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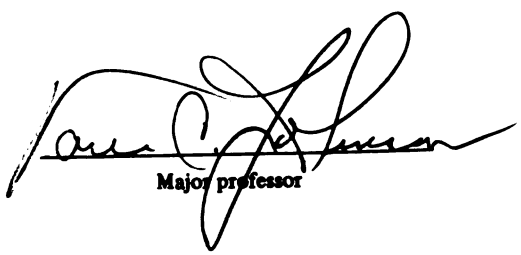
THE PUBLIC-SERVICE ORIENTED PHILOSOPHY OF HIGHER EDUCATION WITH IMPLICATION FOR NIGERIAN RURAL DEVELOPMENT

presented by

Cosy Nuaba Barikor

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THE PUBLIC-SERVICE ORIENTED PHILOSOPHY OF HIGHER EDUCATION WITH IMPLICATIONS FOR NIGERIAN RURAL DEVELOPMENT

By

Cosy Nuaba Barikor

A DISSERTATION

Submitted to
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ABSTRACT

THE PUBLIC-SERVICE ORIENTED PHILOSOPHY
OF HIGHER EDUCATION WITH IMPLICATIONS
FOR NIGERIAN RURAL
DEVELOPMENT

By

Cosy Nuaba Barikor

The researcher's purposes of this study were: 1) to provide information on the evolution and the operational definition of the public-service oriented philosophy of higher education in the United States and Nigeria; 2) to assess, by international comparison, how far the universities of Nigeria have come toward bringing practice closer to the service-oriented theory for the transformation of Nigeria; and 3) to identify the areas of success or failure in their out-reach programs and to make alternative suggestions for strengthening the universities in their responsibility for national development.

The population used in the study consisted of the 'Directors' of the out-reach divisions of the 6 universities that responded out of the 13 that were identified and the 73 communities that responded out of the 76 that were selected from the 19 states of Nigeria. Four communities - two rural and two urban - represented each state.

Cosy Nuaba Barikor

Two sets of survey questionnaires on issues of public interest were designed to project the magnitude of responsibility that the universities owed in service to the Nigerian public, especially, in the rural sectors.

The first set of questionnaires which were sent to the Directors in the 13 universities were intended to assess how well each university was serving the communities in the area of its operation. The second set of questionnaires were sent to the 76 communities to assess the services they were getting in validation of the universitys' claims.

Independent analyses involving percentages, t-test, chi-squares, means, and frequency counts were used where necessary in the analyses of the data.

Significant among the findings that resulted from the analyses were:

1) all the participating universities had departments for community out-reach programs, but they differed across the board in the names that identify them.

2) while some of the out-reach departments had full federal funding, others operated primarily by self-help.

3) all were under no pressure from the communities on how their programs were conducted.

4) all favored inter-university coordination and cooperation in public-service operations.

5) although the average service margin of the universities increased from .254 in 1977 to .417 in 1979, 87.5 percent of the rural and 72.2 percent of the urban population had never been served by the universities.

6) their services - with a frequency rate of 33.3 percent rural and 83.3 percent urban - were mainly urban centered.

7) only a few kept accurate service records.

8) the highest service performance level (41.1 percent average) was in conducting the General Certificate of Education classes which has a built-in extra-financial incentive.

9) while 73.5 percent of the communities expressed disappointment, only 26.5 percent ratained confidence in the universities.

10) the rural communities perceived the "local schools and colleges as best serving them and the Federal Government as serving them most poorly. While the urban population perceived the "State Agency" as their best servant they identified the universities as serving them least well.

11) the lack of funds, facilities and governmental cooperation were the universitys' most plaguing problems while irregularity, inaccessibility, impracticability of services, high service charges and outright discrimination made the university services less receptive to the public.

Judged by the low average performance level in every item that was used in assessing their community service effort, it is recommended that Nigerian universities need to address their public-service responsibility more agressively.

Dedication

This work is dedicated to my precious wife Dora, my beloved son Ledum and my angelic daughters, Dorcas, Griseldah and Tombari who patiently bore with me the stress of its frustrations. It is also dedicated to the memory of my parents, my brother Sunday; Sisters Dinah Vilawa and Mary Bogbara, and Chief Piaro and family who inspired me with undaunted courage and endured the prolonged pains of my absence.

Finally, this study is dedicated for the course of service to the "common man" in Nigerian democracy and any country where rural people are still neglected.

Acknowledgement

This ambitious study drew to me a professional crowd of good people at various stages of its complicated production to whom I would like to express my sincere gratitude.

My deepest apprecation goes first to the members of my doctoral committee whose collective guidance, love, support, encouragement and approval led most significantly to the completion of this study.

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that "a thesis at best should essentially be a personalized contribution towards a global body of knowledge," and warm attachment greatly cheered me through all setbacks. His international connections was pivotal in attracting to this study the contributions of the most distinguished architects of Nigerian higher education, like Hon. Lord Eric Ashby of Brandon, Cambridge, London; and the M.S.U. Ex-President, Dr. John A. Hannah (to mention a few). His affection, emphathizing dedication and the bid to conserve my meager funds for other aspects of its production made him to proof read from my manuscript. Mary Jane Barrett, his secretary, a woman of like passion and helpfulness volunteered to do all the typing and art work, while Dr. Buschman edited the work with the help of his own family. To each one of you, especially Mary Jane, words are inadequate to express my appreciation.

My gratitude is also due to Dr. Samuel A. Moore II, the chairman of the department for his constructive and scholarly criticism, professional counsel, publications and insightful contributions in this production. Similarly, Dean James F. Rainey, of the Graduate School of Business, deserves my thankfulness for serving as my cognate adviser.

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and my country made him spend hours of his crowded time in meetings with me and my committee; for gracing this thesis with his personal recommendation and for making this the first thesis ever in the department, the presentation of which is honored by a "presidential" audience; and for taking the lead to approve in writing the award of my degree.

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I thank each of the Nigerian students in M.S.U., expecially, Eugene Eriobu and Joana Bature as well as those of the Lansing Community College and Lindsey Patterson their coordinator, and each of the respondents for their respective contributions.

Above all, I thank God for putting these resources in my way and for giving me more than one man's share of all that it took to complete this study.

Preface

Nigerian higher educational institutions and government shall hardly rest until they have one definition of service for all citizens irrespective of state of origin, financial ability, educational level and rural-urban conditions. Until the practical service-oriented philosophy is accepted on equal terms with theory and demonstrated on the farms, homes, and industries the ultimate harvest of modernity shall hardly be reaped in the immediate future. Until the products of her institutions of higher learning "are true to duty as the needle to the pole" and until they can extend their beneficial service and educational responsibility to all the adults and their children, no amount of development plan that overlook this goal, no matter how ambitious, can lead to modernity in Nigerian democracy. Rather this will cripple her pace of development and make her democracy at best, only a window-dressing.

To avoid this future shock, this study is intended to touch the conscience of Nigerian higher education and government with the responsibility they owe in public-service to all citizens, especially in the rural sector. It recommends a compulsory service of the "Land-Grant" calibre and a new breed of patriotism that can place public good above personal interest, if Nigeria is to salvage her development plans by indegenous skills. If this attitude is not fostered with new dedication it is likely that Nigerian democracy is heading towards the bitter irony of its own destruction.

