

This evening I speak, as Vice-Chancellor, to all who for the first time enter the University of the West Indies as students; to you, nearly 600 in number, who are assembled here at Mona; to you at St. Augustine in Trinidad and at Cave Hill in Barbados who have just been matriculated. To you all it is my privilege to say welcome. I wish each of you happiness and success in your university career.

In my reference to you in Barbados I used the name "Cave Hill" deliberately, in anticipation of your moving, in due course, from the present temporary site on the Bridgetown waterfront to Cave Hill which the Government of Barbados has given to the University of the West Indies. It is a spacious site, with a noble prospect of the Caribbean and of Bridgetown in the distance. We are singularly fortunate in the beauty of each campus on which we meet and work; Cave Hill; the campus at St. Augustine, looking up at the Northern Range of Trinidad, its sweeping lawns and magnificent trees showing how devoted care can add beauty to an already attractive place; and this campus at Mona, a square mile in area, set against the background of the Blue Mountains. I ask you to treat the campus on which you meet with the affection and care that transform a landscape into home. Wordsworth, you will remember, reminds us that though imagination slept during much of the time he spent at Cambridge, yet, and these are the significant words -

"I could not print

Ground where the grass had yielded to the steps

Of generations of illustrious men

Unmoved. I could not lightly pass

Through the same gateways, sleep where they had slept,

/Wake

Wake where they waked, range that enclosure old
That garden of great intellects, undisturbed....."

Let us do everything that we can to enrich each campus. The first task in Barbados is that of the construction of the College buildings under the direction of Mr. Sidney Martin who assumed his duties as Principal of the College of Arts & Science on the first of this month. One of the most urgent things confronting our Pro-Vice-Chancellor Dr. Dudley Huggins, and his colleagues at St. Augustine, is the erection there of buildings for the College of Arts & Science. Here at Mona I am happy to tell you that within the next few weeks we will receive as a gift for the adornment of these grounds a piece of sculpture by a distinguished West Indian sculptor, Mr. Ronald Moody. The carving has been given to the University by Dr. Archie Cochrane of the Research Council of Britain. We will receive also a beautiful carving in white stone, The Secret, carved and presented by Mr. Leslie Clerk. These two pieces will be placed on the lawns. In the Library we will place a painting by Mr. Geoffrey Holder, which has been presented by The American Foundation for the University of the West Indies in the United States of America.

I refer to these things because each campus of our University, set in its Caribbean landscape, should reflect the cultural and artistic achievement of the Caribbean, not as an external embellishment but as a natural recognition of excellence in what is ours.

Also is this not a parable for us - a parable explaining why we are here? Let me remind you of the words that the late President Griswold of Yale spoke in a baccalaureate address in June 1957. Referring to men educated in the tradition of individual freedom, he said: "The whole purpose of such education is to awaken and develop the individual to the full limit of his intellectual and moral powers so that he may exercise these to his own

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greater happiness and the greater benefit of his fellowmen". President Griswold was speaking of an awakening that leads to something deeper, more intimate, more essential than the embellishment of the external; an inner process in which we take the talents with which we are endowed and add actively to them; in which we discipline our life and shape it towards a worthy end. Surely the most terrifying words in the Bible - a book full of lightning flashes into the hidden parts of the human heart, are these: "Lord I know thee that thou art a hard man, reaping where thou hast not sown and gathering where thou has not strawed, and I was afraid and went and hid my talent in the earth; lo, there thou hast that is thine own....."

Perhaps the words that best characterise the efforts of the University at this time are "outreach and upreach". As you know, we serve widely dispersed countries. It is important that we should reach out actively from each campus, in as many ways as we can, into all the countries that support us. In order to do this we have sought and obtained from the Nuffield and Ford Foundations sums of money that will enable us to establish University centres in each supporting country where there is no campus. At each centre there will be a Resident Tutor of the Extra-Mural Department. Each centre will serve as the base for the special programmes that are being developed to meet the needs of these countries; programmes for the training of civil servants and social workers, programmes directed by the Institute of Education for the training of teachers; by our Faculties of Medicine, Engineering and Agriculture, and by our Institute of Social and Economic Research, especially that Branch of the Institute in Barbados which is concerned primarily with economic planning and development in the Windward and Leeward Islands and Barbados. Each University Centre will have a Library that should be of special service to Fifth and Sixth form students in secondary schools as well

as to teachers, civil servants and trade union leaders. Already we have made a start. The house which belonged to Mr. T. A. Marryshow in St. Georges, Grenada, has been purchased, and will be the University Centre for Grenada. The Government of Antigua has set aside land for the construction there of a University Centre. Negotiations are under way with other governments. The work will be developed by Mr. Hector Wynter who, after a year of distinguished service as Jamaica's High Commissioner in Trinidad, has returned to the University as Registrar. He will collaborate with the Principal of the College of Arts and Science in Barbados and the Department of Extra-Mural Studies in the development of these University Centres.

