

TABLE OF CONTENTS

	Page
PREFACE	ii
FIJIAN SPELLING	xii
LIST OF TABLES	xiii
LIST OF ILLUSTRATIONS	xv
LIST OF MAPS	xvi
APPENDIXES.	xvii
INTRODUCTION. NATURE, PURPOSE AND SCOPE OF THIS THESIS .	1
CHAPTER 1. THE BACKGROUND	6
The British Crown Colony of Fiji	6
Geography and Climate.	7
History	11
European Settlement, p. 12; British Consul, p. 13; Deed of Cession, p. 15; Indian Indentured Labourers, p. 17.	
Economic Conditions	19
Agriculture, p. 19; Minerals, p. 21.	
Administration	22
Constitution, p. 22; The Fijian Administration, p. 23; Courts of Justice, p. 24.	
People.	25
Population, p. 25; The Fijian People, p. 26; The Indian People, p. 32; Racial Harmony and Comparisons, p. 38.	
CHAPTER 11. BRIEF HISTORY OF EDUCATION IN FIJI	43
Education before 1835.	43
Christian Missions (1835-1916).	45
The Wesleyan Methodist Mission, p. 45; The Roman Catholic Mission, p. 46; The Seventh Day Adventist Mission, p. 47; The Anglican Mission, p. 47; Indian Education, p. 47.	
Education during the period 1916 to 1926 .	48

Modern Developments (1926-1960)	49
The Educational System	54
CHAPTER 111. AN APPRAISAL OF THE EXISTING SYSTEM OF EDUC-	
ATION.	63
Introduction.	63
PRIMARY EDUCATION	63
General Control.	63
Fijian Schools	66
District Schools, p. 66; Provincial Schools, p. 68; The Methodist Mission Schools, p. 70; The Roman Catholic Mission, p. 71.	
Indian Schools	73
Committee Schools, p. 73; Government Schools, p. 76; Mission Schools, p. 78.	
European Schools	78
Mixed Schools	79
Adequacy of Provision.	79
Curriculum	84
Fiji Secondary Schools Entrance Examination, p. 87.	
POST-PRIMARY EDUCATION	88
Control of Schools.	93
Admission to Post-Primary Schools, p. 94.	
Curriculum	97
Fiji Junior Certificate, p. 97; Cambridge Oversea School Certificate, p. 101.	
Technical Education	103
Agricultural Education	104
HIGHER EDUCATION	107
Multi-Racial Higher Education Courses	107
Fiji Medical School	108
University Education	110

	TEACHER EDUCATION.	111
	Teacher Training Colleges	111
	Emergency-Training Courses, p. 113.	
	Teachers.	114
	MAIN DEFECTS OF THE EXISTING SYSTEM. . .	116
CHAPTER IV.	PRE-PRIMARY EDUCATION	121
	Introduction ,	121
	Need for Pre-Primary Education	121
	Organising, Financing and Supervision . .	123
	Educational Activity and Method	124
	Language and Instruction	126
	Some Special Considerations	127
	Buildings and Equipment.	128
	Pre-Primary Teachers.	129
	Parent-Teacher Relationship	130
	Parenthood Education, p. 131.	
	Conclusion	133
CHAPTER V.	PRIMARY EDUCATION.	135
	Introduction	135
	General Considerations	135
	Fijian Schools.	139
	Indian Schools.	140
	Mission Schools	141
	European Schools	146
	Mixed Schools	147
	Compulsory Education.	152
	Barbados, p. 153; Cayman Islands, p. 153; Hong Kong, p. 154; Jamaica, p. 154; Sarawak, p. 155; Seychelles, p. 155; Singapore, p. 155; St. Vincent, p. 156; Tonga, p. 156; Trinidad and Tobago, p. 156; Conclusion, p. 157; Step No. 1, p. 160; Step No. 2, p. 160; Step No. 3, p. 161.	

Curriculum.	161
Demands for Curriculum Change, p. 162; Trends in Curriculum Planning, p. 163; Reading, p. 171; Writing, p. 175; Arithmetic, p. 176; Agricultural Education, p. 179; Manual and Vocational Training, p. 181.	
The Medium of Instruction.	181
Hong Kong, p. 189; Tonga, p. 189; Sarawak, p. 189; North Borneo, p. 190.	
Classification of Schools.	191
Elementary Schools, p. 196; Intermediate Schools, p. 197; The General Aim of the Intermediate School, p. 198; Intermediate Schools in New Zealand, p. 199; External Examination and Selection for Post-Primary Schools, p. 203.	
Conclusion.	205
CHAPTER VI.. POST-PRIMARY EDUCATION.	208
Introduction	208
Need for a New Outlook.	208
Aims of Secondary Education	213
Curriculum.	217
The Basic Principles of Curriculum Construction, p. 219; Proposed Curriculum for Secondary Schools, p. 223.	
Vocational and Technical Education.	226
Agricultural Education, p. 230; Technical Education, p. 231.	
Organisation of Secondary Education	233
Specialization in Secondary Education, p. 236; Classification of Secondary Schools, p. 238; Secondary schools, p. 244; Technical Schools, p. 244; Agricultural Schools, p. 244; Multi- purpose Schools, p. 244; Trade Schools, p. 245; Technical Evening Classes, p. 246.	

