

PREFACE

Educational reform is regarded as one of the most important elements in a general programme for social progress. A number of colonial, mandated or trust territories which have, since World War II, acquired their national independence or are about to do so, almost invariably give a high priority to the extension of education and to the adaptation of education to their social, economic and political needs and particularly to their national cultural heritage.

The education system in the Colony of Fiji is not in line with either existing conditions, the postulate of political independence, the dominant features of an essentially technological age or the imperatives of balanced economic development involving rapid industrialisation, but is based on non-Fijian background, allowing no room for the indigenous child's intelligence, powers of observation and creative imagination to develop freely and help him find his bearings in the world. The time has come to reorganise the education system in Fiji. The education system must be determined by the social, economic and political conditions prevailing in Fiji and also by its culture, traditions and ideals; it must take account of the needs and aspirations of the people and the demands of technological progress, especially industrialisation.

This thesis examines our education system as a whole according to the needs of today and with an eye to the future, in the light of modern knowledge and research, and then suggests how it can be improved. We must consider those we shall be educating, who will teach them, what sort of schools we need, who will administer them and how we can pay for it all. The changes must be sweeping and radical if Fiji is not to fall far behind the times.

I owe a deep debt of gratitude to my adviser, Professor S.N. Mukerji, Dean of the Faculty of Education and Psychology, Maharaja Sayajirao University of Baroda, under whose judicious and thoughtful assistance this study was executed, and I consider it was a privilege to have had the opportunity to associate with such a distinguished administrator, educationist and scholar.

Finally I wish to place on record my most grateful thanks to the Ministry of Education, Government of India, for having honoured me with the rare award of Research Fellowship under the Commonwealth Scholarships/Fellowships Plan. But for this award, it would not have been possible for me to come to India and undertake this study.