

# University Report

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## UNIVERSITY REPORT

131

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COSMO PIETERSE:  
NARRATOR:

This week Dar-es-Salaam's first Vice-Chancellor gives us his view on the break-up of the University of East Africa - and answers criticisms of his own appointment - but first news of two new publications from the Commonwealth Secretariat that are concerned with education - our producer Gwyneth Henderson is with me now to report. Gwyneth.

GWYNETH HENDERSON: Seven hundred million commonwealth citizens live in rural areas of developing countries - only a tiny minority of the children reach any type of higher education - and I think everyone is aware now, of the waste and frustration caused by this partial 'academic' education. So it is easy to see the importance of a book which is called simply 'Education in Rural Areas'. The book is the result of the Commonwealth Conference on Education in Rural Areas held in March 1970 at the University of Ghana, Legon. In terms of sheer delegates this was a high powered and extensive affair - delegates came from 23 commonwealth countries and observers from 14 international organisations and foundations. And they spent two weeks examining problems and formulating principles to guide future policy. 'Education in Rural Areas' contains a review of the Conference, accounts of deliberations of the working groups as well as eleven conference papers and an annotated guide to the extensive conference documentation .

GWYNETH HENDERSON: Education centred on the needs of a country other than the strictly academic is of course widely recognised to be essential now, and this pulling together of ideas and experience in Ghana, and now in the book 'Education in Rural Areas' will be, I think, invaluable to all those concerned with education at every level. It is published in the United Kingdom at ten shillings and since for that ten shillings you get 314 pages of information it's pretty cheap.

Now the other recently published paper that's come from the Education Division of the Commonwealth Secretariat is 'Teacher Education in the Developing Countries of the Commonwealth - A Survey of Recent Trends'. This much shorter document is just what its title says and has eighteen sections on topics like 'In Service Teacher Education', 'Regional Co-operation', 'Research and Teacher Education' plus an extensive bibliography. Now if you would like more information about 'Education in Rural Areas' or 'Teacher Education in the Developing Countries of the Commonwealth' please write to us and we'll pass requests on - our address of course is 'University Report', BBC, London

COSMO PIETERSE: Thank you Gwyneth. Now I suppose in terms of rural education and vocational training Tanzania has as clearly a defined policy as anyone. President Nyerere's policy of 'Education for Self-Reliance' leaves one in no doubt as to his government's intentions. And now we go to Tanzania - where as in Uganda and Kenya - last year their University education changed course with the break-up of the University of East Africa into three national institutions. Some ex-students and a few academics viewed the ending of the institution of the East African University with dismay. For them it meant the end of a corporation that spelled co-operation; it meant that national politics had come into international

COSMO PIETERSE:  
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education. They asked "Why the break-up?" "Why the split?". This then was the first question our reporter in Dar, Mansoor Ladha, put to Mr. Pius Msekwa, the first Vice-Chancellor of the University of Dar-es-Salaam.

PIUS MSEKWA:

I think this should be explained by saying that it is an expansion of university education in East Africa. As you know, the East African countries have a total population of approximately thirty million people now, and I'm sure you'll agree that one university serving thirty million people is nowhere near enough to satisfy the requirements. It is not a question of breaking-up or splitting-up the University of East Africa, it is rather a question of expansion.

MANSOOR LADHA:

Would you say that as one of the constituent colleges of the University of East Africa, Dar-es-Salaam University College did not play an effective role in fulfilling Tanzania's socialist aspirations, and that therefore, it was necessary to establish the university.

PIUS MSEKWA:

No, I wouldn't describe it that way. The University College at Dar-es-Salaam was part and parcel of the University of East Africa, it had one central administration and it had to follow policies of the University of East Africa. I would say it played an effective role in the sense that it was training Tanzanians for serving the people of Tanzania. You cannot say that the establishment of the University of Dar-es-Salaam has different reasons from those for the establishment of the University of Nairobi for example, or Makerere University. This was the result of an agreement of all three partner states of the East African community, that they should increase the number of universities, and that the increase should come about by having a full university in each of the three countries. So the purpose of establishing a university in Dar-es-Salaam was not peculiarly Tanzanian, it's an East African decision.

- COSMO PIETERSE: So there wasn't any disagreement after all. But what about co-operation now and in the future? Mansoor Ladha, next asked Mr. Msekwa what the relationship is now between the new, independent campuses.
- PIUS MSEKWA: There is an Inter-University Committee which has been established for the purpose of maintaining academic co-operation and academic communication between our three universities. It is this committee which will take care of things like admission of students, standards of awards for the three Universities, an exchange of staff and students, and this kind of relationship will be very necessary because as you know we are serving the same region and the people who come from these universities, some of them will serve the East African Community, so standards must be roughly the same, and that is why this Inter-University Committee has been set up.
- MANSOOR LADHA: Now will there be a student exchange programme, in the sense that will Tanzanian students be allowed to study in universities in Kenya and Uganda or will they be sent to the national university only?
- PIUS MSEKWA: No, not the national university only, the inter-change of students will certainly continue. Even this year, for example, Tanzania has admitted students both from Kenya and Uganda, and similarly, Kenya and Uganda has admitted Tanzanian students.
- MANSOOR LADHA: Are these Tanzanian students in Kenya and Uganda taking courses which are not available here?
- PIUS MSEKWA: That is generally so. They take courses which are not available here, you see, we have a gentlemen's agreement between us, that in non-duplicated Faculties, that is, in Faculties which are available in one institution only,

PIUS MSEKWA:  
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students are admitted from the other partner states to these Faculties. For example, the University of Nairobi has a Faculty of Engineering which we do not have, so we send our students to Nairobi. But for the faculties which are available the desire is to have students studying here.