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Chapter I

INTRODUCTION

Contemporary literature of higher education in the United States and Nigeria is replete with the facts that colleges and universities have increasingly accepted a public-service posture, defined by Parsonage [1] as: "those functions in addition to classroom teaching and pure research, which are related to public welfare." To this end, their popular question is: How can the power of higher education be used responsibly for the common good? Ingrained in the Morrill Act of providing "advanced education for the working farmers and mechanics and other members of the industrial classes"[2] was the public-service philosophy, that such a system should be "operated for the good it can do; for the people it can serve; for the science it can promote; and for the civilization it can advance."[3] Johnson concluded that this public-service "idea of higher education in the service of <u>all</u> people, has become one of the United States most popular and least controversial exports."[4]

The inadequacy of conventional institutions of higher education to keep pace with the speed of change has increasingly come under popular and critical attack in both countries, especially, in Nigeria. Higher education in Nigeria is currently under pressure to transform her largely agrarian economy in the short run of the present five-year "Development Plan" into an industrialized one by the 1980's.

Comparative literature of higher education in both countries testifies that the United States, not only invented but nationalized the present public-service oriented content of higher education by the Morrill Act of 1962. Similarly, the birth of the University of Nigeria, Nsukka on October 7, 1960 not only marked the climax of the Nigeria's Independence Celebration six days earlier,[5] but greatly injected the service content philosophy into Nigerian higher education programs. Earlier before the above moves in both countries, their higher education systems were monopolized by the traditional single-purpose classical curricula which did not consider the diversity of learners, learning forms, and the expanding needs of the people they were intended to serve.

Eddy[6] and Ross[7] observed that the shift from the classical to the public-service oriented philosophy in the United States, was a product of many forces - social, political, economic, scientific - in an increasingly complex democracy. Eddy[8] noted that the effort to break the conservative backbone of the classical curriculum with a liberal and practical program, and the ability to change with the changing times and needs of society, met with great resistance from critics who accused them of "operating as academic service stations." Others who felt that their program was unrealistic and incompatible, held that they could not be "institutions of higher learning and at the same time, operate effectively in the marketplace." Anderson[9] listed among the most vociferous critics, a number of college presidents like James McCosh of Princeton, Noah Porter of Yale, and Charles

Eliot of Harvard in particular, who viewed the "condescension as symtomatic of a deep-seated disease." Some churchmen stigmatized them with "godlessness."

The Morrill Land-Grant Centennial Committee[10] observed that this offering of "a chance for the people at the bottom of the ladder to climb up," was not only "controversial," and "a threat to the national treasury and the existing colleges," but "an infringement of state rights." These were noted by the committee,[11] as President Buchanan's argument for vetoing the first Morrill Bill in 1859. Brickman and Lehrer[12] concluded that the philosophy of "an all purpose and all service university" was derided and deplored" by captious humanists as a degradation of the university ...a service station for the many rather than the training in the highest learning for the selected few."

Invariably, the introduction of this "Land-Grant philosophy" in the birth of the University of Nigeria, into the Nigerian system of higher education, divided the educated camp among those who readily accepted it without question; the majority that would like to test it out before accepting; a third who viewed the new idea as an attractive placebo, but it may, like most Nigerian programs, be just that and no more; and a fourth, the hard core classicists who viewed it as a test case for academic lowering of standards. Hanson[13] numbered Eyo Ita, Ojike, Orizu, and Mbadiwe among the most ardent spokesmen for this revolutionary educational ideal, with Azikiwe as its "prophet." In contrast, he identified

men like Esua, Dr. Arikpo, and Mellanby, among the educational opinion that opposed the idea. To these, without maintaining a "special relationship with London...it is hard to see how a college...in the East, could produce graduates whose degrees would be acceptable outside Eastern Nigeria."[14] The Zerby's[15] also noted that, to many, "the University of Nigeria" was a "delusion of grandeur."

Although this broad, practical and public-service oriented philosophy has represented a time-bomb under the predominantly classical, conservative and traditional educational system of both countries, its implementation, like most reactions to change, met with no litttle resistance in both countries. But, as Charles Seymour the former President of Yale University once noted, these service-oriented universities won their positions in both nations' educational scene "by reason of (their) sense of responsibility for the welfare of the community."[16] To Morrill,[17] "they not only prove their place in service in each state but also gain strength as progressive partners in service to the nation."

Statement of the Problem:

This "Land-Grant" philosophy that higher education should become "all things to all men" and their promise to carry the college into the factory, the farm and the home," and that "there is no room for a dominating Ivory Tower on a 'Land-Grant' campus"[18] has been evaluated critically in the second century of its life. Tyler[19] found from the questionnaire on the comparative study of the 68 member institutions of the "Land-Grant" association in 1961, that "only

half of the Land-Grant institutions were ordering programs with some range of adult needs in mind." He found even within this fraction, "serious shortcomings," ranging from "negligence and imperfection" to "spotty and superficial answers to pressing problems, rather than the development of broader and deeper understanding and the use of new concept and techniques" in solving the problems of the people they were expected to serve. Their promise that "higher education shall not be withheld for social, economic or other reasons from any who are able to profit by it," tends to be broken under the present practice of stringent selectivity in admissions, and excessive concern for accreditation standards in both countries, especially in Nigeria.

In Nigeria where this philosophy of higher education is relatively new, the public-service activities of the universities tend to be more urban than rural, more theoretical than practical, and more foreign than native. As such, they have not yet adequately addressed the critical needs of the nation for development, especially in the rural areas, where 75 percent of the population live. This poor adjustment of Nigerian higher education to its quota of the national development program is traceable to the damaging effects of the colonial education that the country inherited from Britain.

Azikiwe,[20] the architect and champion of the "Land-Grant" philosophy for Nigerian higher education, observed by the eve of Nigerian Independence that "the educational record Britain left behind speaks for itself. India had

one student at college to 1,400 of her population, while Nigeria had one to every 70,000." To Ukeje[21] the system of education that Nigeria inherited was highly theoretical, authoritarian, selective, classical, repressive and too academic for development. In his words:

> They teach the student what to think but not how to think; they tell them what to know but not how to know; and the students acquire knowledge with little understanding; they learn to memorize but not digest; to repeat but not to reflect and to adopt rather than to adapt.

The education of colonial Nigeria, therefore, was that of a dependent people for the successful exploitation by the more advanced economies whose object was to keep Nigeria in their empire.

Most Nigerian critics observed that the educational system was isolated from the culture and society of which it was part. Unfortunately, the higher education that Nigeria inherited was notoriously inflexible to public reappraisal, reorganization and redirection to meet the needs of time and change. Believing that to teach the colonial people to think was to dig a grave for the colonial master, Hanson[22] concluded that the central theme of the colonial education was to operate a shallow system that will "acculturate" Nigerians with "knowledge for use in the interest of the master." So, "Nigeria won the battle for political independence," according to Ukpaby,[23] "but remained conquered."

