awards as qualifications for entry to the local professions and public services, for the test of recognition by the United Kingdom professional authorities is merely a temporary device for attestation of standards. As the colonial universities mature and establish their standards internationally, these difficulties will diminish; the local degree will become the normal passport into a profession. Thus they will progressively take over the important function of guaranteeing not only academic but also professional standards in the societies they serve.

### Research

As centres of learning as well as of teaching, the universities and colleges have placed great emphasis on their responsibilities for research. In selecting staff, they have always sought for men and women who show capacity for contributing to the advancement of their own subjects. In their conditions of service, whether by the grant of study leave or by limiting the teaching burden, they have encouraged research. In providing equipment, library resources and accommodation, they have attached high importance to research facilities. The results are already apparent. The annual reports of the institutions contain a rapidly lengthening list of publications by members of the staff.

The greatest volume of research is by the individual members of the staffs. Some, however, is separately organized through units which are integral parts of the universities and colleges, such as the Institutes of Social and Economic Research at Makerere, Ibadan and the West Indies, the social research units in the Gold Coast and Malaya and the Institute of Oriental Studies and the Fisheries Research Unit at Hong Kong. Some is the work of units or research teams attached as guests, such as the hot climate physiology unit at Malaya supported by the Medical Research Council, the nutrition centre at Makerere subsidized by the Colonial Medical Research Council and the Nuffield Foundation, and the work in chemistry at the University College of the West Indies subsidized by, among others, the Colonial Products Research Council and the National Research Development Corporation.

The United Kingdom Fulbright Commission has from the start of its activities included a colonial programme under which about fifteen awards a year are made to American lecturers, research workers and postgraduate students. In almost every year there has been at least 1 Fulbright guest at each of the colonial university institutions, and the University College of the West Indies has had as many as 4 Fulbright guests in one session.

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 been 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.

It will be long before most of the academic departments develop strong postgraduate schools from among their own students even in the universities such as Malaya which award their own higher degrees. In the interests of the

students themselves, it will normally be desirable that the graduate from a colonial university who has the ability and means to pursue research should go overseas to one of the more fully developed universities to widen his experience in the next stage of his career. It would be a great service to colonial higher education if the outward flow of postgraduate students were matched by an increasing flow to the colonial universities of research students, medical registrars, academic staff on sabbatical leave and other research visitors to use the facilities and opportunities that now are available. The Council hopes that the British and other universities, the research foundations and other grant awarding bodies will make efforts to stimulate such a movement to the colonies, of which there are already encouraging beginnings.

### Libraries

The present holdings in the libraries are as follows:—

The Royal University of Malta	...	21,000 volumes
University of Hong Kong	... ..	75,000 volumes main library and 73,000 Chinese library
University of Malaya	... ..	200,000 volumes (including 130,000 Chinese)
University College of the West Indies		44,000 volumes
University College of the Gold Coast		65,000 volumes
University College, Ibadan, Nigeria...		75,000 volumes
Makerere College, the University College of East Africa		31,000 volumes
University College of Khartoum	...	36,000 volumes

The University College of the Gold Coast library receives by subscription, gifts or exchange about 1,600 titles in its annual acquisition of periodicals; University College, Ibadan, about 1,300 titles. The library of University College, Ibadan, is the library of deposit for Nigeria under an ordinance of 1950. Similar ordinances have been passed or are contemplated in East Africa, the West Indies and Malaya, to make their local university libraries the recipients of all local publications.

This growth of the university libraries, the greater part of which has occurred since the war, represents a spectacular change in the library resources of the British colonies. It has involved heavy capital and recurrent investments; for example, the University College of the West Indies and University College, Ibadan, devoted £55,000 and £30,000 each of their Colonial Development and Welfare grants as capital grants for the building up of their libraries stocks; the University College of the Gold Coast has spent £90,000 on the acquisition of books and periodicals, and the University of Malaya £95,000. All the libraries have received numerous gifts and benefactions from governments, from foundations (such as the gift of copies of the Library of Congress catalogues by the Carnegie Corporation), from other universities, especially the University of London, from business firms and private individuals. It would be invidious to mention merely a few of such individual gifts as examples, for all have been most welcome. The Council records its gratitude to all who have assisted in this way.

By a generous grant from the Carnegie Corporation, the Council was enabled to appoint a Library Adviser, Dr. Richard Offer, Emeritus Librarian of the University of Leeds, to provide central services for all the libraries. The services proved so valuable that they have been continued by means of a government grant since the experimental period covered by the Carnegie grant. Out of the multifarious duties performed by the Library Adviser, one may be mentioned as an illustration. The colonial libraries cannot,

indeed should not, attempt to possess all the runs of periodicals and similar specialized publications which the staffs might need in their research. The obvious way of meeting such needs was by obtaining microfilm copies of articles and papers held in other libraries, but there was in existence no service prompt and selective enough to do this. The Library Adviser's office now deals with an increasing volume of requests for such microfilm copies, which involves locating a copy of the item required, obtaining where necessary the permission to make a copy, arranging for the filming and the despatch of the copy. In general, a member of the staff of any of the colonial universities can by this service expect to receive a microfilm of any item he needs within two or three weeks of making his request to his library.

The libraries, besides being of fundamental importance to the teaching and research activities of the universities themselves, are rendering other services within their regions. As the main learned libraries in their areas and in that sense national libraries, they are open to all responsible students. They have in many instances taken a lead in local bibliographical studies, in organizing inter-library services and catalogues, in the preservation of historical archives, in stimulating the developing of other libraries, and in the training of librarians.

#### **Extra-mural services**

Several of the universities and colleges have established full Departments of Extra-mural Studies. That in the West Indies began simultaneously with internal teaching. A full-time resident tutor has been appointed in each of the seven contributing territories; these tutors with the assistance of part-time tutors and in co-operation with other existing agencies have built up elaborate programmes of sessional and terminal classes, weekend and summer schools, public lectures, broadcasts, and other adult education activities. The department has issued *Caribbean Quarterly* and many other publications to assist the class work. Departments somewhat similar in structure and scope have been built up in the Gold Coast and Nigeria, each with a full-time director and with tutors in each of the main regions, scores of part-time tutors, and many publications, films and other visual aids specially designed to meet local needs. In the Gold Coast, a strong People's Educational Association has been established, an organization of the extra-mural students similar to the Workers Educational Association in the United Kingdom. The University College of East Africa has made a beginning in establishing a similar full-scale department by appointing a tutor for Uganda, and hopes to extend its activities to the other East African territories. The other universities have not embarked on full departments but have experimented in adult education in various ways. The University College of Khartoum for example has run an annual camp at Erkowit as a study group experiment in adult education. The Royal University of Malta has assisted members of its staff to publish books specially designed for adult education in the island. The University of Malaya has given support to adult education movements in both Singapore and the Federation and has organized refresher courses, for example for medical and dental graduates.

All these extra-mural activities are aimed not at the provision of systematic instruction of part-time students in preparation for degrees or other qualifications, but at offering opportunities for guided study and objective discussion for adults who wish to enlarge their intellectual and cultural experience. The range of activities is necessarily much wider than that of the extra-mural departments in the United Kingdom universities, including work with men and women who have only recently acquired literacy. The work is essentially experimental and unconventional. It includes a weekend school for an incoming government and parliament the members of which wanted to learn

about the working of cabinet government and parliamentary procedure; refresher courses in biology for school-teachers; classes in local government for local officials; courses and residential schools in trade union studies; projects in journalism and in the study and preservation of local historical material and traditions; and the provision of study-kit boxes for groups for whom a tutor is not available. Central to all the activities is the method of group discussion and effective participation by the students in the choice and conduct of the classes. This vigorous field of work has brought the influence of the universities to many thousands of people whose formal education has been slight; equally it has brought a stream of popular influences and experience back into the universities and colleges, strengthening their contacts with and understanding of their regions.

In addition to these extra-mural adult education activities, the universities are rendering a variety of other "extra-mural" services. Members of the staff have written text-books and produced other teaching material for the training colleges and schools; they have taken part in shaping the syllabuses for school examinations and in developing a body like the West African Examinations Council which is progressively taking over the responsibilities in that area of the Cambridge Local Examinations Syndicate. The Institutes of Education have provided means for closer co-operation among training colleges and schools in their regions, and by research and publications are making further contributions to the educational system. In Malaya the University departments have organized a Malayan Historical Society, a Malayan Mathematical Society and a Malayan Science Society. Members of the staff have served on public service commissions, scholarship committees, expert commissions, the governing bodies of museums, cultural societies and schools, and in a variety of other ways taken a leading part in local public life.