By the upreach of the University I mean the expansion of work at the postgraduate level. We inherited a strong postgraduate programme in agriculture in St. Augustine and we are further developing this. We are expanding our graduate work at Mona in the ^{Natural and} social sciences, the arts, medicine and education. This is an expensive undertaking. It calls for a heavy expenditure on our libraries, and for specialist staff. This summer we offered postgraduate scholarships to students who had gained a first or upper second in their bachelor's degree. Some of the money was given by benefactors, firms, business houses and individuals. The scholarships listed in the Calendar bear their names. Some of the money was provided by the University out of its limited endowment funds. We will continue to make every possible effort to see that those who gain "Firsts" or Upper Seconds may have the opportunity of going on to higher degrees. I am confident that we will receive help for this from benefactors, including our American Foundation for the University of the West Indies of which Mr. Ronald Tree is Chairman. The expansion of our graduate studies in fields where our physical and social environment give us substantial advantages will add to our already high standing

in the university world; and it will extend educational opportunity for West Indians of outstanding ability.

In connection with this we have reached out to other universities in countries that have a special interest in the Caribbean. Two of the Deans of the University of McGill are our advisers, the Dean of Agriculture to our Faculty of Agriculture, and the Dean of Engineering to our Faculty of Engineering. We have important and greatly valued links in Agriculture with the University of Reading, and with Wye College of the University of London. These have been most generous in their help. In Political Science and Government, the University of Toronto is assisting us over a three-year period with the services of senior members of its staff. Our School of Medicine is in constant touch with a number of universities including our first and ever-helpful friend, the University of London. Through grants from the Rockefeller and Ford Foundations we are able to offer graduate fellowships and to secure the help of visiting professors in international relations, management and economics who will assist in the work at Mona and at St. Augustine. This is part of a two-way process, for at this time members of our staff are teaching at universities in Canada and Britain.

This is not the complete list. I tell you of these things because I want you to see that you have become part of a wide reaching and dynamic system. You are part of an active academic community that, on the one hand, seeks to strengthen its contacts with every country that supports it, and on the other, with each passing year, enters more fully into the broad stream of scholarship and research. You, by your performance, can enter into this larger fellowship.

Our University differs in one important and significant way from any other university that I know.

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It is international. It is supported by, and serves, two independent countries and 10 other countries that are rapidly approaching independence, all of them already exercising a considerable measure of control over their own affairs. In our procedures and in the carrying out of our work we have to find ways of dealing with the difficulties imposed by geography, for British Honduras is nearly 2,000 miles away from Barbados, and the Bahamas about 1,500 miles from Trinidad. Since our patron is the taxpayer in these scattered countries with their diverse needs, acting through his elected representatives in the various governments, we have to remain constantly sensitive to his needs, wherever he may be. We have to see that we spend wisely, without waste, the money he provides. We have to spend it remembering that this money comes from a small purse, and that in giving it his country must go without something else; perhaps an elementary school, or a village dispensary.

So we represent a special kind of partnership between many peoples. We represent a West Indian effort at collaboration that is in direct opposition to the fragmentation and divisions imposed upon this region of ours through four centuries by the imperial rivalries of distant powers. We represent the co-operation of free peoples in a community whose history has been one of competition. Further, we are a point of contact with universities in our part of the world. It is our policy to extend and to develop these contacts. Some of our students now take advanced courses in Spanish each summer in the University of Mexico. This Easter we conducted here a Conference on Caribbean Studies in association with the University of Puerto Rico. Early in the coming year we will participate in a conference of the Third Caribbean Chemical Symposium to which we were hosts three years ago. This year it will be held in the University of Caracas at Maracay in Venezuela. Our medical school is in contact with the

University de la Valle at Cali in Colombia where remarkable progress has been made in the development of a medical curriculum suited to the needs of that country. Our Professor of Obstetrics and Gynaecology in our Medical School spent his study leave this summer visiting universities throughout South America. Our Department of History has embarked on the production of a definitive history of the Caribbean, working in collaboration with other Departments in the Faculty of Arts, with the Faculties of Social and Natural Sciences, the Institute of Social and Economic Research and with specialists in other universities. This is an enterprise in which members of staff at each campus will be involved.

So, because of our very structure as a regional University, because of the standards of scholarship that we have achieved through the co-operation of our supporting governments, we represent the people of the West Indies looking outwards, working at the development of a common body of knowledge about the Caribbean. The words of our Pro-Chancellor bear on this point, when he emphasized that a fundamental obstacle to Caribbean co-operation was the absence of a common body of knowledge.

And you? What of you, your own hopes and plans?

I have spoken to you about the University in the way that it is my privilege to speak to members of our *Council and* Senate, to the Pro-Vice-Chancellors and the Deans, to the Registrar, Bursar, Wardens, *Chaplains* and the members of the Committee of the Guild of Undergraduates. I do this because you are now members of our university community, *Also* ~~and~~ you are the reason why the university exists.