Like the United States when the public-service educational philosophy was born, contemporary institutions of higher education in Nigeria still have their hands full with

the battle against illiteracy, and to rid the system of colonial content. In 1974 Tugbiyele[24] said, "in Nigeria as far as literacy is concerned, about forty million...roughly half the population...can be regarded as "forgotten people." Okedara[25] noted that "one of the reasons why Nigeria is underdeveloped is because her human resources are untapped and her people are predominantly illiterate. Olatunbosun[26] also noted in his book: Nigeria's Neglected Rural Majority, that by 1975, after over sixty years of colonial rule and fifteen years of political independence, "rural Nigeria (consisting) of about 80 percent of the population" and contributing "more than 50 percent" of the State revenue "has not changed significantly." He noted that this 80 percent of the population shared only 20 percent of the government expenditure between 1960-1974.[27]

Even among the oil-rich communities of Nigeria, Nwator[28] found recently, in the Rivers State an "even widening gap between the net yield from available economic resources... and the level of income, employment opportunity, and saving." He traced this gap to frequent "ecological disasters...water pollution, consequent fish poisoning and the destruction of arable farm lands, resulting in the displacement of farmers and fishermen." In his words, even "the oil industry has now become a glaring example of poverty in the midst of plenty." The proper extension of the blessings of higher education to these population would not only help them to avert a number of avoidable hazards; but could also improve

the quality of their rehabilitation, through selfhelp and the like. Problems of similar or varied nature are often cited across many Nigerian rural and urban communities. Many, would either sit on their problems from ignorance, till they became crises, or wait till the time that their government is prepared to take the initiative.

The proper dimension of the nation's need for a service-oriented educational philosophy for the leaders and the led becomes more glaring in the launching of the Third Development Plan. Gowon's call for a "war on want in the midst of plenty"[29] put Nigeria's educational problem in the best perspective, if Nigeria:

> The world's fifth biggest oil exporter is suffering from a chronic shortage of motor fuel and petroleum products. The World's second most important cocoa producer may have to default on cocoa contracts because Lagos port congestion is holding up shipment, (and jeopardizing) preparations for the lavishly financed Second African and Black Festival of Arts... Engines and even bodies for the new Peugeot car assembly plant at Kaduna are to be flown in from France to avoid hazards of...land transportation...the biggest wage and salary increases ever known in West Africa have...(led) to...a food hold-up by farmers.[30]

The most irritating reality was his notion that Nigeria is "more fortunate than most other countries" for finding her ability to afford an easy payment "for the increased import of rice, tomatoes, fish, meat and tinned milk," [31] which she can well produce, an alternative solution! A practical service oriented higher educational system of the "Land-Grant" calibre, would respond effectively to these national problems. It would, especially, assist the leaders and those being led to view "agriculture," aptly called, "the world's

most vital industry,"[32] as a more realistic solution for what the Plan called: "a 'tragedy' - food shortage and poor nutrition for most people; (since)...Nigeria still has an abundance of land and labor...(as) less than half potential agriculture land is at present cultivated."[33]

The Foreign Policy Association[34] expressed very little hope for Nigeria's successful development, if "more than half of the people (continue to) live outside the money economy; are illiterate; are bound by ancient tribal traditions; and are vaguely aware...of their own national identity." It concluded that the greatest single demand in Nigeria today is for education.

The complexity of such social, political, cultural and economic problems on one hand and the comparative hurry to develop, feed and educate the increasing population on the other, have made the Federal Government of Nigeria to launch a Third Development Plan in which her higher educational system is held accountable as the clearing-house for these problems. It cannot be denied, therefore, that the effort to live up to this commitment has created for Nigerian higher education, one of the most challenging problems in contemporary history. In response to this challenge, Nigerian institutions of higher education have increasingly weakened their once cherished "special relationship with London" in favor for the public-service oriented posture in their delivery system. The assessment of the extent to which each of the universities is living up to this new commitment in its

area of operation for the transformation of Nigeria constitutes the central problem of this study.

The Researcher's Purpose of this Study:

1) To provide some indication as to the theoretical basis for the evolution and practice of the public-service oriented philosophy for higher education in the United States and Nigeria and its operational definition from Nigerian perspective.
2) To assess by international comparison how far the universities of Nigeria have come towards bringing practice closer to the service oriented theory for the transformation of Nigeria.
3) To identify the areas of success or failure in their out-reach programs and to use the same as the basis for alternative suggestions and recommendations for strengthening the universities in their quota of the national development program.

Need for the Study

The stratification of the development gap between the urban and rural Nigeria has recently intensified on all fronts to crises proportions owing to many socio-economic factors. Similarly, that between Nigeria and the developed nations tends to be widening in many essential areas of development, thus making Nigeria more of consumers than producers.

The leadership roles assumed by Nigerian universities in the effort to bridge these widening gaps have not been

exposed to any empirical research study.

The identification of how each university is bringing practice closer to the service-oriented theory of making the boundary of the State that of the campus, is a critical need for this study to explore. Invariably this study would contribute significantly towards the democratization of Nigerian university education.

Significance of the Study:

The fact that the Federal Government of Nigeria has adopted higher education as an instrument par excellence for change and national development, and has considered the leadership role of universities in public-service as the best medium for this realization, have set the premise for the importance of this study. With the present national concern to improve the general conditions and the quality of life, especially among the rural majority, there can be no doubt that this study, intended to assess the effort of each university for this realization, will make a significant contribution to Nigerian development.

Invariably, the alternative suggestions and recommendations of this study will help significantly to construct improved "highways" to points that have not been fully utilized and reflected in the present public-service responsibility of Nigerian universities. It would, therefore, seek to promote widespread popular awareness and symbiotic participation by the universities, the government, and the Nigerian public, towards greater success in the present development posture. Therefore, this study is intended to touch the

"conscience" of higher education in Nigeria to live up to its challenge of producing highly skilled practical scientists, through whom, Nigeria and its people can be treated with respect and dignity in Nigeria and the world at large.

Hypotheses:

Compatible with the assumption that a deeper study of a broad and practical service-oriented philosophy of higher education would provide new, useful, and complementary knowledge, and commitment in the delivery of educational services in the present Nigerian Development Plan, the following hypotheses were developed:

1) That all the universities of Nigeria, and not only the University of Nigeria, Nsukka, by now have accepted the public service posture of operating as academic service stations for the good they can do, for the people they can serve, for the science they can promote, and for the civilization they can advance for the development of Nigeria.

2) That the out-reach programs of the universities of modern Nigeria did not cater more to the urban minority than the rural majority of the Nigerian public.

3) That the number of respondents in the rural and urban sectors indicating that the universities are not serving them and their neighborhood is the same as those who feel they are.

4) That there is no difference between the out-reach departments of the universities and the general public in their

perception of the former's orientation to public-service.