COSMO PIETERSE:

Mr. Msekwa's appointment to the Vice-Chancellorship of Dar University took effect from July 1st 1970. Until then he had been Clerk of the National Assembly of Tanzania and National Executive Secretary of the Tanzanian African National Union, or TANU as it is almost universally called. TANU is, of course, the single recognized political party in Tanzania's one-party democracy.

Wasn't then Mr. Msekwa's appointment a purely political one; wouldn't such an appointment, from top party official to top university administrator jeopardize the new university's autonomy? This question put to Mr. Msekwa by our Tanzanian reporter was prompted by the alleged fears of a Dar-es-Salaam student.

PIUS MSEKWA:

Well, I don't understand the basis of that statement. Why there should be fear of a pro-TANU man anywhere in Tanzania, is almost incomprehensible to me. You see the University of Dar-es-Salaam is like any other university, our purpose is to teach, to do research and to train the man-power required for serving Tanzania, and serving East Africa in general. In that respect we are not different from any other academic institution. But what your fearing student does not perhaps realise, is that the principal aim and main task of the University of Dar-es-Salaam is to produce the high-level man-power required to bring socialist progress to the people of Tanzania. The task of this institution is not merely to produce graduates, it is to produce graduates who are well equipped and oriented to bring meaningful progress to the masses, who educated them.

PIUS MSEKWA: .  
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I don't know what the student meant by what he called 'academic independence'. But I suppose he didn't mean the negative kind of freedom of doing what ever one wants to do, 'irrespective of whether it is useful or not. That is certainly not the sort of freedom a mature person would want. What is required is freedom to do the right thing, and the right thing in Tanzania is well known, and that freedom to do the right thing is, of course, is very much there in the University of Dar-es-Salaam.

MANSOOR LADHA:

Mr. Msekwa you have been a top official of the party before taking up your post at the university. What changes, if any, do you propose to bring about to make the university more in line with Tanzania's national goals?

PIUS MSEKWA:

I have no powers as an individual to change the university those are the powers of the University Council. What I know I am supposed to do as Head of the Institution is to ensure that with my colleagues we work in line with the accepted policies of the country. In other words, we have to ensure that the university does not work outside the accepted policy of the country. The objects and functions of the university are clearly spelt out in the University Act, my job, and that of every other member of the university, is to work for the attainment of those objectives.

COSMO PIETERSE:

From university autonomy to full involvement of all members of the university in the running of the institution.

A correspondent of the Dar-es-Salaam weekly, 'Sunday News' wrote on 21st June 1970 about the Bill to establish the university. "What is very disturbing about the Bill is the stifling of democracy at grassroots level". He then dealt with a possible under-representation of the mass of the academic staff, and said of the student

COSMO PIETERSE:  
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representatives in the Senate: "They will be there only as spectators of intellectual superiority". How does Mr. Msekwa see the position of students at Dar-es-Salaam - especially as there has been talk of student power ....

PIUS MSEKWA:

Well, we don't talk in terms of student power here, we talk in terms of student participation, and we have made plenty of allowance for that, in the new University Act. Students will now be represented on the Governing Council of the university, and they will also be represented in the Senate of the university, which is the governing body on the academic side of the university. Students will also be represented on Faculty Boards, and on various other committees of the university. I think this is the first time that the students are having full participation on the highest councils of government of the university, and this, indeed, is as it should be, and I'm glad that we have been able to put it in the new Act, and we'll know that it will be the way of life of the University of Dar-es-Salaam.

COSMO PIETERSE:

A second aspect of student participation in the affairs of a university is the operation of a Student Union or a Students' Representative Council. At Dar-es-Salaam this matter is complicated by the existence on the campus of a branch of the TANU Youth League, or TYL. First formed to mobilise the youth in the fight for independence, the TANU Youth League now has a member on the TANU National Executive. It is strong enough for the correspondent of the 'Sunday News' of Dar-es-Salaam to have said in his three-column review of the University Bill: "All the facts show that the TYL is the only authentic spokesman of the student population". In this situation, Mansoor asked the Vice-Chancellor whether a Student's Union was necessary in addition to the TYL branch.

PIUS MSEKWA:

Well, I think the question of necessity is answered by the Act, because the Act makes provisions for a student representative organisation which is not the TANU Youth League, so I think the question of necessity is answered. TANU Youth League, you see, has a special role to play, it is the youth wing of the party, and the role of the Youth League at the university is the same as the Youth League elsewhere in the country. But the Student Organisation is there to look after the interest of students as students, not as members of a political party.

COSMO PIETERSE:

Mr. Pius Msekwa - first Vice-Chancellor of the University of Dar-es-Salaam talking to Mansoor Ladha in Dar. It will be more than a little interesting to see just how the three East African Universities do grow in the future it wouldn't surprise me to see more co-operation than in the past, now that links forged will be based on a desire to do so, rather than official necessity. And there I'm afraid we must end for another week, so until next time from me Cosmo Pieterse it's goodbye for now.

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