viii

Guidance and Counselling in Secondary Schools	246
Guidance Officer, p. 248; Guidance in Schools, p. 249; Principles to be Observed in Guidance, p. 251.	
A New Approach to Examination and Evaluation	252
Internal and External Examination, p.252; Scope and Limitations of the Present System of Examinations, p. 254; Effects of Examinations on our Education, p.255; The Place of Examinations, p. 259; Suggestions for the Improvement of the Present System, p. 260; School Records, p. 263; Case for the Fiji Junior Certificate Examination, p. 264; Examinations Council, p. 265.	
Control of Schools.	268
Conclusion	271
CHAPTER VII. UNIVERSITY EDUCATION	274
Introduction.	274
The Present Position of Higher Education .	275
Need for University Education in Fiji . .	278
University Education in other British Colonies	283
Makerere College, the University College of East Africa, p. 287; University College of Rhodesia and Nyasaland, p.288; University of Hong Kong, p. 289.	
The Purposes of the University College of Fiji	290
Organisation, p. 292; Constitution, p. 293; Courses of Study, p. 294; Students and Staff, p. 296; Library, p. 297; Buildings, p. 297; Finance, p. 297.	
The University and the Community	301
Conclusion	306
CHAPTER VIII. TEACHERS - THEIR STATUS AND TRAINING. . .	308
Introduction.	308

Improving the General Conditions of Teachers	309
Appointment and Security of Tenure. . . .	312
Primary Teachers, p. 312; Secondary Teachers, p. 313.	
Economic Status of Teachers.. . . .	319
Pay, p. 326; Superannuation, p. 329; Quarters, p. 330; Medical Relief, p. 331; Free Education of Teachers' children, p. 331; Leave Allowance, p. 331.	
Teachers from Overseas.	332
Social Status of Teachers.	334
Professional Self-government, p. 337; Teachers' Organisations, p. 338.	
Training of Teachers	339
Present Position, p. 340; Expanding Teacher Training Facilities, p. 342; Recruitment to Training College, p. 343; Length of Course and Curricula, p. 345; Need for Longer Course, p. 345.	
Pre-Primary Teachers	348
Admission, p. 349; Length of the Course, p. 350; Curriculum, p. 350.	
Primary Teachers.	351
The "Special" Subject, p. 352; The Study of English, p. 353; Other Subjects of Personal Study, p. 354; Health Education and School Hygiene, p. 354; Sociological Work, p. 355; Principles of Education, p. 355; Need for Specialization, p. 356; Overlapping of Training for Different Age-Groups, p. 359; Practice of Teaching, p. 360.	
Non-Graduate Post-Primary Teachers. . . .	361
The Basic Two-Year Course, p. 362.	
Graduate Post-Primary Teachers	362
Concurrent and Consecutive Courses, p. 363; Concurrent Course, p. 363; Consecutive Course, p. 364; Curriculum for the B.Ed.	

	Course, p. 365; Education Course, p. 368; Psychology Course, p. 369; Practice Teaching, p. 369.	
	Secondary Teachers' Certificate.	369
	Eligibility, p. 373; Practical Training, p. 373; Secondary Teachers' Certificate Examination, p. 374.	
	Emergency Training Courses	376
	In-Service Training.	376
	Conclusion.	382
CHAPTER IX.	ADULT EDUCATION	384
	Introduction	384
	Adult Education at Present	384
	Purposes of Adult Education	387
	Organising Adult Education	392
	Programme for Adults	402
	Programme for Illiterate Adults, p. 402; Programme for Literate Adults, p. 404.	
	Conclusion.	409
CHAPTER X.	EDUCATIONAL ADMINISTRATION.	410
	Introduction	410
	Appraisal of the Existing Administrative Machinery	411
	Reorganising the Department of Education	421
	Central Curriculum Committee, p. 424; Examinations Council, p. 425; Scholarship Selection Committee, p. 425.	
	Increasing Democratic Control of Education	426
	Education Advisory Council, p. 427; District Education Committees, p. 428; The Village School Committees, p. 429.	
	Inspection of Schools	430
	Primary Education, p. 430; Secondary Education, p. 432; Increasing Secondary School	

	Inspectorate, p. 433; Duties of Inspectors, p. 436.	
	Conclusion	437
CHAPTER XI.	FINANCING EDUCATION	440
	Introduction	440
	Education Expenditure	441
	Primary Education, p. 441; Secondary Education, p. 442; Technical and Vocational Education, p. 443; Boarding Establishments, p. 443; Possible Methods of Reducing Education Expenditure, p. 450.	
	Education as an Investment.	452
	Possible Sources of Revenue for Education.	461
	Property Rate, p. 464; Sales Tax, p. 465; Wages Tax, p. 465; Entertainments Tax, p. 466; Education Rate, p. 466.	
	Financing the Several Categories of Education	467
	Pre-Primary Education, p. 468; Primary Education, p. 470; Secondary, Technical and Vocational Education, p. 471; University Education, p. 473; Primary and Post-Primary Teacher Training, p. 474; Adult Education, p. 474.	
	Role of Public Philanthropy and Local Corporations	475
	Religious and Charitable Endowments, p. 477; Support from Trade Unions, p. 478.	
	Conclusion	479
	APPENDIX.	481
	BIBLIOGRAPHY	500