Definition of Terms used:

Community Education:

Community education is a process of creating an environment condusive to improving the quality of the life of all citizens. It involves programs for reading achievement, health education, special education for the handicapped, civic education, occupational education and other programs intended to produce a democratically enlightened citizenry.[35]

Education in Nigeria - consists of kindergarten; nursery; a six-year primary; a five-year comprehensive secondary; a two or three year college; and a three or four year university instruction. It recognizes that the "primary level" (normally 6 to 11+) upon which the rest of the education is built, "is the key to the success or failure of the whole system."[36]

Extension Service

Extension service according to Eddy[37] is a general term applied to university functions that are responsible for the performance of broad public-services and participation in activities designed to serve both immediate and long-range needs of society. It includes off-campus classes, demonstrations, correspondence courses, cooperative extension, agriculture, and a wide range of university out-reach programs in service of the public, other than their original clients - the student body. For example, the "philosophy

and purpose" of the Cooperative Extension Service are defined in "Where the Action Is,"[38] as:

> to provide informal education and public-service for the people, translate the findings of scientific research into layman's language; assist in the application of research results to the problems and concerns of individuals, families, organizations, agencies and communities; develop leadership capabilities of the people.

Fedan: One fedan is equivalent to 1.03 acres.

General Certificate of Education (G.C.E.):

This is a most popular external examination in Nigeria. It is usually conducted annually by the University of London at two levels - the Ordinary Level (O/L) and the Advanced Level (A/L). Candidates who pass five or more 'papers' including English at one sitting can be admitted by examination as an alternative route for High School, into some Nigerian universities. While candidates with two or more 'papers' at the A/L, obtain direct admissions into any Nigerian university with exemption from introductory courses in Biology, Chemistry, Mathematics and Physics. Given such advanced standing, beneficiaries are likely to graduate in three years. This certificate differs from the consolatory one, bearing the same name but awarded to boarder-high-school students after their certificate examinations.

Higher Education: In Nigerian context, higher education "covers the post-secondary section of the national education system, (including) the University, Polytechnics, and College of Technology, the College of Education, the Advanced Teacher Training College, Correspondence Colleges

and such institutions that may be allied to them."[39] On the other hand, higher education in the United States is a national social system comprised of all the colleges, universities, accrediting agencies and other related units.

The "Land-Grant" Philosophy:

The "Land-Grant" philosophy according to Eddy[40] is a unique tripod educational philosophy of instruction, research and extension services to the youths, farmers, home makers, industry, agriculture and all facets of activities in the entire nation. It is a balanced "combination of liberal and practical education" to make the intimate relation of learning with living a reality in a dynamic world of change. It views education as an "instrument of broad public-service to every class and kind." It acknowledges the diversity of learning forms to meet the varied needs of an increasingly diverse student population to include learners outside the conventional academic environment.

Unlike the traditional philosophy of "educational institutions as the conservative backbone of society," "Land-Grant" colleges and universities, in their attempts to be all things to all men, are essentially, "academic service stations" for all. Their sensitivity to changing times, and their desire for the intimate relation of learning with living, make them not only the most powerful agents for change, but also the most effective vehicle for carrying the college into the factory, the farm and the home. They function as the instrument of the state in service of the

people, thus they maintain a close relationship to the needs of the people. Eddy added that:

> in their philosophy, the colleges (and universities) have endeavored to represent the conviction that the individual citizen has dignity and importance not only in the sight of God but of man as well. Thus they seem to say that their moral right to exist depends upon the degree to which (the conviction of these citizens) controls every program, every course, every project and upon their ability to turn out citizen graduates who by their living, demonstrate their belief.[41]

Thus the "Land-Grant" colleges and universities "are committed to the concept that the State and the nation prosper in proportion to the development of the individual" citizen. As such, "there is no room for a dominating Ivory Tower on a Land-Grant campus." To Land-Grant institutions, the boundaries of the campuses are the boundaries of the states. Therefore, the "land-Grant" theory is the most significant single symbol of the democratization of higher education - a social phenomenon of extending higher education to the middle and lower classes - the sons and daughters of the farmers and all working people. Higher educational institutions operated on such grandiose principles, for the good they can do, for the people they can serve, for the science they can promote, and for the civilization they can advance to all citizens are designated in this study as "The Public-Service Oriented Philosophy of Higher Education."

Liberal Education:

Liberal education, according to Allen[42] is a form of intellectual currency acquired to some degree by every student. To him, "the keynote in liberal education is

allurement" as opposed to "the keynote in specialization" which is commitment. The one facilitates communication and broadens the learning experience; the other carries a vocational or professional implication. According to the President's Commission on Higher Education,[43] general education undertakes to redefine liberal education in terms of life's problems as men face them, to give it human orientation and social direction, to invest it with content that is relevant to the demands of contemporary society. To them, "general education is liberal education with its matter and method shifted from its original aristocratic intent to the service of democracy." In other words, liberal education is essentially an "education for democracy." They are both related in the sense that their emphasis is cultural and general - a preparation for life rather than a preparation for a profession.

The National Development Plans:

The Nigerian National Development Plan, according to the Foreign Policy Association,[44] is a comprehensive Federal document which outlines the focal points of Nigeria's development program. The plan "delineates objectives, attempts to quantify economic targets and sets economic priorities..." To Adedeji,[45] national development planning efforts in Nigeria dates back to 1944. The first phase extended from 1944-54, the second lasted from 1964-70. Since after independence, the nation has had three development plans coordinated by Nigerians for the solution of Nigerian

development problems. The first of these went from 1962-68; the second national development plan, 1970-1975; and the third plan began in 1975 to end in 1980. They are, to the Foreign Policy Association,[46] "series of coordinated efforts Nigerians have hoped would bring (the nation) to the threshold of modernity in a period of 25 years." The designers of the plan set before themselves the objectives of accelerating the rate of economic growth, raise the living standard, give Nigeria the control of her own destiny, give a sense of direction, priorty and urgency to the economy and to enlist the cooperation of all citizens for their execution.

Nigerianization: This plan, to indigenize Nigerian employment, according to Rimlinger and Stremlau,[47] was explicitly stated in the Second Development Plan from the fact that "The Government...cannot continue to tolerate a situation in which high-level Nigerian personnel educated and trained at great cost to the nation, are denied employment in their own country by foreign business establishments." "West Africa"[48] analysed the three main thrusts in this decree as: the Nigerianization of personnel which would reduce the earning leakages and increase opportunities for Nigerians who have been highly trained at the nation's great cost; the Nigerianization of ownership, and the Nigerianization of control. This policy does not forbid the attraction of foreign expertise and capital, but it restricts them to areas where they are complementary to, rather than competitive with

Nigerian enterprises.

Non-formal Education - according to Ahmed and Coombs[49] refers to the assortment of organized and semi-organized educational activities operated outside the regular structure and routines of the formal educational system, aimed at serving the great variety of learning forms and needs of the different ages and groups of the population. Some non-formal programs cater to the same learning needs as the schools and in effect are complementary or supplementary for formal schooling.