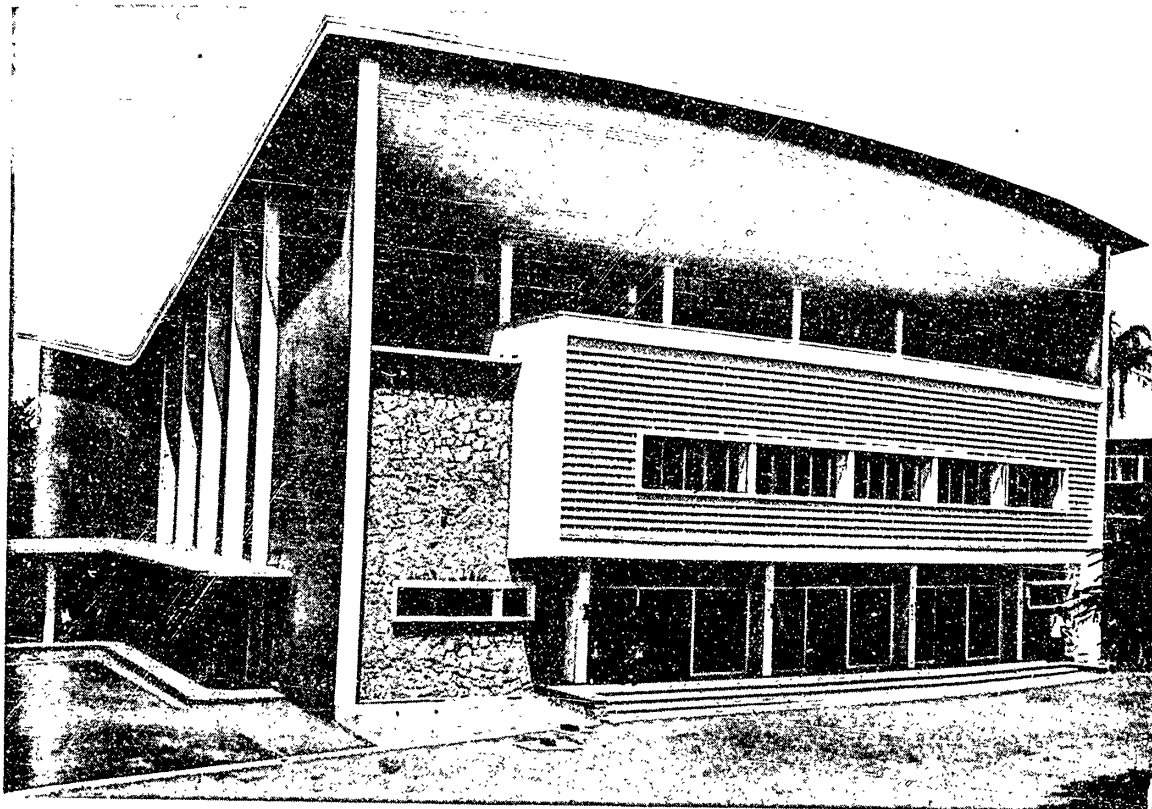
### **Buildings**

The Council has advised the universities and colleges of the importance of having a long term plan for the development of their sites and of introducing a high degree of flexibility in the internal planning of the separate units. It has been consulted informally on many technical points and has been able to place experience of the home universities at the disposal of the colonial institutions, as well as to pool and interchange the accumulating experience of the colonial institutions themselves. It has been formally consulted on all building schemes involving grants from Colonial Development and Welfare funds before these are considered by the Colonial University Grants Advisory Committee.

The universities and colleges have mostly engaged United Kingdom architects for their major building plans, the late Mr. W. G. Newton and Mr. R. E. Enthoven for the University College of Khartoum; Messrs. Fry, Drew and Partners for University College, Ibadan; Messrs. Harrison, Barnes and Hubbard for the University College of the Gold Coast; Messrs. Norman & Dawbarn for the University College of the West Indies; and Messrs. Easton and Robertson for the general layout of the University of Malaya. The Universities of Malta and Hong Kong have used the services of their own professors of architecture. The University College of East Africa has used the firm of Messrs. Blackburne, Norburn & Partners of Nairobi.

In addition to large programmes of staff housing, the major buildings constructed since 1946 are:

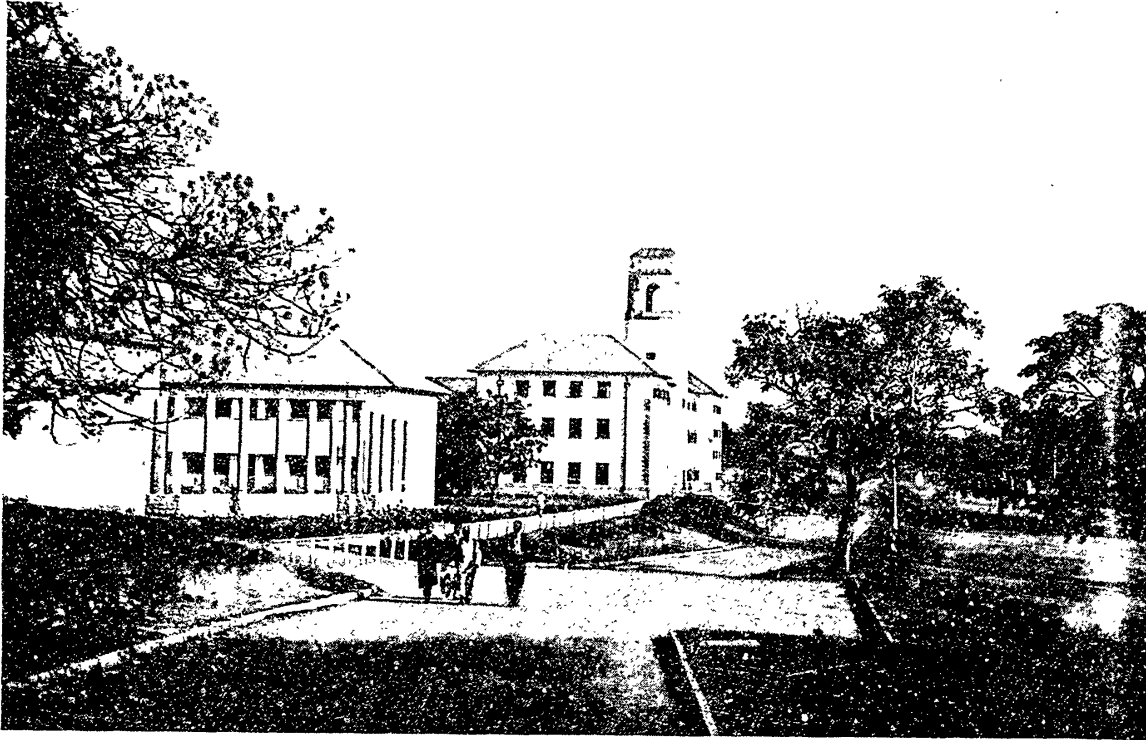
*The Royal University of Malta*  
Science building



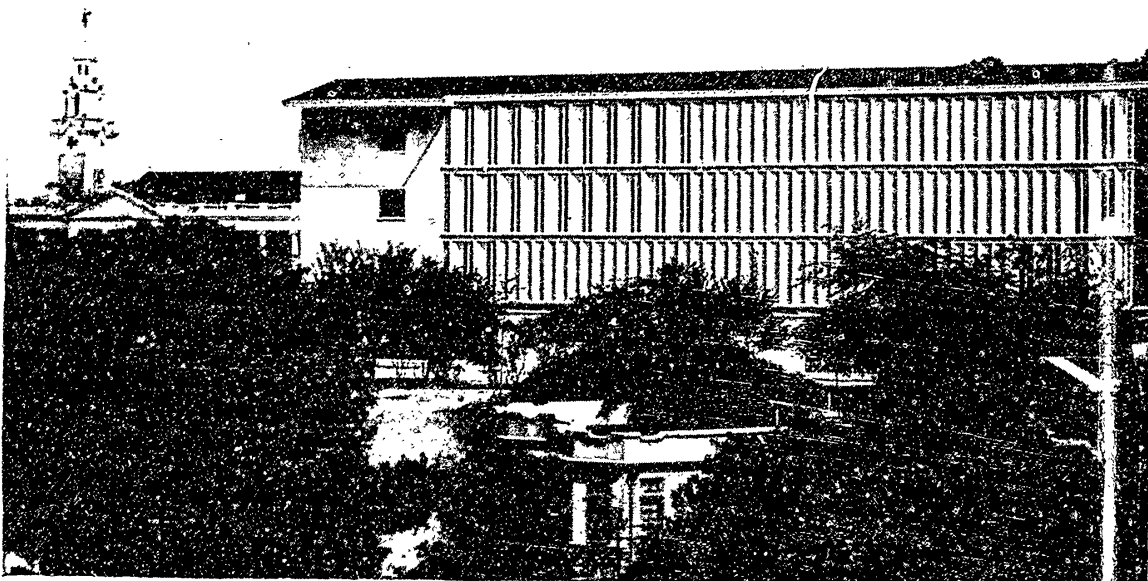
*The United Africa Company Limited.*  
University College, Ibadan: Trenchard Hall



*Photographic Unit, University College of the Gold Coast.*  
University College of the Gold Coast: Legon Hall



Makerere College, the University College of East Africa: Faculty of Arts and Administration Buildings



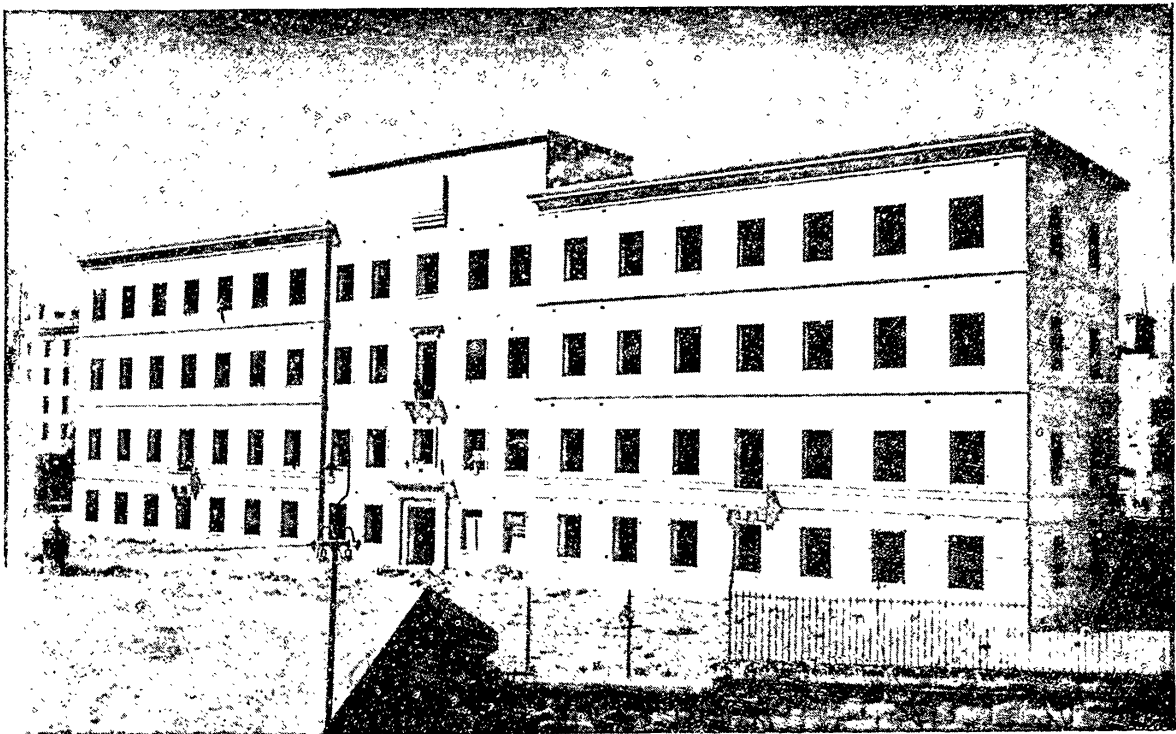
University of Hong Kong: Department of Chemistry