There should be more of you here. A recent study carried out by two members of our staff shows that the *West Indian* ~~British~~ islands taken together support about 10,000 university trained personnel according to the 1960 Census. In no case does this category form as much as 1% of the

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total adult population..... The extent to which the Caribbean as a whole falls short of the standards of the industrial countries is revealed by the fact that in Canada 8% of its population has had university training, and in the United States 13% are so qualified. Outside our gates therefore, stand many young West Indians who should be here. You have a duty to them.

I am glad that amongst you there are both day and evening students. The evening programme brings to each campus of the University students who are in daily contact with the community. We have all been pleased at the results of the first year of this new programme. May it grow and flourish. I pay tribute to the leaders of the Guild of ~~Students~~ ^{Undergraduates} for the steps that they are taking at each campus to find ways of building one student body out of the two groups of day and evening students.

You will find it necessary to adjust to university life. I pass on to you Beaglehole's definition of a university, the best and briefest that I know: "It should be stated that a university is an association of teachers and students with this characteristic, that the teachers do not cease to be students." You will not be taught. You have to discover how to learn. There are rules and regulations that you have to observe, but you will not be regimented. This means that you have to learn to discipline yourself. University life requires that each of you learn that freedom involves responsibility. Perhaps the hardest task before you is not the mastering of your subject but the mastering of yourself.

I emphasize this because the word "discipline" is unpopular today. This is because it is misunderstood. We exist as a university precisely because men and women are prepared to subject themselves to the discipline of scholarship. Let me emphasize that we are all together in

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this matter of finding freedom through discipline and of recognizing that nothing destroys freedom so quickly as irresponsibility.

Give your full support to your Guild and to its officers. Throughout the years they have contributed greatly to the establishment of a university with a good name. They know, and I hope that you will learn, that I am not a super-policeman, nor your Wardens, spies, nor your Registrar an enemy at whom darts should be thrown. I understand that in a not-too-distant university there was, understandably, some difficulty in filling the post of Rector because the man holding that office had been shot by some students as the result of a disagreement over examination results. On the other hand there is the story of a distinguished Cambridge philosopher who left his rooms on the day on which term opened and returned on the day on which the vacation began because he regarded undergraduates as an intolerable interruption in his work. Perhaps he had been reading Rashdall's History of Mediaeval Universities, and regarded this as the safest course in view of what happened at Bologna where the students gathered together in search of teaching, organized the curriculum and employed the teachers. Rashdall says that they treated the teachers very harshly, "reducing them to a humiliating degree of servitude. The professor was fined if he were a minute late for lectures, if he went beyond the time for closing, if he skipped a difficult passage, or failed to get through in a given time the portions of the law texts provided by the University. A Committee of students called the DENUNCIATORES DOCTORUM watched over his conduct and kept the Rector informed of his irregularities. If the doctor wanted to get married, a single day of absence was graciously allowed him, but no honeymoon." In the end the City of Bologna had to go to the rescue of the teacher.

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You will discover that we have a different kind of relationship here, though perhaps at times you will think wistfully of the beginnings of the University of Bologna.

Let me urge you to confide in your Wardens and your Tutors. Anxiety is one of the natural difficulties of student life. Do not fall into the folly of tranquilisers, or into the darkness of suspicion and depression. From time to time this has happened. Keep in touch with your advisers.

Above all, I charge you at Cave Hill, at St. Augustine and at Mona to make this University a place of liberation and of a search for excellence. You and I are West Indians. Our history is a long bitter agony of the exploitation of the human being, ~~the degradation of the human spirit~~, the betrayal of human affections, the sacrifice of man to the market, the sacrifice of personality for profit, the denial of brotherhood, ~~through which~~, Somehow, our ^{fathers} ~~people~~ achieved the miracle of survival. But the marks of four centuries go deep. The prejudices of yesterday remain alive. Make this a place of liberation. Bear in mind the gross materialism of yesterday and make this a place not only for the acquisition of knowledge but also for the revival of the spirit. Cherish and love this University, because despite its many imperfections, it represents those values that we hold most dear, fellowship between our peoples, freedom of enquiry, excellence in the endeavours of the mind, unselfish devotion to knowledge, insight into the human heart.

I began with a reference to a man whom I greatly honour, Dr. Griswold, the late President of Yale. In the baccalaureate address to which I referred he quoted Lincoln's statement that he desired so to conduct the affairs of his administration that "if at the end when I come to lay down the reins of power I have lost every /friend

friend on earth, I shall at least have one friend left, and that friend shall be deep down inside".

Let me close with Griswold's charge to the class of 1957:-

"My charge to you is simple. To do good you must first know good; to serve beauty you must first know beauty; to speak the truth you must first know the truth. You must know these things yourselves, you must be able to recognize them by yourselves, be able to describe, explain and communicate them by yourselves, and wish to do so when no one is present to prompt you or bargain with you. This knowledge has been the purpose of your education. Hold true to that purpose. No price, no mess of pottage can equal its value to your country or to yourselves."