Out-Reach:

According to Faiman and Olivier,[50] out-reach, like extension service, is "the institution serving beyond the campus." It may be divided into two components: "educational activity and service activity, the latter being divided into two more segments, problem solving and program development and management." The educational activity includes all varieties of instructional forms to non-regular students, including credit and non-credit work offered through regular-length courses, short courses, seminars and special training sessions to small groups or individuals learning experiences. Service activities include (1) Problem-solving (consulting, advising, technical or professional assistance). This is an institutionally organized effort involving individuals, groups, academic departments or special centers, units or consortiums created for specific purposes. Activities may range from discrete specific questions for

immediate answers to broad problems involving data information or recommendations for client group decision making. (2) Program development and management: Institutions of higher education are involved in the establishment and/or operation of special projects or programs using staff and faculty expertise to solve problems affecting segments of the governmental, public or private sector. This may be done through individuals, regular academic or administrative departments, centers or ad-hoc groups. It may be developed in response to a formal external program, or as the result of a recognized need by an on-campus group.

For "The Public-Service Oriented Philosophy of Higher Education," see "The Land-Grant Philosophy" above.

Summary

This chapter has provided some introductory information on the evolution of the public-service philosophy of higher education in the United States and Nigeria, the statement of the problem, the purpose, need, and the significance of the study. It has also covered the hypotheses and the definitions of selected terms used in the study. Chapter two will attempt to review the relevant literature to the study.

Chapter II

REVIEW OF RELATED LITERATURE:

Introduction

The significance of each of the tripartite funtions of higher education - research, instruction, and public-service can hardly be disputed. In explaining how each contributes towards the total public-service picture, Perkins[1] observed that:

> the acquisition of knowledge is the mission of research; the transmission of knowledge is the mission of teaching and the application of knowledge is the mission of public-service.

Contemporary literature of higher education is replete with the fact that the colonial index of university scholastic funtion was a narrow gauge of classical instruction and research based on some detached scholastic interest, at the great expense of the public-service functions. The transformation which has come with the public-service oriented philosophy of higher education, and its implication for Nigerian development, is what this chapter is all about.

The Development and Practice of the Public-Service Oriented Philosophy of Higher Education in the U.S.A.

Background: Prior to the public-service movement for higher education in the late 1840's, the American educational system was essentially, a carbon copy of the colonial single purpose, classical curriculum which viewed the mind as a muscle to be exercised, and the university as a center for "the conservation of learning."[2] Ross indicated that its

traditional content was based on:

> the old-time regimen of formalized drill and catechistic recitation in ancient languages, theoretical mathematics, and dogmatic philosophy, varied only by disputations in literary societies on abstract imponderables, which was wholly out of contact with an era that was seeking agricultural experts, civil and mechanical engineers and managerial talents in every field of enterprise.[3]

He also noted in Democracy's College[4] that the prevailing scholastic interest consisted in "Digging out Greek roots, discussing knotty points in metaphysics or more ancient history, or discussing upon heathen mythology." He added that professional training, until the 1850's, was obtained only in narrow dogmatic and highly organized "schools" and practice. For the overwhelming majority, "lawyers were office read; physicians, apprentice trained; and ministers, emotionally inspired." Harvard, Yale and Princeton shared the reputation as a "parliamentary classification of right wing, center, and left - islands of liberal arts in a sea of professional and postgraduate studies, and models of external shell not the spirit" of education. These were the characteristic features of higher education before the 1860's when the public-service oriented philosophy for higher education was constitutionally born.

Development: Although "the development of university extension/adult education from its earliest beginning according to Arnold[5] can be traced to "England," Allen[6] observed that the credit for devising the public-service oriented philosophy for higher education (the "Land-Grant" system) is divided between an Illinois educator, Jonathan Baldwin Turner

and a Vermonter, Justin Smith Morrill. He revered Turner as the architect and prime mover of public opinion for a public-service oriented philosophy in higher education, while Morrill is credited as the congressional winner of the "Land-Grant" battle.

To Handcock[7] and Anderson[8], when Turner developed this public-service idea of higher education in 1847, his philosophy was based on the fact:

> That the salvation of the largely agricultural United States was in the hands of the sturdy farmer, and that an enlightened agrarian society stood the best chance for survival--that the destiny of the country would be shaped by the hands that guided the plow.

Turner wondered why such an important class of citizens (farmers and mechanics) were:

> Without a single university or school of any sort to the peculiar wants of their craft, while the whole energies of the republic are taxed to the uttermost to furnish universities, colleges and schools adapted to the wants of the professional and military classes who constitute not the one-hundredth part of the population, and represent not the thousandth part of the vital interests of any civilized and well-ordered community?[9]

He advocated for an education that would be a servant of all, enabling each class "to develop a literature of their own and acquire a mental as well as moral discipline in connection with their own occupation, interest and pursuits."[10] He pleaded specifically that farmers and mechanics should be equally given the right to higher education suited to their actual wants, for such will reform and improve them as it has done to their colleagues of the professional class. Convinced that "God himself made the first Adam a farmer"

and the "Second Adam a mechanic - son of a carpenter - who chose all his followers from the same humble class."[11] Turner argued for the overriding importance of a multipurpose industrial education which would teach the best ways to feed, cloth and house the nation. (For details of Turners argument see Appendix A.)

Like Turner, Morrill, a deprived son of a hard-handed black-smith, observed that all the existing collegiate institutions were based expressively on the classical plan of instruction in the "learned profession," leaving farmers, mechanics and all who must win their bread by labor to the hap-hazardness of being self-taught. He attacked the system which over rewarded the professional class with higher education and high positions at the severe expense of the "working class", without any education to exalt their usefulness.[12] The relentless effort of both spokesmen, coupled with the socio-economic and political conditions, and the activities of powerful revolutionary movements, greatly helped to shape the American public opinion against the narrow, partisan and repressive classical system. As an example of the spirit of the day, the resolution of the convention held at Granville, Illinois on November 18, 1851 read:

> That as the representatives of the industrial classes, including all cultivators, merchants, we desire the same privileges and advantages for ourselves, our fellows and our posterity in each of the several pursuits and callings as our professional brethren enjoy in theirs.[13]

The institution they idealized was to apply the same principles of the common schools. Nevins[14] called the moves:

"The revolt against the classics" which started since the days of Wilhelm Von Humboldt in Prussia and Jeremy Bentham in England. He observed that the four elements that compounded the revolt in America were: the rejection of the tyranny of classical and theological studies; championship of science, insistence on agriculture and the mechanical arts, and most importantly, the demand for greater democracy in education.

The climax of their total success was the signing of the bill into the Morrill Act on July 2, 1862 by Abraham Lincoln. The Act[15] apportioned 30,000 acres of public land on behalf of each senator and representative in Congress to each state for "the endowment, support, and maintenance of at least one college" for agriculture and the mechanical arts without excluding other scientific and classical studies and including military tactics, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life. (For details of the Morrill Act see Appendix B). Eddy[16] and Good and Teller[17] cited the fact, that although the Northwest Ordinances of 1785 and 1787 set the precedent for federal interest in education, they as well as Crane[18] noted that the Morrill Act firmly established distinctly "the principle of federal support for higher education" for all who can benefit from it. So, the Morrill Act, according to Nevins,[19] provided a national commitment, motivation, and resources with which to establish the state-supported

universities. To the Report of the State of Vermont,[20] this act created "for the first time in history," an institution, where "the liberal would be combined with the practical in colleges, open to all who could do the work," that is, "a chance for those at the bottom of the ladder to climb up." Within this historical framework of the "Land-Grant Act," was built, a public system of higher education, responsive both economically and philosophically to the expressed needs and wishes of the American people.