*P.R.O., Khartoum.*

University College of Khartoum: Hostel

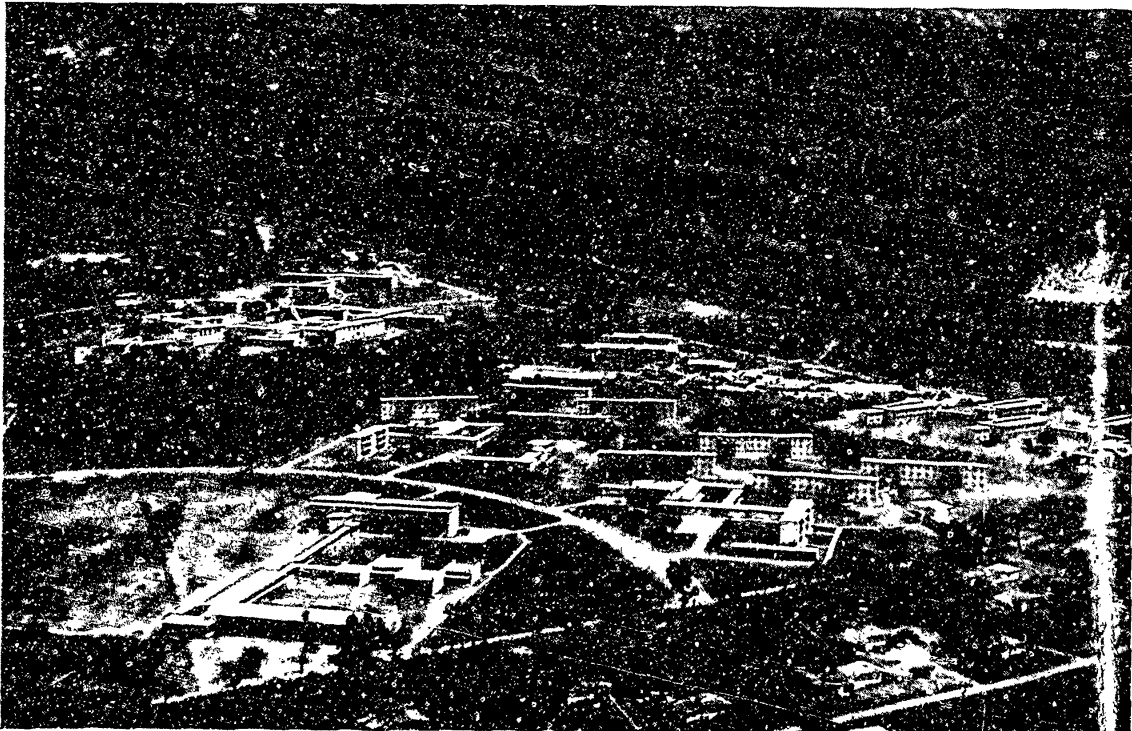


*Times of Malta.*

Royal University of Malta: Science Laboratories



University of Malaya: Library



*Photo by Packer, Kingston, Jamaica.*

University College of the West Indies : Aerial view.

*University of Hong Kong*

School of Engineering and Architecture  
Chemistry building

*University of Malaya*

Library  
Hostels (for 480 students)

*University College of the West Indies*

2 Halls of Residence for men  
1 Hall of Residence for women  
Library  
Arts building  
Science laboratories  
Department of Education  
Senate House  
Institute of Social and Economic Research  
Students' Union

*University College of the Gold Coast*

2 Halls of Residence for men

*University College, Ibadan*

3 Halls of Residence for men  
1 Hall of Residence for women  
Arts building  
Science laboratories  
Library  
Assembly Hall  
West African Institute of Social and Economic Research

*University College of East Africa*

2 Halls of Residence for men  
1 Hall of Residence for women  
Arts building  
Institute of Social Research  
Physics and Chemistry laboratories  
Veterinary Science School  
Medical School

*University College of Khartoum*

2 Halls of Residence for men  
Biology, Anatomy and Physiology laboratories  
School of Agriculture

**Finance**

Higher education was made one of the central, as distinct from territorial, allocations in the distribution of funds available under the Colonial Development and Welfare Acts. A Colonial University Grants Advisory Committee was appointed in 1946 to advise on expenditure from this allocation, and the Council has been represented on this Committee by two members. It has been the invariable practice of the Committee to seek the advice of the Council on the academic aspects of applications for grants. When the Advisory Committee on Colonial Colleges of Arts, Science and Technology was established, the Grants Committee agreed that that body should advise on the additional Colonial Development and Welfare funds which were made available for the Colleges of Technology. The "higher education" allocation has therefore in fact been a "university" allocation.

A total of £7,750,000 has been placed in the higher education allocation under the Colonial Development and Welfare Acts of 1945 and 1950. The whole of this amount has now been spent or committed. Even this munificent assistance does not represent the full amount of financial help to the university programme from Colonial Development and Welfare funds. Substantial grants from the research allocation have been made to the university institutions; for example, £492,558 has already been granted for the Institutes and units of social and economic research, and £31,500 for the biochemical research unit at Makerere. Other Colonial Development and Welfare grants have been made for hospitals which serve as the teaching hospitals for the medical schools; for example, £999,000 has been given for the building and equipping of the entirely new University College Hospital on the College site in Jamaica; £350,000 has also been allocated for the modernization of Mulago Hospital which serves as the teaching hospital for the medical school of the University College of East Africa.

The higher education allocation has been used almost exclusively for capital grants, not as contributions towards recurrent expenditure. On the advice of the Colonial University Advisory Committee the total sum was divided provisionally among the institutions as follows:

	£
Royal University of Malta ... ..	139,000
University of Hong Kong ... ..	250,000
University of Malaya... ..	1,019,000
University College of the West Indies ... ..	1,652,000
University College of the Gold Coast ... ..	400,000
University College, Ibadan ... ..	1,700,000
Makerere College, the University College of East Africa... ..	1,262,000
University College of Rhodesia and Nyasaland ... ..	1,250,000
Reserve (including grants for central services) ... ..	78,000
	£7,750,000

The universities and colleges were informed of these provisional allocations so that they knew the limits within which they could make their capital programmes. Each submitted for consideration by the Council and the Grants Committee outline plans for the next stage of its development up to 1956. When its plan had been approved as representing a balanced whole, the institution submitted detailed applications for grants for particular units within its programme as it was ready to proceed with these.

The reserve in the central allocation was used for certain common services, such as the maintenance of the Council's library services and to meet the expenditure involved in the working of the scheme of special relationship with the University of London by visits of examiners.

The restriction to capital purposes of the Colonial Development and Welfare grants threw the full burden of recurrent grant on the local governments or on private benefaction. The Council and the Grants Committee strongly advised that the principles of block grant and quinquennial financing should be adopted in governments' assistance to the recurrent needs of the universities and colleges. These principles or methods, of such proven worth in United Kingdom university experience, provide an important safeguard to academic autonomy, allow long-term planning, and encourage economical use of resources. The Council has been delighted that in almost every case the local governments have fully accepted these principles and make their grants, neither

earmarked for particular purposes nor tied to detailed estimates, and at rates announced in advance for periods of five years.

The financial assistance from sources other than the United Kingdom government is of impressive magnitude. During the past five years the amounts directly contributed as recurrent grant by local governments are approximately:—

	£
To the Royal University of Malta ... ..	125,000
To the University of Hong Kong ... ..	493,750
To the University of Malaya ... ..	2,531,373
To the University College of the West Indies ... ..	952,931
To the University College of the Gold Coast ... ..	1,346,000
To University College, Ibadan ... ..	890,000
To Makerere College, the University College of East Africa ... ..	1,010,000
To the University College of Khartoum ... ..	1,069,208

The government of Hong Kong has recently trebled the size of its annual grant to the University. The governments of Singapore and Malaya have agreed to make an annual grant to the University of £641,666 in 1954–55 rising to £781,666 in 1958–59. The Gold Coast government has agreed to make the following grants to the University College: in 1954–55 £579,000, in 1955–56 £622,500, in 1956–57 £652,000 and in 1957–58 £676,500.

Governments and public bodies have contributed to endowment funds for the university institutions. For example, the government of Hong Kong gave £1,000,000 from Japanese assets available under the peace treaty to increase the endowment fund for the University of Hong Kong; the government of the Gold Coast has given £2,000,000 to create an endowment fund for the University College of the Gold Coast; the government of Nigeria has given £2,250,000 towards an endowment fund for University College, Ibadan, of which £1,500,000 is expendable over 15 years. The Nigerian Cocoa Marketing Board gave £1,000,000 as an endowment for the faculty of agriculture at University College, Ibadan. The Kenya government endowed the chair of veterinary science at the University College of East Africa.

Among the capital gifts to the universities and colleges must be first mentioned the extensive and valuable sites, including areas of five square miles each for the university colleges in Nigeria and the Gold Coast, 740 acres given by Jamaica to the University College of the West Indies and 474 acres given by the City of Salisbury to the university college for Rhodesia and Nyasaland. The capital expenditure of the University College of the Gold Coast has so far been met almost wholly by local grants, including £3,675,000 from the government and £1,897,000 from the Gold Coast Cocoa Marketing Board. The Nigerian government has given capital grants of £1,060,000 for University College, Ibadan, and £3,606,000 for the University College Hospital. The government of Hong Kong has given £250,000 towards the capital needs of the University, and the governments of Singapore and Malaya £816,666 for the University of Malaya. The three East African governments have recently agreed to contribute £219,000 for the faculty of agriculture at the University College of East Africa. Many large benefactions have been given by private persons and bodies, such as £62,500 for a women's hall of residence at the University of Hong Kong by Sir Robert Ho Tung, £50,000 for the physics laboratory at the University College of East Africa by Dr. J. Williamson, £61,000 by the United Africa Company for an assembly hall at University College, Ibadan, and £150,000 by the British South Africa Company, Rhodesian Anglo-American Ltd., and Rhodesian Selection Trust, Ltd., for

the library at Rhodesia University College. The endowment fund of the University of Malaya, built up by private gifts, now exceeds £600,000 and its library alone has received such donations as £53,500 from Lee Kong Chian, £47,000 from Tan Lark Sye and £29,000 from Yeap Chor Ee. These are merely instances of many hundreds of private gifts in cash and kind for which the Council wishes to record its admiration and gratitude. The Council has been particularly glad to notice the very large numbers of gifts by persons of very modest means, as this is a striking demonstration of the "national" and popular support enjoyed by these centres of learning.

Fee income, particularly in the existing colleges in Africa, represents an indirect form of government grant to the extent that the students are in receipt of scholarships or bursaries from public funds. In Africa it would be nearly accurate to say that any boy or girl from the secondary schools who is granted admission to the local university college can depend on a grant to cover his tuition and residence fees (subject to a means test). On the other hand, there is great need in the West Indies for far greater scholarship provision; large numbers of candidates well qualified for admission to the university college are unable to accept places as they cannot obtain scholarships or bursaries.

The establishment, maintenance and development of the nine university institutions represents a big financial investment by the United Kingdom government and by the local governments and peoples. At no time will it be possible to measure the dividends in money terms; no price can be put on trained intelligence or the cumulative results of research and of the preservation and refinement of cultural heritages. One Pasteur or Rutherford or Shelley could "repay" the investment a hundredfold. There are, however, aspects of the inescapable expensiveness of the institutions that must be mentioned. Seen from the limited aspect of the number of students trained, a college is usually most "expensive" in its early stages as a broad range of specialist teachers and equipment is needed almost regardless of the numbers of students; as student numbers grow in the later stages of college development there is not a proportionate increase in staff. A "cost-per-student" estimate is peculiarly irrelevant to the consideration of the financing of universities as centres of learning, and there is a specially absurd version of this equation used in some discussions (even in government circles), namely that it is "cheaper" to send a student to Oxford than to the local university. This ignores the fact that the colonial student at Oxford enjoys "free" the huge contributions of past benefactors and the current benefaction of recurrent and capital grant from the United Kingdom government to the University; his fee is a negligible contribution towards the costs involved in his education at Oxford.

### **Constitutions and governance**

None of the universities or colleges is a state institution. In the British tradition, they are independent self-governing corporations, incorporated by Royal Charter or local legislation. The normal constitutional structure is similar to that of the civic universities in the United Kingdom, with a Council composed of laymen and a minority of academics, and a Senate or Academic Board composed exclusively of academics. The Senate has full control of academic policy.

The Councils have enjoyed the services of some of the most influential residents in the public life of their regions, whose devoted work in guiding the universities and colleges has contributed decisively to the position which they occupy in their territories. It is difficult to pay adequate tribute to the local members of these councils; in their hands and in the hands of their successors of like zeal and capacity the future of these institutions is assured.

The Inter-University Council has been proud to be invited to appoint one or more of its members or other representatives to serve on some of these governing bodies.

The principle of university autonomy has been accepted and protected by the governments and peoples concerned, and jealously guarded by the universities and colleges themselves. On Colonial Development and Welfare grants the institutions deal directly with the Colonial Office, not intermediately through the colonial governments, and so state their case as they wish it to be presented, not through an interpreter. The device of the block grant on a quinquennial basis for government assistance to recurrent income is a powerful safeguard to university autonomy. The placing of responsibility for academic policy clearly on the Senates and Academic Boards, the security of tenure of staff, the checking of standards by independent external examiners—these and many other well-tested arrangements also protect the independence of the universities. But all these constitutional and financial devices would be of no avail unless there was informed acceptance by public opinion of the importance of establishing and maintaining academic freedom. The Council has seen with admiration how widely this principle is understood in local opinion; it can recall no instance in which an external authority has attempted to dictate to the universities what should be taught, by whom it should be taught, which students should be admitted, or in any other serious way to invade the universities' and colleges' control over their own self-directed academic development.

#### **The universities and university colleges**

Most of the universities and university colleges issue calendars and annual reports from which a detailed description of their development and present scope can be obtained. A brief bibliography is given in Appendix V of the commission reports, pamphlets and articles dealing with the institutions and with the general programme of university development in the overseas territories. For convenience of reference in this report, a brief note is given below concerning each of the universities and colleges.

#### *The Royal University of Malta*

Having its origin in the College of the Society of Jesus founded in 1592, reconstituted in 1769 as a university, the Royal University of Malta is the oldest university in the Commonwealth outside Great Britain. At the end of the war, it faced a difficult task of academic and physical rehabilitation. The Council's assistance has been broadly on three lines. Firstly, it has encouraged the University to achieve constitutional autonomy under the Statute for its reconstitution in 1947. Secondly, it has assisted the University to strengthen itself in certain selected academic spheres and has supported its application for Colonial Development and Welfare grants for this purpose, in particular for the building up of its library, for the construction and equipping of a new science building, and for the strengthening of its department of English. Thirdly, it has supported the University's efforts to make distinctive contributions to learning in the fields in which it has unique opportunities, in particular by a detailed survey of the neolithic monuments and antiquities in the island, the results of which are now nearly ready for publication, and by the preservation and restoration of the rich collection of archives in Malta, particularly those in the Royal Library, including the archives of the Order of St. John of Jerusalem.

The University has Faculties of Theology, Laws, Medicine and Surgery, Engineering and Architecture, Arts (English, Greek, History, Latin, Maltese, Philosophy) and Science (Biology, Chemistry, Mathematics, Physics).

### *The University of Hong Kong*

Founded in 1911, the University found itself at the end of the war with most of its staff dispersed, several dead, its buildings gutted and equipment looted or destroyed (except its library which was preserved during the Japanese occupation by the devoted courage of the staff). It tackled the heavy task of rehabilitation and opened again for teaching in 1946. With capital grants from the Hong Kong Government, a grant of £250,000 from the United Kingdom Government supplemented by a similar grant from Colonial Development and Welfare funds, and many private gifts, the University has restored all its previous buildings, and has added a new chemistry building, the school of architecture, extensions to its great hall and main building, a hall of residence for women and additional residential accommodation for staff.

In addition to restoring its pre-war faculties, it has made two major academic developments; it has established a school of architecture, and an institute of oriental studies.

The present Faculties are Architecture, Arts (Chinese, Economics and Political Science, Education, English, History, Modern Languages, Philosophy), Civil Engineering, Medicine and Science (Biology, Chemistry, Geography and Geology, Mathematics, Physics).

### *The University of Malaya*

A commission in 1939 recommended that the existing King Edward VII College of Medicine and Raffles College should be amalgamated into a university college, but the war prevented the carrying out of this proposal. A commission in 1947 agreed that the two colleges had already so firmly established their academic standards that there was no need for the interim stage of a university college and that they should join to form a full university. The University of Malaya was established in 1949 by legislation of the two local governments of Singapore and the Federation.

The commission also recommended that the site of the University should be in Johore. While the University was developing in the buildings of the two former colleges, negotiations were completed for the acquisition of a site at Johore Bahru, a capital grant of £1 million was promised from Colonial Development and Welfare funds, and a layout plan and preliminary estimates prepared. But it became apparent that the costs of the complete move to a new site would have far exceeded any funds that were likely to be available, and in the meantime the University developed at a rate much faster than had been estimated in 1947; in the session 1954-5 there are 1,043 students, compared with an estimated number of 1,000 by 1956-7. After a full review, the University authorities and a joint committee appointed by the two governments recommended that it should continue to develop on its existing sites within Singapore and that a beginning should be made in developing higher education facilities, for example in agriculture and engineering, at Kuala Lumpur, so that a second university could be established there in time. The two governments in June and August, 1954, accepted this change of policy.

Pending the basic decision on site policy, the University has not added greatly to its buildings in Singapore, but is now about to embark on large extension schemes on the Raffles College and Medical College sites and to start development in Kuala Lumpur. Since 1949 it has built a library, new student hostels for 480 students, staff residences, and extensions to the science and medical schools.

The University has Faculties of Arts (Chinese, Economics, Education, English, Geography, History, Malay, Mathematics, Philosophy), Science



875

(Botany, Chemistry, Geography, Philosophy, Physics, Physiology, Zoology) and Medicine (including Dentistry and Pharmacy).

In 1953 it established a department of Chinese language and literature, and a department of Malay studies, and hopes to have a department of engineering in operation in 1955-6.

#### *The University College of the West Indies*

The University College of the West Indies was constituted by Royal Charter in January, 1949. Its development has closely followed the detailed proposals of the Irvine Committee of the Asquith Commission. It is supported by the seven British territories in the Caribbean, and draws its students from them all, paying their fares at the beginning and conclusion of their courses so that those from the more distant areas are not at a disadvantage compared with those in Jamaica where the College is situated.

The College has a site of one square mile in the foothills of the Blue Mountains, seven miles from Kingston. On the site was an extensive hutted encampment, built in the war to house evacuees from Gibraltar, so that the College was able to improvise teaching and residential accommodation in these huts and have a successful career while its permanent buildings were in the course of erection. The first programme of its buildings has now been completed and in addition an entirely new teaching hospital has been built on the site.

The College has Faculties of Arts (Classics, English, History, Modern Languages, Mathematics), Natural Sciences (Botany, Chemistry, Physics, Zoology) and Medicine, an Institute of Education, and an Institute of Social and Economic Research. Its Department of Extra-Mural Studies has full-time resident tutors in each of the seven territories.

#### *The University College of the Gold Coast*

More than any of the other institutions, the University College of the Gold Coast owes its origin to local initiative and popular demand. There was vigorous opposition to the proposal in the minority report of the Elliot Commission that initially there should be only one university college for West Africa. The United Kingdom government agreed that a college should be developed in the Gold Coast provided that the greater part of the necessary funds were provided locally. The governments and peoples of the Gold Coast have arisen to this challenge and made the College the most generously financed of all.

The permanent site of the College, five square miles in extent, is on Legon Hill, near Accra. The College was able to begin teaching in 1948 by using part of the neighbouring premises of Achimota School. Two of the permanent halls of residence have been built on Legon Hill. The College will continue to use the Achimota accommodation until sufficient buildings have been completed at Legon. The development of the College was accelerated in 1951 at the request of the Gold Coast government to assist it in carrying out the general programme for the Africanization of the public services.