Since the passage of the Morrill Act, a number of higher educational acts have been passed, chief among which were: the Homestead Act of the same year, the Hatch Act 1887 which provided federal support for agricultural extension station and experimental work; the Morrill College Endowment Act which encouraged cooperative extension; the Smith-Lever Act which provided aid for Home Economics and off-campus instruction in agriculture, the Higher Education Act of 1964 and the Adult Basic Education Act of 1966.

Table 2.1 Important Dates in the Development of Public... Service in American Higher Education System

1785
University of Georgia founded as the first state university.
1787
Birthday of the state university movement in America, July 23rd.
1802
Establishment of West Point Academy.
1855
Governor of Michigan signs bill creating the nation's first agricultural college.

1857

Dedication of the Michigan Agriculture College by its first president, Joseph R. Williams.

1862

Morrill Act; which set aside 17 million acres for land-grant institutions whose teaching would include agriculture and mechanical arts.

1887

Hatch Act; which furnished funds for agricultural extension stations and experimental work. This act provided the first federal support for research.

1890

Morrill College Endowment Act; this additional endowment provided for cooperative extension and guaranteed that blacks would benefit from the endowment. (This was a separate, but equal, clause.)

1914

Smith-Lever Act; provided aid for home economics and agriculture instruction to persons not attending or in residence at colleges. This act was developed in cooperation with the U.S. Department of Agriculture and it was at this time that cooperative extension was given national recognition.

1916

National Defense Act; established military training in civilian schools and Land-Grant colleges.

1917

Smith-Hughes Act; provided for high school teacher preparation in agriculture and home economics and established aid for vocational education.

1925

Purnell Act; established monies for research studies relating to the rural home.

1935

Bankhead-Jones Act; additional sums were given for land-grant education.

1962

Manpower Development and Training Act; federal funds were set aside for continuing education.

1964

Housing Act, Title VIII; provided for higher education training of specialists in the area of Community Development and Urban Problems.

Higher Education Act; provided for the administration of the Community Services and Continuing Education Program by the Office of Education.

1966

Adult Basic Education Act; established additional funds for Continuing Education.

All of these and subsequent acts have helped in a number of ways, to expand, consolidate and improve the quality and the quantity of the public-service posture of the American colleges and universities.

Dunbar[21] stated that "Michigan's request was the first to reach Congress" for her share in the Morrill Grant, for the establishment of an agricultural school; even though, Governor Bingham signed into law, the bill creating the Agricultural College of the State of Michigan (now Michigan State University) on February 12, 1855. Kuhn[22] observed that it was only through this federal grant that the Agricultural College became "independent of capricious legislatures and of malice, ignorance or skepticism of foes." In his own account, Hannah noted that the "establishment in Michigan" was the "first college in the world for the teaching of agricultural science." Anderson[23] indicated that they have grown in strength and number to the extent that there are seventy-two "Land-Grant" universities in forty states and three territories of the United States. (For details on the Land-Grant Colleges and Universities see Appendix C). About these Land-Grant institutions, Conant noted: "whether it be general education, or specialized education or research (pure and applied), we find Land-Grant

institutions in the forefront," and that they more than any other, have helped to make "The United States...a miracle among nations."[24]

Practice:

Nevins[25] noted that these public-service institutions forged through a variety of besetting problems at their inception such as poverty, problems of enlisting students, difficulty with the revolt against the classics, especially, among orthodox crusading churchmen who vowed to keep the infidels from placing "the Ark of God on a new cart," and the difficulty of finding adequate staff. All sources confirmed that the implementation stage of the curriculum that could combine living with learning, the general with the special, theory with practice, the ancient with the modern, "to promote the liberal and practical education," until the beneficient influence of higher education is made available to every citizen, was quite a chore. Ross[26] likened the effort to unite these two extremes to that of "embracing both horns of the dilemma," in an age when most men like "'Blue Jeans' Williams of Indiana was convinced that higher education of any sort and degree was a deterrent to honest labor."[27] The difficulty in bringing practice into conformity with the "Land-Grant" theory was still evident by 1889, as Mr. Hicks remarked on November 12, 1889 in the Third Annual Convention of the Association of the American Agricultural Colleges and Experiment Stations: "I have not yet seen one report that fully complies with the conditions of

the law of 1862."[28] Brickman and Lehrer[29] noted that "such limiting and delaying opposition and confusion was overcome gradually" by their consistent commitment to meet the growing needs of the society. However, the philosophy of higher education as a practical, "hard-working" servant of society (as one Nigerian interviewee put it) has arrived.

Tyler observed that "General Extension services" were the most practical means that these public institutions used in meeting the "critical needs" of individuals, communities, institutions, agencies and groups. He identified the needs that they met as:

1) degree work for adults whose college careers were interrupted;

2) technical, professional, and postgraduate education for those who must keep up with developments in their fields of work;

3) citizenship training for civic literacy and public responsibility;

4) opportunities for cultural, intellectual, physical and emotional development;

5) family life, community development, including applied research on a wide range of urban and rural problems;

6) labor education;

7) international education;

8) cooperation with other adult education agencies.

Thus, the university was placed in the organic relationship to all the people of the state.

The reasons why he saw these services as particularly crucial were:

1. New demands for knowledge, skill, insight and understanding out of the technological revolution...
2. The rapid accumulation of knowledge.
3. The great increase in numbers of adults seeking further education.
4. Movement of the population into urban areas.
5. Shifts in American way of life requiring new adjustments.[30]

Thus, institutions based on the public-service oriented philosophy, put primary emphasis on the interests and needs of the people with a sensitivity to constant appraisal, reorganization and redirection to meet the needs of time and change.

Established on such fundamental principles of service, the "Land-Grant" institutions and uniquely noted for a number of innovative educational practices that have been copied by their older cousins, nationally and internationally. Allen[31] observed that they maintain "an open door" educational practice for all who can profit by what they offer. Thornton[32] claimed that this approach has helped "to make sure that every person is granted the opportunity to succeed or to fail by his own effort," thus America has become a nation of students.

Ross[33] commented on their ability to modernize the total educational "curriculums," through offering a broad range of courses and programs based on "current issues," like the social sciences, economics, civics, agricultural science,

home economics, physical education, applied science, and engineering, in the vernacular; all of which were not university materials by the classical standard. He also acknowledged their systematic and effective combination of "the findings of the new sciences with practical experience" in every subject area, especially, agriculture; by making sure that both the teachers and the taught, in addition to the theory, make a "contribution of time and labor...(in) sufficient aggregate to meet the object in view."[34] He recalled the prophetic declaration of Robert H. Thurston at the Columbian Exposition, that "'upon the thorough education of our engineers depends very largely the future progress of the nation.'"[35] Nevins[36] also commented on the significance of 'combining labor and learning' as to the exhaustless profit a trained mind could find, especially in agriculture, where "every blade of grass is a study."

Another feature of these public-service institutions which had set the precedent later copied by their older cousins, is the orientation towards scientific research, and the application of research results in laymen's language to the problems and concerns of individuals, families, and organizations.

> To Brickman and Lehrer, no feature of the land-grant system of instruction and research has been more characteristic than the full "laboratory methods": "the direct participation in the fullest and latest equipped laboratory, shop, field, barn; observation trips of natural features, industries and social institutions; economic and sociological surveys; plant and animal judging; and varied project designing. History and social sciences have had something of their equivalent

> in statistical analyses, and the study of documents with maps, charts and physical survivals."[37]

In this sense, they added that these institutions "have made the most original and characteristic American contributions to higher education." To Nevins,[38] they are the more extreme champions of practical education "that brought about the national development of technology to the present stage." He noted that their other distinctive marks were: optimism, idealism, egalitarian passion, readiness and courage to take risks. Although the admission of women started in a state university (Michigan), Nevins noted that the Land-Grant institutions have greatly improved upon it by offering women's course like Home Economics and making women's admission competitive with men's.

Eddy commented on the ability of these "academic service stations" to have transformed instruction, research, and extension into a 'tripod' instrument of service. In instruction, he noted that their social consciousness strongly emphasized utility so that new subjects can only be introduced on the basis of their practical value. Their learner must be taught, impressed and so stimulated that he would give throughout life, his intellect, energy, and time to the process of making democracy work, for the benefit of all. In research, their ultimate purpose is the "good of humanity;" and for extension, the emphasis is the "interest and needs" of the people. He added that other colleges regarded the

"Tower" as a point of pride, while the service-oriented institutions considered "the confidence of the people," their greatest asset. He saw the three-fold functions of these public-service institutions as:

> an organ of research,...an educator of students...a distributor of information to those who cannot come to the college. We have in research, the quest for Truth, in the education of students, the incarnation of Truth, and in extension work, the democratization of truth.[39]

John Hannah urged that this inextricable bond between higher education and societal problem should be cultivated and fertilized continually - "cultivated through continuing useful service and fertilized with new ideas, new programs, new developments, to meet the ever changing public needs."[40]

Other views which these service-oriented institutions tend to share in common are the importance of agriculture. To their pioneer, (Michigan State University) "Agricultural education was the first goal." To this end, "every citizen of Michigan's 83 counties (had and still has) a ready source of assistance in problems of production and family living."[41] President McVey of Kentucky would recommend that this Land-Grant University should emblazon on college walls with these words of Daniel Webster:

> The cultivation of the earth is the most important labor of man. Unstable is the future of a country which has lost its taste of agriculture. If there is one lesson that is unmistakable, it is that national strength lies very near the soil.[42]

Another distinguishing mark of these institutions is that they tend to run comparatively on democratic principles. Morrill[43] observed that, unlike the restrictive and highly

selective British system, the "Land-Grant" system of higher education serves equally, both men and women, the intellectual elites as well as all who carry the burden of citizenship and productive service. Brickman and Lehrer[44] added that "no class of students was excluded." Thus they are the most systematic and gigantic attempts for bringing higher education within reach of all Americans. In which case, a chance is offered to those at the bottom of the ladder to climb up occupationally and intellectually. Jordan called this a "healthy democratization of education" which has contributed "more fruitfully and permanently to the moulding of American culture."[45] In living up to this commitment, Morrill[46] observed that these institutions "keep tuition and fees (comparatively down) to a minimum." Good and Teller[47] added that tuition in these institutions, like their state counterparts, was to be gratis and equally open to all," as the high school. The "Land-Grant" institution is truly a most "powerful democratizing force...throughout the American System." Nevins[48] added that to be truly democratic, their admission standards were lowered without losing sight of quality in their bid for quantity. On "Land-Grant" campuses all subjects are equal in value and usefulness in building a democracy.

A most distinguishing characteristic is their responsiveness in a more personalized manner to the needs of society, be it personal, local, state, national or international. The evidences in the various catalogs of the private, state

and "Land-Grant" universities across the United States, are supportive of the fact that the "Land-Grant" institutions supercede all others in flexibility and creativity. They are overwhelmingly concerned with "developing new career emphasis and new interdisciplinary approaches throughout their curriculum" - a blend of academic and field training for full-time and part-time workers seeking knowledge and techniques necessary to improve the effectiveness of their on-the-job performance.[49] In keeping with the principles of the Morrill Act that led to their existence, all the "Land-Grant" institutions offer a wide variety of courses or programs in all conceivable branches of learning. "Without excluding other scientific and classical studies," they are all designed to promote the liberal and practical education of the industrial classes in almost every conceivable profession of the modern world. For example, "instruction" on the nine campuses of over 128,000 students of the University of California system, "covers all the broad and essential areas of human knowledge including the arts, science and literature."[50] Los Angeles campus alone offers in her 9 departments of 13 schools and colleges some 6,000 courses which she claimed to be "the most exciting richly diverse academic and cultural environment (seen) anywhere in the country."[51] Similarly, the "Wisconsin system" with some 140,000 students on twenty-seven campuses and serving over 1,300,000 people annually by her extension service programs,[52] in effect, provides such an academic environment

in which:

> faculty and students can discover, examine critically, preserve, and transmit the knowledge, wisdom, and values that will help ensure the survival of the present and future generation with improvement in the quality of life.[53]

Apart from the characteristic tendency to provide almost infinite variety of programs in-service for so many, the "Land-Grant" institutions tend to emphasize not only the practical and technical details in their course offerings, but tend to overload their programs with the occupational needs and problems of the State and the locality in which they operate. As an industrial nation, a general observation is that everyone of these institutions offer a number of technological programs at various degree levels, in order to meet national demands.

Bell[54] observed that this has developed a new partnership between the universities and the Federal government which is increasingly becoming the "new paymaster" for the multivaried functions of the universities and "multiversities." He cited the Los Alamos laboratory in the University of California system which produced the atom bomb and nuclear energy as being set up and managed by the university in contract with the United States Army which provides for all costs involved including research. Further examples of Federal/university partnerships are found in the National Radio Astronomy Observatory at Green Bank, West Virginia; the National Observatory in Southern Arizona, the National Center for Atmospheric Research in Colorado; the distant

early warning system for continental air defense at the Lincoln Laboratory of the Massachusetts Institute of Technology. Similar projects like the Institute for Research on Teaching and the recent 25.7 million dollar National Superconducting Cyclotron Laboratory - described as "the world's largest cyclotron" are cited at Michigan State University. These and others affecting national vital interest for public good, are fairly distributed among distinguished institutions of higher education, of which the "Land-Grant" institutions together have more than a proportionate share. Bell added that this new commitment of the institutions to the nation's vital interest, has not only made them an active "part of a national system" but also "the Universities of the whole society and not merely a small plutoaristocracy of the major cities." This, to him, is further leading to "the unification of the country."[55]