The College has Faculties of Arts (Archaeology, Classics, English, French, Geography, History, Mathematics, Philosophy, Phonetics, Theology), Social Studies (Economics, Sociology), Physical Sciences (Chemistry, Geology, Physics), Biological Sciences (Botany, Zoology), and Agriculture, and an Institute of Education and a Department of Extra-Mural Studies.

### *University College, Ibadan*

Like the university colleges in the West Indies and the Gold Coast, University College, Ibadan, in Nigeria, is an entirely new foundation, constituted in 1948 by a Nigerian ordinance creating a provisional council which has now been replaced by a permanent council established under an ordinance of 1954. Near its permanent site on the north-east of the city of Ibadan, there was a hutted hospital which was adapted as temporary accommodation while the permanent buildings were being constructed. Teaching could be started therefore in January, 1948. Progressively occupying the permanent buildings as they were completed, the College was able in the session 1954-5 to abandon the temporary accommodation. A new teaching hospital of 500 beds is being built on a site four miles from the College; until it is ready, students in the faculty of medicine complete their courses to the stage of the 2nd M.B., B.S. examination and are then placed for their clinical training in medical schools in the United Kingdom. The first group of such students to take their final examination, in October, 1954, achieved a proportion of successes, nine out of eleven, much higher than the average for United Kingdom students.

The College has Faculties of Arts (Classics, English, History, Mathematics, Religious Studies), Science (Botany, Chemistry, Geography, Physics, Zoology), Medicine and Agriculture, an Institute of Economic and Social Research and a Department of Extra-Mural Studies.

### *Makerere College, the University College of East Africa*

Makerere College began as a technical school in 1922 and on the recommendation of the de la Warr Commission on Higher Education in East Africa was developed in the period 1939-46 as a higher college. After the war its rapid progress enabled it to fulfil the conditions for admission to special relationship with the University of London and in 1949 it was accorded the status of a university college. The first group of its students to obtain degrees of the University of London sat for their final examinations in December, 1953.

The college is situated on one of the seven hills surrounding Kampala, Uganda, and its medical school is on the neighbouring Mulago Hill. It serves the East African territories of Uganda, Kenya, Tanganyika and Zanzibar and has drawn some students from Northern Rhodesia and Nyasaland. The college was developed primarily for African students, but since achieving university college status has increasingly emphasised its inter-racial character; in the 1954 session it had 5 Indian and 1 European student.

Since the war the College has more than trebled its accommodation by building new physics and chemistry laboratories, an arts block, laboratories for the pre-clinical medical sciences, a veterinary school, and three halls of residence and it has recently acquired a teaching and experimental farm.

It has Faculties of Arts (English, Geography, History, Mathematics, Social Studies), Science (Biology, Chemistry, Physics), Medicine, Agriculture and Veterinary Science, an Institute of Education, and an Institute of Social Research. Alone among the colonial university institutions it has an Art School. The clinical courses in veterinary science are provided in a department of the College at Kabete in Kenya.

### *The University College of Khartoum*

Gordon Memorial College was established in Khartoum in 1902 as a primary school, developed through the stage of a higher college, and acquired university college status in 1945. In 1951 the Kitchener School of Medicine, founded in 1924, was incorporated as the faculty of medicine in the university college.

The main college site is in Khartoum on the banks of the Blue Nile; the school of agriculture is on the other side of the river at Shambat. The new buildings erected since the war include two halls of residence for men, biology, anatomy and physiology laboratories and buildings for the school of agriculture.

The College has Faculties of Arts (Arabic, Economics, English, Geography, History, Mathematics), Science (Botany, Chemistry, Physics, Zoology), Law (including Islamic Law), Agriculture, Veterinary Science, Engineering and Medicine.

#### *The University College of Rhodesia and Nyasaland*

A group of Southern Rhodesian citizens had since 1945 pressed the case for a university for Rhodesia. In 1952 a Southern Rhodesian Act created an Inaugural Board to take the necessary preliminary action towards establishing a university. In 1953 the report of the Commission on Higher Education for Africans in Central Africa recommended the establishment of a university college for the territories of Southern and Northern Rhodesia and Nyasaland. It proved possible to combine the plans of the Inaugural Board with those of the Commission and to create a single university college admission to which will be determined only by merit and not by race. The college was incorporated by Royal Charter in February, 1955.

The City of Salisbury has given a site of 474 acres for the College on the outskirts of the city; the College has also been promised an additional 1,000 acres near Salisbury for a university farm for the faculty of agriculture, and an area on the site of the Harari native hospital for a medical school.

The College proposes to begin by first establishing Faculties of Arts, Science and Agriculture.

#### **The Inter-University Council**

The Council has met four times in each academic year. It has annually appointed an Executive Committee which usually meets monthly during the academic session. The Council since its establishment has held thirty-six meetings, and the Executive Committee sixty-five. Each of the universities in the United Kingdom and the three colonial universities appoints a representative member. Recently the three university colleges in England have accepted an invitation to appoint representatives. The Council has co-opted additional members in their individual capacities. The Educational Adviser to the Secretary of State for the Colonies has served *ex officio*.

The late Sir James Irvine was the first Chairman of the Council and served until February, 1951. He was succeeded as Chairman by Sir Alexander Carr-Saunders who had been Vice-Chairman. Sir Raymond Priestley succeeded Sir Alexander as Vice-Chairman.

The original terms of reference of the Council are printed in Appendix II. In September, 1954, the Council accepted the invitation of the Secretary of State for Commonwealth Relations to extend its services to assist the development of university education in the Federation of Rhodesia and Nyasaland.

The Council attaches great importance to the visits which its members and other representatives have been enabled to make to the universities and colleges. Its work would not have been possible without them. Since its establishment the Council has arranged 138 such visits. In addition many of its members have visited the universities and colleges in other capacities for instance as external examiners, as members of commissions, and as members of delegations and visitations requested by the institutions themselves.

The Council is represented by two members on the Colonial University Grants Advisory Committee. By overlapping membership and by other means of liaison, the Council has maintained close co-operation with the Advisory Committee on Colonial Colleges of Arts, Science and Technology, with the Advisory Committee on Education in the Colonies, with the Colonial Research

100

Council and the various advisory research councils and committees of the Colonial Office. It has worked in very close association with the University of London Senate Committee on Colleges Overseas in Special Relation.

The costs of the Council's secretariat, office accommodation, visits and advertising of vacancies, have been met in full by an annual grant from the Colonial Office, for which it records its gratitude.

The Council has received such generous support from the university world and from so many other sources, that it is quite impossible to make more than general acknowledgment here and to record its deep gratitude in this impersonal way. Its obligations are, however, so heavy to the numerous experts who have served as members of the advisory selection committees that it wishes to take the opportunity of this report to express once more its recognition of their invaluable help.

### **Retrospect and prospect**

Looking back on the progress and substantial achievements in the provision of universities within the overseas territories during the past nine years, the Council recognizes that they have exceeded its original expectations. We realize that many factors have made the period ripe for this type of development. It could not have taken place, for example, but for air transport, which has made possible the close personal contacts between the overseas and the home universities, the visits of experts and examiners, the frequent leave of academic staff and the rapid exchange of correspondence and examination papers. It has fortunately coincided with a decade of economic prosperity in almost all the overseas territories, of rising wealth and material progress; it is sufficient to remember the crushing blows delivered by the depression of the 1930's to educational development in the colonies to realize that the new universities and university colleges born since the war might have died in infancy had there been another economic crisis. It has coincided with a growth of responsible nationalism and the acceptance by both the metropolitan country and the dependent territories of a policy of transferring power, to which the development of universities is finely attuned. The University Grants Committee in the United Kingdom has said that "the dependence of the universities on the state is balanced by a dependence of the state on the universities", and this mutual dependence and partnership is as evident in the colonies as at home; no university, no state. The developments have occurred, also, in a period in which the prestige of universities has never been higher, and in which they have been exceptionally responsive to their national and international responsibilities.

The apparent ease with which the programme has been carried through to this point masks the risks and dangers that may yet defeat or imperil the whole enterprise. There has been the unusual combination of favourable factors to which we have referred; there has been the clarity of purpose and policy to which the Asquith Commission so powerfully contributed; there has been a sufficiency of well qualified men and women, particularly from the United Kingdom, ready to share in the adventure. But these conditions of success may not continue and they contain within themselves elements of danger of which we may mention two.

In the first place, there are growing signs of a demand for the establishment of more universities in the immediate future. The demand is usually political; several territories want their "own" universities for reasons of prestige, rather than as a result of the considered estimates of training needs and of the supply of adequately qualified pupils from the secondary schools. Their needs for the next decade might be better served by the provision of technical colleges. The diversion of a trickle of secondary school boys and girls might injure the existing university which already serves the region without providing sufficient students to justify either financially or academically a second university. The

dissipation of effort and resources might well lead to two starved institutions and to the indefinite postponement of the maturity of both. The consequence would soon be the deliberate acceptance of standards lower than those acceptable among British universities and the creation of "universities" who are not members of the family and whose students would not be adequately qualified for admission to the senior public services, to the professions or to postgraduate study elsewhere. There might be started a chain reaction that led rapidly to the lowering of standards in the public services and professions in yet further appeasement of the political demands of the under-qualified. In some cases the movements to establish additional universities arise from communal not territorial patriotisms or from denominational separatism and the institutions might well generate in multi-racial and multi-denominational societies divisive influences opposed to the nation-building objectives which at present guide policy in the territories. In yet other cases, the arguments for a new university are political in a different sense; the proposal is for a university as a political instrument to radiate British influence in a non-British region.

In each instance, it will be a matter of delicate judgment to decide what weight should be given to political arguments when these are in conflict with technical and professional considerations. Local pride and support are vital to the success of any university and it would be as unwise to ignore political factors as to treat them as paramount. The Council has regarded it as one of its duties to ensure that the academic issues and financial implications are fully stated, and is anxious to prevent false deductions being drawn from the successful development of the overseas universities since the war. It is aware that while success may breed success, it may also breed failures by premature imitation.

In the second place, there is a dynamic factor in the development of the overseas universities the significance of which must be assessed. They need to grow to keep alive. They are communities of men and women with pride and ambition in their subjects and in their institutions. The pioneering challenge of this past phase has called forth their best efforts. If there were now to be a pause and, still more, if there were to be no prospect of further expansion, the initial impetus might be lost, and once lost not recaptured. The best men would leave; it would be the best who would go first as they would be the most sensitive to the situation and could most easily find other posts. Such a deterioration in quality would be progressive.

To maintain the initial momentum requires both financial and public support. Financially, the rate of expansion will not need to be as fast as in the early years. There must, however, be a prospect of growth such, for example, that existing departments have a reasonable expectation of developing honours as well as general degree courses and of undertaking some postgraduate work, and that the university or college as a whole can look forward to broadening its range of studies by adding one or two of the subjects to which it attaches highest priority. In terms of public support, the need is for a continuation of the respect for the freedom of the universities and colleges. Pressure on them to undertake tasks for which they were not ready, pressure to increase the proportion of local staff instead of appointing the best man for the job regardless of race, pressure to increase the number of students by lowering the standards of admission—these might well disrupt the self-directed development of the universities and colleges and have disastrous results. In the next decade, some of the territories will have advanced to full self-government and it is essential that the freedom of the universities should not be impaired by any of the political and constitutional changes. This means that to retain, and to continue to recruit, well qualified staff, there must be explicit recognition of the dependence of the universities on the services of some "expatriates"

and of the extra-territorial functions of the universities as parts of an international community of learning.

### Needs

The Council is proud to have been associated with this post-war development of university education overseas, and considers that there is a continuing need for the particular services it can render. The overseas universities and colleges will need the special co-operation of the home universities at least as much in the coming period as in the past, and the Council is confident that it will be given.

A second general need is for an increase in the provision of postgraduate scholarships. Now that it is possible for the majority of students to take their first degrees in their own local universities or university colleges, it becomes even more important that the most promising of them should be able to proceed abroad, to the United Kingdom, to the United States of America, to other parts of the Commonwealth, to Europe, for postgraduate and further specialist studies. If this side of the programme is not deliberately developed, the emerging states will lose the important element of a wide variety of overseas experience in the leading members of their public life, which is at present being brought largely by students who have pursued undergraduate studies abroad.

A third need is for further private benefactions, particularly of free funds not earmarked for particular purposes. Non-government funds have a special value in enhancing and emphasizing the independence of the universities. Although they have not suffered from their dependence on government finance, their freedom would be demonstrated and protected if they enjoyed a continuing stream of private gifts and endowments. As they experiment in local studies and in identifying themselves still more closely with their own regions, they will particularly need "risk money", funds outside their normal income with which to undertake pilot projects and trial investigations, some of which may "fail". The Council was delighted to learn of the decision of the trustees of the Carnegie Corporation to assist the colonial university institutions in this way, and of the decision of the trustees of the Nuffield Foundation to set aside £250,000 for the university colleges "as an expression of their belief in the important achievement already represented by these colleges, as a means to give them opportunities for new and free development and as an encouragement to others to put forward much larger sums of private money".

Finally, the Council considers that there is a need for the continuation for another quinquennium of capital assistance from the United Kingdom government. That help has been generous and of decisive importance in this first stage. Rising prices, however, have compelled the institutions to omit many items from their original capital plans, and in the second stage of their development they must make heavy demands for recurrent funds from the local governments. Their capital needs are of a magnitude that local governments and private benefaction alone cannot meet. After a detailed assessment which the Council made recently, it estimated that in addition to carrying forward the unspent balances in the Colonial Development and Welfare allocation for the University of Malaya and the new University College of Rhodesia and Nyasaland, there was need for funds of the order of £8 million in the next five years. The Council hopes that the Imperial Government will be able to crown the achievement of these post-war years in overseas higher education by a further gift towards this total which will ensure that each of the major regions in the territories has a university, well equipped and accommodated, worthy to take its place in the family of British universities.

## APPENDIX I

## MEMBERSHIP OF THE INTER-UNIVERSITY COUNCIL, 1946-54

<i>Chairman:</i>	1946-51	Sir James Irvine, K.B.E., Sc.D., LL.D., D.C.L., F.R.S.
	1951-	Sir Alexander Carr-Saunders, M.A., LL.D., D.Litt., Litt.D., F.B.A.
<i>Vice-Chairman:</i>	1946-51	Sir Alexander Carr-Saunders, M.A., LL.D., D.Litt., Litt.D., F.B.A.
	1951-	Sir Raymond Priestley, M.C., M.A., D.Sc., LL.D., D.Litt.

*Representative Members*

ABERDEEN	...	1946-48	Sir William Hamilton Fyfe, M.A., LL.D., F.R.S.C.
		1948-	Sir Thomas Taylor, C.B.E., Q.C., M.A., LL.D., D.D.
BELFAST	...	1946-50	Professor R. G. Baskett, O.B.E., M.Sc.
		1950-	Professor F. H. Newark, M.A., B.C.L.
BIRMINGHAM	...	1946-52	Sir Raymond Priestley, M.A., D.Sc., LL.D., D.Litt.
		1952-	Professor A. P. Thomson, M.C., M.D., F.R.C.P.
BRISTOL	...	1946-	Sir Philip Morris, C.B.E., M.A., LL.D. (Deputy: Professor B. A. Fletcher, M.A., B.Sc.)
CAMBRIDGE	...	1946-50	J. A. Venn, Esq., Litt.D., F.S.A.
		1950-52	W. W. Grave, Esq., M.A., Ph.D.
		1953-	Sir Henry Thirkill, C.B.E., M.C., M.A.
CEYLON...	...	1946-48	Sir Ivor Jennings, Q.C., M.A., Litt.D., LL.D.
DURHAM	...	1946-	Sir James Duff, M.A., M.Ed., D.C.L., LL.D.
EDINBURGH	...	1946-50	Professor J. J. MacMurray, M.C., M.A.
		1950-	Professor M. Grant, O.B.E., M.A.
EXETER ...	...	1954-	J. W. Cook, Esq., D.Sc., Ph.D., Sc.D., F.R.I.C., F.R.S.
GLASGOW	...	1946-47	Professor Noah Morris, D.Sc., M.D.
		1947-	Professor L. J. Davis, M.D., F.R.C.P., F.R.F.P.S.
HONG KONG	...	1946-49	D. J. Sloss, Esq., C.B.E., M.A., LL.D.
		1949-	L. T. Ride, Esq., C.B.E., LL.D., M.A., D.M., B.Ch., M.R.C.S., L.R.C.P. (Deputy: D. J. Sloss, Esq., C.B.E., M.A. LL.D.)
HULL ...	...	1954-	J. H. Nicholson, Esq., C.B.E., M.A.
JERUSALEM	...	1946-48	Professor Norman Bentwich, O.B.E., M.C., LL.D.
LEEDS ...	...	1946-48	B. Mouat Jones, D.S.O., M.A., D.C.L.
		1948-	Sir Charles Morris, M.A., LL.D.
LEICESTER	...	1954-	C. H. Wilson, Esq., M.A.
LIVERPOOL	...	1946-	Professor J. G. Wright, M.V.Sc., F.R.C.V.S.
		(1) 1946-	Sir Alexander Carr-Saunders, M.A., LL.D., D.Litt., Litt.D., F.B.A.
LONDON	{	(2) 1948-51	J. B. Hunter, Esq., C.B.E., M.C., M.A., M.B., M.Ch., F.R.C.S.
		1952-	Professor R. V. Christie, D.Sc., M.D., Ch.B., F.R.C.P.
MALAYA	...	1949-52	Sir George Allen, C.B.E., LL.D., M.D., B.Ch., B.A.O., D.T.M.
		1952-	Sir Sydney Caine, K.C.M.G., B.Sc. (Econ.) (Deputy: Sir George Allen, C.B.E., LL.D., M.D., B.Ch., B.A.O., D.T.M.)

MALTA	...	1946-48	The Hon. Robert V. Galea, O.B.E., A. & C.E.
		1948-	J. A. Manché, Esq., B.Sc., M.D.
MANCHESTER	...	1946-50	Professor W. J. Pugh, O.B.E., B.A., D.Sc., F.G.S.
		1950-	Professor C. W. Wardlaw, Ph.D., D.Sc., F.R.S.E.
NOTTINGHAM	...	1948-	B. L. Hallward, Esq., M.A.
NORTH STAFFORDSHIRE		1954-	Professor J. W. Blake, M.A.
OXFORD	...	1946-48	W. T. S. Stallybrass, Esq., O.B.E., D.C.L.
		1949-	Sir Douglas Veale, C.B.E., M.A., LL.D.
READING	...	1946-51	Professor R. H. Stoughton, D.Sc.
		1951-54	Professor H. G. Sanders, M.A., Ph.D.
		1954-	Professor R. H. Stoughton, D.Sc.
ST. ANDREWS	...	1946-52	Sir James Irvine, K.B.E., LL.D., D.C.L., F.R.S.
		1952-54	The Very Rev. G. S. Duncan, O.B.E., M.A., D.D., LL.D. D. Theol.
		1954-	Professor W. J. Tulloch, O.B.E., M.D.
SHEFFIELD	...	1946-	Professor L. E. S. Eastham, M.A., M.Sc.
SOUTHAMPTON		1952-52	Sir Robert Wood, K.B.E., C.B., M.A.
		1952-	D. G. James, Esq., M.A.
WALES	...	1946-52	Ifor L. Evans, Esq., M.A., D.Litt.
		1952-	A. B. Steel, Esq., O.B.E., M.A.

*Ex-Officio Member*

1946-	Educational Adviser to the Secretary of State for the Colonies: Sir Christopher Cox. K.C.M.G. (Deputy: W. E. F. Ward Esq., C.M.G., B.Litt., M.A.)
-------	--

*Co-opted Members*

1946-	Professor T. H. Davey, O.B.E., M.D., D.T.M.
1946-	Miss Margery Perham, C.B.E., M.A., LL.D.
1946-	Dame Lillian Penson, D.B.E., LL.D., D.Litt., Litt.D., D. Lit., Ph.D.
1947-52	Sir Arthur Trueman, K.B.E., D.Sc., F.R.S.
1948-	Sir Ivor Jennings, Q.C., M.A., Litt.D., LL.D.
1952-	Sir Raymond Priestley, M.C., M.A., D.Sc., LL.D., D. Litt.
1952-	Sir David Hughes Parry, M.A., D.C.L., LL.D.
1954-	Sir Keith Murray, B.Litt., M.A., B.Sc., Ph.D.

*Officers*

SECRETARY	...	1946-	Walter Adams, Esq., C.M.G., O.B.E., LL.D.
ASSISTANT SECRETARY		1948-51	P. F. Vowles, Esq., M.A.
		1952-	I. C. M. Maxwell, Esq., M.A.
LIBRARY ADVISER		1947-	R. Ofor, Esq., Ph.D., F.L.A.



## APPENDIX II

## CONSTITUTION AND TERMS OF REFERENCE

The following is the text of the memorandum of February, 1946, from the Secretary of State for the Colonies, dealing with the original constitution and terms of reference of the Inter-University Council.

“The Secretary of State for the Colonies has accepted the recommendation of the Commission on Higher Education in the Colonies, that there should be established an organisation to be known as ‘The Inter-University Council for Higher Education in the Colonies’ and has invited the universities of the United Kingdom and of the Colonial territories to nominate representatives to serve on such a Council. These representatives, together with the Educational Adviser to the Secretary of State, will form themselves into the Council.

2. It will rest with the Council to appoint its own Chairman, who need not be chosen from among the original members of the Council, to co-opt additional persons either to membership of the Council itself, provided that the number of persons so co-opted shall not at any time exceed one-half of the number of nominated members, or to such committees as the Council may find it desirable to appoint for the efficient conduct of its business and to determine the periods for which its members including the co-opted members shall serve. It is left to the Council to consider whether, and if so at what stage of their development, it should recommend that the higher colleges in the Colonies should be invited to nominate representatives as members of the Council. In considering these questions of constitution or procedure the Council will no doubt be guided generally by the recommendations of the Commission. The Secretary of State will be glad to consider any recommendations which the Council may wish, in the light of experience, to make regarding modification of its constitution or functions.

3. A full-time Secretary has been appointed to serve the Council; he will also serve the Colonial University Grants Advisory Committee, which is being established as an advisory body to the Secretary of State in accordance with a recommendation made in Chapter XIII of the Commission’s Report.

4. The Secretary of State wishes the Council (*a*) to strengthen co-operation between the universities of the United Kingdom and the existing universities in Colonial territories, (*b*) to foster the development of higher colleges in the Colonies and their advance to university status, and (*c*) to take such other action as will give effect to the principles recommended by the Commission as appropriate for the promotion of higher education, learning and research in the Colonies.

5. In particular, it is hoped that the Council will be ready to make its services available to any Colonial university or college which desires to consult it regarding the recruitment of staff, whether for teaching or research. The Council’s assistance will be especially valuable where it is desired to fill appointments by secondment from the staff of universities or colleges in the United Kingdom.

6. It is hoped, too, that the Council will be ready to advise Colonial institutions of higher education on matters of academic policy including questions relating to research work in such institutions. On questions of research it is assumed that the Council will maintain liaison with the Colonial Research Committee and other research bodies set up by the Secretary of State.

7. The Secretary of State will be grateful if the Council will interest itself and when necessary give advice or assistance in the question of the recognition of local diplomas by bodies controlling admission to professions, and the acceptance of such diplomas by the United Kingdom universities as qualifying for entry upon postgraduate study or for exemption from the early stages of undergraduate courses.

8. It is the Secretary of State's view that the Council should not make itself responsible for advising or placing individual Colonial students who wish to study in the Home universities, but he would welcome any general assistance and guidance on policy which the Council could give, bearing on the higher education of Colonial students outside their own territories.

9. In recent years there has been a noticeable growth of interest in Colonial studies in several universities in the United Kingdom. The activities of the Council may well foster this most valuable tendency and bring to notice various Colonial problems, in the solution of which the universities might wish to help.

10. The Council will be consulted on the academic aspects of schemes involving financial aid which are under consideration by the Colonial University Grants Advisory Committee.

11. While the Sudan is not a Colony of the United Kingdom but a territory placed under the joint administration of the United Kingdom and Egypt, there has in the past been close liaison in educational matters between the Colonial territories in Africa and the Sudan. The Governor-General of the Sudan, to whom the administration of the territory is entrusted by the two Governments, has expressed the hope that as a special measure the Council will continue this tradition by performing, in relation to the development of higher education in the Sudan, functions analogous to those with which it is invested in relation to the Colonial territories. The Secretary of State considers that this request should be met.

12. It is of particular importance that the Council should acquire first-hand experience of the development and needs of higher education in the Colonies by arranging for short visits to be paid from time to time by some of its members to Colonial territories. It is hoped that the Council will also encourage arrangements by which each Colonial college may be visited annually by persons with special knowledge of certain subjects or branches of study. Visits of this type will no doubt also be arranged from time to time to the existing universities in the Colonial Empire, should they so desire. The Council may well judge it desirable to encourage visits by representatives of Colonial universities and colleges to the Home universities or to other Colonial universities or colleges.

13. The expenditure incurred in the activities of the Council including (a) the salary of the Secretary and his staff, (b) the expenditure incurred by the members of the Council in attending meetings, and (c) (in so far as such expenditure is not met from the funds of Colonial Governments or Colonial universities or colleges) the cost of visits arranged by the Council will, subject to prior approval and to compliance with the regulations of the Department, be met from funds at the disposal of the Colonial Office.

14. The Secretary of State for the Colonies requests the Council, when constituted, to appoint two representatives to serve on the Colonial University Grants Advisory Committee.

15. The Secretary of State requests the Council to present to him an annual report on the progress of its work for the development of higher education in the Colonies".

The Council at its meeting on 24th September, 1953, received and accepted an invitation from the Secretary of State for Commonwealth Relations to extend its services to assist the development of higher education in the Federation of Rhodesia and Nyasaland.















## APPENDIX IV

### RESULTS OF EXAMINATIONS UNDER THE SCHEME OF SPECIAL RELATIONSHIP

	KHARTOUM							MAKERERE				WEST INDIES					GOLD COAST					IBADAN						
	1948	1949	1950	1951	1952	1953	1954	1951	1952	1953	1954	1949	1950	1951	1952	1953	1954	1950	1951	1952	1953	1954	1950	1951	1952	1953	1954	
<i>Intermediate Arts</i>																												
Candidates ...	13	12	5	—	—	43	30	28	27	40	55	—	—	18	14	16	19	13	22	22	40	76	33	49	41	34	42	
Pass ...	8	9	5	—	—	15	15	15	18	28	35	—	—	16	8	11	17	13	18	17	29	48	19	25	27	23	26	
<i>B.A. General</i>																												
Candidates ...	—	—	7	9	5	—	—	—	—	11	18	—	—	—	—	27	24	—	—	14	18	10	—	13	21	22	16	
Pass ...	—	—	5	8	5	—	—	—	—	11	15	—	—	—	—	20	18	—	—	9	12	10	—	6	13	18	12	
<i>Subsidiary Subjects</i>																												
Candidates ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—	—	3	3	6	—	—	—	—	—	
Pass ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—	—	1	3	6	—	—	—	—	—	
<i>B.A. Honours Classics</i>																												
Candidates ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	1	—	—	—	—	2	
Honours ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—	—	—	—	—	
<i>English</i>																												
Candidates ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	3	—	—	—	—	—	
Honours ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	3	—	—	—	—	—	
<i>Geography</i>																												
Candidates ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	2	2	—	—	—	—	—	
Honours ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	2	2	—	—	—	—	—	
<i>History</i>																												
Candidates ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6	10	13	—	—	—	—	—	
Honours ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	5	10	13	—	—	—	—	—	
<i>Latin</i>																												
Candidates ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	
Honours ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	
<i>Philosophy</i>																												
Candidates ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	1	
Honours ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	1	
<i>Sociology</i>																												
Candidates ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—	—	—	—	
Honours ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—	—	—	—	
<i>Intermediate Divinity</i>																												
Candidates ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	3	—	—	—	—	
Pass ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	3	—	—	—	—	—	

35

891

	KHARTOUM							MAKERERE				WEST INDIES						GOLD COAST					IBADAN					
	1948	1949	1950	1951	1952	1953	1954	1951	1952	1953	1954	1949	1950	1951	1952	1953	1954	1950	1951	1952	1953	1954	1950	1951	1952	1953	1954	
<i>B.D.</i>																												
Candidates ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—	—	—	—	—	—	—
Honours ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Pass ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—
<i>Intermediate Science</i>																												
Candidates ...	12	10	7	—	12	38	40	19	27	38	34	—	12	17	17	16	20	17	19	30	52	76	83	64	72	90	89	
Pass ...	7	7	6	—	9	16	16	9	10	22	17	—	7	9	12	7	14	15	15	23	34	45	61	43	35	70	65	
<i>B.Sc. General</i>																												
Candidates ...	—	—	2	4	3	—	5	—	—	3	7	—	—	—	17	17	16	—	6	11	20	30	—	—	29	21	14	
Honours ...	—	—	1	2	—	—	3	—	—	—	—	—	—	—	11	5	6	—	—	1	—	—	—	—	1	1	—	
Pass ...	—	—	1	2	2	—	2	—	—	2	7	—	—	—	4	10	5	—	6	6	6	10	13	—	—	17	12	
<i>Subsidiary Subjects</i>																												
Candidates ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6	7	8	—	—	—	3	5	
Pass ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6	6	7	—	—	—	3	5	
<i>B.Sc. Special Botany</i>																												
Candidates ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	5	—	—	—	—	1	
Honours ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	3	—	—	—	—	—	
Pass ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	1	—	—	—	—	
<i>Chemistry</i>																												
Candidates ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	1	—	—	—	—	—	
Honours ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Pass ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	
<i>Physics</i>																												
Candidates ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	2	
Honours ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	
Pass ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
<i>Zoology</i>																												
Candidates ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—	—	—	1	
Honours ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	
Pass ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
<i>M.Sc.</i>																												
Candidates ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Pass ...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—	—	
<i>B.Sc. Agriculture—Part I</i>																												
Candidates ...	—	—	2	2	—	2	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	—	1	5	4	8	
Pass ...	—	—	2	2	—	1	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3	—	1	3	3	6	



## APPENDIX V

## BIBLIOGRAPHY

The following is a brief select list of reports, pamphlets and articles dealing with the development of higher education in the colonies and the Sudan, mainly in the period 1946-54. It does not include reference to the calendars, annual reports, gazettes and similar publications issued by the overseas universities and university colleges.

*Commission Reports*

- Report of the Commission on Higher Education in East Africa* (September, 1937. Col. No. 142, H.M.S.O.) (*de la Warr Report*)
- Report of Lord de la Warr's Education Commission in the Sudan* (October, 1937. Sudan Government) (*de la Warr Report*)
- Report of the Commission on Higher Education in the Colonies* (June, 1945. Cmd. 6647, H.M.S.O.) (*Asquith Report*)
- Report of the West Indies Committee of the Commission on Higher Education in the Colonies* (June, 1945. Cmd. 6654, H.M.S.O.) (*Irvine Report*)
- Report of the Commission on Higher Education in West Africa* (June, 1945. Cmd. 6655, H.M.S.O.) (*Elliot Report*)
- Report of the Committee on Higher Education in the Gold Coast* (August-November, 1946. Government Printing Department, Accra) (*Bradley Report*)
- Report of the Commission on University Education in Malaya* (1948. Colonial No. 229, H.M.S.O.) (*Carr-Saunders Report*)
- Report of the Commission on Higher Education for Africans in Central Africa* (February, 1953. Central African Council, Salisbury) (*Carr-Saunders Report*)

*Reports of the Inter-University Council*

- First Report (1946-47) (February, 1948, Cmd. 7331, H.M.S.O.)
- Second Report (1947-49) (October, 1949, Cmd. 7801, H.M.S.O.)
- Third Report (1949-50) (February, 1951, Colonial No. 273, H.M.S.O.)

*General*

- "Colonial Universities and their functions" (*Nature*, 22nd and 29th January 1945)
- Miss Margery Perham "The relation of home universities to colonial universities" (*Universities Review*, November, 1946)
- Walter Adams "Higher Education in the British Colonies" (*Universities Quarterly*, February, 1947)
- Sir Alexander Carr-Saunders "The teaching of geography in colonial colleges" (*Geography*, March, 1948)
- K. H. Chapman "Problems of staffing colonial universities" (*Universities Review*, May, 1948)
- "Higher education in the Colonies" (*Proceedings of the Sixth Congress of the Universities of the British Commonwealth*, July, 1948, pages 195-213) (published by the Association of Universities of the British Commonwealth)
- Walter Adams "Colonial University Education" (*Universities Quarterly*, May, 1950); "Higher education in the Colonies" (*Corona*, March, 1950); "Colonial Universities Today" (Thomas Holland Memorial Lecture, *Journal of the Royal Society of Arts*, 21st August, 1953)

## General—contd.

R. Ofor "University libraries in the Colonies" (*Universities Quarterly*, March and August, 1951); "University libraries in the British Overseas Territories" (*Libri*, Denmark, 1954); "The development of university libraries in British overseas territories" (*Aslib Proceedings*, August, 1954)

Dame Lillian Penson "A fruitful partnership; aid from London for colleges in the tropics" (*The Times*, 18th November, 1954)

*The University of Hong Kong*

*Higher Education in Hong Kong* (published by Government Printer, Hong Kong, July, 1952) (*the Keswick Report*)

*A report on the University of Hong Kong* (published by the University of Hong Kong, September, 1953) (by Sir Ivor Jennings and Dr. D. W. Logan)

D. Barker "The Fisheries Research Unit of the University of Hong Kong" (*Nature*, 8th May, 1952)

*The University of Malaya*

J. Copley "English as the teaching medium in the University of Malaya" (*Universities Quarterly*, May, 1954)

Sir Sydney Caine "The University of Malaya" (*Nature*, 29th January, 1955)

*The University College of the West Indies*

Philip Sherlock "The University College of the West Indies Inaugurated" (*Crown Colonist*, November, 1948)

T. W. J. Taylor "The University College of the West Indies" (*Universities Review*, September, 1950); "The University College's Role" (*Times Colonial Survey*, June, 1950)

Sir Raymond Priestley "The Making of a University" (a paper read to the Cambridge branch of the Royal Empire Society in May, 1951) (separate pamphlet)

G. F. Asprey "Facilities for research in the University College of the West Indies" (*Notes and Records of the Royal Society of London*, May, 1952)

E. K. Cruickshank "The University College Hospital of the West Indies" (*West Indian Medical Journal*, October, 1952)

I. F. S. Mackay, S. J. Patrick, and P. Feng "The Department of Physiology, University College of the West Indies" (*Nature*, 28th March, 1953)

H. Holdsworth "The Library of the University College" (*West Indian Medical Journal*, March, 1953)

"The University College of the West Indies" (*Journal of the Royal Institute of British Architects*, May, 1953, and *Architectural Review*, October, 1953)

Sir Thomas Taylor and Sir Raymond Priestley "The University College of the West Indies" (*Corona*, October and November, 1953)

N. Millott, "The University College of the West Indies: Department of Zoology" (*Nature*, 8th May, 1954)

*Report of Visitors to the University College of the West Indies, March-April, 1954* (Published by the University College of the West Indies, January, 1955)

The Right Hon. Hilary Marquand "The University College of the West Indies" (*The Times*, 24th February, 1955)

*University Colleges in Africa*

The Right Hon. Walter Elliot "West African Universities" (*The Times*, 12th July, 1950)

Sir William Hamilton Fyfe "Colonial University Colleges" (*The Listener*, 5th April, 1951)

D. Veale "African Universities" (*Corona*, July, 1953); "Colonial University Colleges" (*Fortnightly*, July, 1953)

2012  
*University Colleges in Africa—contd.*

A. J. Pifer “Forecasts of the Fulbright Program in British Africa” (The United States Educational Commission in the United Kingdom, London, 1953)

*News Bulletin of the Institute of International Education* (New York, March, 1954) (Special African Issue)

D. J. Aitken “Universities in Africa” (*World University Service*, July, 1954)

*University College of the Gold Coast*

D. Balme: *Report by the Principal, University College of the Gold Coast, 1948–52* (Published by the College, 1953)

“Hill of Learning” (*Times Educational Supplement*, 6th March, 1953)

Miss A. E. Walker “The University College of the Gold Coast Library” (*Library Association Record*, May, 1954)

*University College, Ibadan*

F. P. G. Hunter “University College, Ibadan” (*African Affairs*, July, 1949)

Kenneth Mellanby “University College, Ibadan” (*Universities Review*, January, 1951)

K. and J. Mellanby “Our University College” (Crowbird series, Public Relations Department, Nigeria)

“University College, Ibadan: Formal Opening” (*Nature*, 27th December, 1952)

*Report of Visitors to University College, Ibadan* (published by Ibadan University Press, 1952)

*Makerere College, the University College of East Africa*

B. de Bunsen “Makerere College, the University College of East Africa” (*Universities Review*, February, 1952)

“Makerere College, the University College of East Africa” (*Nature*, 5th July, 1952)

*A report of three years work, 1950–53 of the East African Institute of Social Research* (published by the Institute, Kampala)

*The University College of Khartoum*

G. C. Scott “Gordon Memorial College” (*African Affairs*, July, 1949)

T. H. B. Mynors “A School of Administration in the Anglo-Egyptian Sudan” (*Journal of African Administration*, April, 1950)

*The University College of Rhodesia and Nyasaland*

“University Education in Central Africa” (*Nature*, 4th July, 1953);

“Academic freedom; its world wide significance” (*Nature*, 27th March, 1954);

“University Education in Central Africa” (*Nature*, 29th May, 1954 and 29th January, 1955)

## APPENDIX VI

## LIST OF OVERSEAS UNIVERSITIES AND COLLEGES (WITH ADDRESSES AND NAMES OF VICE-CHANCELLORS OR PRINCIPALS AND REGISTRARS)

The Royal University of Malta,  
St. Paul Street,  
Valletta, Malta, G.C.

(Vice-Chancellor and Rector Magnificus: J. A. Manché, Esq., B.Sc., M.D.)  
(Registrar: L. M. Pace, Esq., B.Sc.)

The University of Hong Kong,  
University, Hong Kong

(Vice-Chancellor: L. T. Ride, Esq., C.B.E., M.A., D.M., B.Ch., LL.D.)  
(Registrar: B. Mellor, Esq., M.A., Dip.Ed.)

The University of Malaya,  
Cluny Road,  
Singapore, 10.

(Vice-Chancellor: Sir Sydney Caine, K.C.M.G., B.Sc.(Econ.))  
(Registrar: Maurice Brown, Esq., LL.B.)

The University College of the West Indies,  
Mona, St. Andrew, Jamaica, B.W.I.

(Principal: W. W. Grave, Esq., M.A., Ph.D.)  
(Registrar: H. W. Springer, Esq., O.B.E., M.A.)

The University College of the Gold Coast,  
Achimota, near Accra, Gold Coast, West Africa

(Principal: D. M. Balme, Esq., C.M.G., D.S.O., D.F.C., M.A.)  
(Registrar: M. Dowuona, Esq., M.B.E., M.A.)

University College,  
Ibadan, Nigeria,  
West Africa

(Principal: J. T. Saunders, Esq., M.A., D.C.L.)  
(Registrar: S. O. Biobaku, Esq., M.A., Ph.D.)

Makerere College, the University College of East Africa,  
P.O. Box 262, Kampala, Uganda,  
East Africa

(Principal: B. de Bunsen, Esq., M.A.)  
(Academic Registrar: P. F. Vowles, Esq., M.A.)

The University College of Khartoum,  
P.O. Box 321, Khartoum, Sudan

(Principal: L. C. Wilcher, Esq., C.B.E., M.A., B.Litt.)  
(Registrar: G. C. Wood, Esq., M.A.)

University College of Rhodesia and Nyasaland,  
115 Baker Avenue,  
Salisbury, Southern Rhodesia

(Principal: W. Rollo, Esq., M.A., D.Litt., Litt.D.)  
(Principal-Designate: Walter Adams, Esq., C.M.G., O.B.E., LL.D.)  
(Secretary-Treasurer: Langham Murray, Esq., M.A.)

798