At the local level these institutions strive to tailor their programs around the social, economic or the occupational needs of the state and the supporting communities. In the State of Michigan, with high concentration of automative and agricultural industries, the industrial programs of Michigan State University and the twenty-eight surrounding community colleges are crowded with all aspects of mechanical and agricultural information, with emphasis on the automative engine designs, construction, and repairs, and the farm and dairy products. These have not only made Detroit, Michigan "the Motor City," but has placed Michigan on top in the

nation's automative industry, especially, in the General Motor's products. In the agricultural sphere, Michigan ranks first in the production of cherries (75.7%); cucumbers (18.2%); dry and navy beans (33.9, and 94.2% respectively); fifth in sheep and lamb slaughter, and sixth in milk production, nation-wide.[56] Its Continuing Education Service enrolls over 20,000 persons in more than 1000 courses in 100 locations throughout Michigan and enables over 50,000 persons to participate annually in over 600 on-campus educational programs. While the "Institute for Community Development," aids Michigan local governments and agencies in solving organization and community problems," the Cooperative Extension Service (comprising Agricultural and Marketing, Family Living Education, National Resource/Public Policy and 4-H Youth Development) "is guided by local citizens who serve on advisory groups and program boards to direct educational efforts to areas of greatest community needs."[57]

Similarly, the highly developed Institute of Technology in the University of Minnesota offers a number of interdisplinary programs tailored to such specific local and personal interests in the hope to provide every learner:

> With the means to make more available and less expensive items that satisfy human needs: food, clothing, housing, transportation, health, recreation, communication, energy and materials which understanding of science and technology provides.[58]

By the same token, the "Wisconsin system" with over 37,900 students in the Law School alone, provides such a

a complexity of practical and professional courses that stem from the belief "That continual and fearless sifting and winnowing (are the means) by which alone the truth can be found."[59]

Similarly, the University of Texas at Arlington has developed a great engineering program for the "identification, description and solution of societal problems," especially, in the oil industry, hence the variety of courses, such as Hydraulic and Pneumatic Systems, Fluid Mechanics to impart velocity and pressure to fluids compressible flow, and topics in gas dynamics are emphasised.[60] At Utah where irrigation is the magic of her economy, great attention is paid to Irrigation Engineering and the natural sciences. Since Iowa is one of the greatest beef producing States of the nation, the Iowa State University is heavily committed to Veterinary Medicine, offering advanced courses in Veterinary Anatomy, Pharmacology and Physiology, Veterinary Clinical Science; Veterinary, Microbiology, Pathology, Toxicology, and Preventive Medicine, including Pest Management and Pest Control. Through a combined extensive and intensive "Extension program, the total resources of Iowa State University (are) brought to bear on urban and rural problems" in Iowa.[61] In response to Alaska's dependence on the oil industry and her exclusive geographical position from the rest of the States of the Union, the University of Alaska at Anchorage commits a large portion of her program to surveying and Diesel Technology, Aviation, Navigation and Aeronautical

charts, to mention a few. In reaction to the social and economic condition of the nation in general, these universities across the board, offer as a matter of urgency, courses in child development and family living, career education, energy conservation, consumer education, dance, athletics, fashion and merchandizing. Others in urban centers like Cornell, University of Wisconsin, Madison, and University of California, Los Angeles, etc., provide broad detective programs in police administration; criminal justice, and drug abuse in response to urban-social conditions.

As they provide opportunities in such a widening career horizon, with uttermost flexibility, some, like Stout Menomonie in the "Wisconsin system," can also go so far to accommodate "Adult Special Students or Veterans" who can be admitted without a valid high school diploma, provided scholastic ability is demonstrated through tests and interviews conducted by the university. They also go so high to maintain an "honors program" which in Stout Menomonie of the University of Wisconsin, includes students with a minimum cumulative grade point average of 3.20 in 60 or more credits. In this institution; 3.2-3.499 is earned for a Cum Laude; 3.5-3.799 for a Magna Cum Laude and 3.4-4.00 for a summa Cum Laude. In between these are "field experience programs" in which students receive academic credits while working in an approved off-campus field position; "special interest students" who do not expect to apply the earned credit toward a degree and "Split Program" students who

enroll in both graduate and undergraduate courses at the same time, besides extracurricula and intramural programs, placement and career planning services for students and alumni, as well as intercollegiate athletics; all "designed to make student life an experience which is social...individual, and personal as well as intellectual" in service of society.[62]

Another observable practice of these public-service oriented institutions is the tendency to extend their growth and differentiations into interinstitutional and some international cooperations. This has led, at the institutional level to what Bell[63] calls the "new multiversity" (Appendix D) as exemplified in the California and the Wisconsin systems. At the interinstitutional level, this tendency has led to the formation of virtually, hundreds of Associations, Foundations and cooperations like the "Committee on Institutional Cooperation" (CIC) at the regional level; and the "Association of State Universities and Land-Grant Colleges," at the national level which are committed, according to the C.I.C., to serve "as a catalyst in the mysterious chemistry of change...and institutional adaptation to change."[64] At the international level, the contribution of the "Land-Grant institutions to the solution of global educational and food problems through the Agency for International Development (AID) is noteworthy. By June 1962, Allen[65] noted that 27 "Land-Grant" colleges and universities were conducting 53 projects in 26 countries -

a healthy share of the 107 projects that were going on in 37 countries by 65 American universities. He added that eight of the thirteen institutions reporting more than thirty faculty members abroad, were "Land-Grant" universities of which Michigan State alone had 222 or 10 percent of the total. President Kerr[66] - in 1963, also noted that the University of California had projects "involving more than fifty countries." It was in this sense that Thackrey, the executive secretary of the "Land-Grant" Association said: "the idea of the Land-Grant university is America's most popular export."[67]

Possible Strengths and Weaknesses

Strengths:

Ross noted that the Land-Grant institution has contributed most fundamentally to reconciling science and practice through the distinctive application of the fruit of research to every aspect of human activity. He added that these "new colleges" were most instrumental in quickening the life of "the old" and in promoting the search for their reforms, to render them more efficient and active than they have ever been. He observed that their contributions to scientific agriculture and the mechanical arts have been the king pin in the industrialization and the prosperity of the United States. To him, they have been most instrumental in revolutionizing all aspects of the agricultural industry including scientific cropping, dairy, industry, veterinary science, pest and disease control, food preservation and

merchandizing.[68] These have helped to boost farmers income internally and have enabled America to make the best contribution towards the solution of the world's food problem. Allen[69] noted that the "Extension Service" and the "Open Door" policy which they invented and perfected in service of the farms, industries, the homes and abroad, have not only injected higher education with "quantity, scope and quality," but their replacement of the "classical" with the "liberal" and the relevant have greatly helped to build constructive and democratic citizens at home and abroad. In his testimony, President John Fey[70] of Vermont University observed that this new philosophy of higher education was the magic of American's "economic growth and national security." He added that these institutions "enrolled 20 percent of the nation's college population...award 25 percent of all masters and 40 percent all doctorate degrees," quoted at 33,000 nationwide, annually, since the mid 1970's.[71]

Anderson[72] pointed out that this new set of institutions have been the most significant single representation of the democratization of higher education - a social phenomenon among all classes of society, now extended to minorities and racial groups. In academic circles, this philosophy has not only fostered a healthy intellectual diversity and experimentation, but has accorded all subject matters, the teachers, and the taught, equal importance in the educational industry. Besides being a powerful agent of change, they are the most effective weapons of adjusting

the public to problems of change, thus setting the precedent that a public institution which is supported by the people, must support the society around it.

More on the strength of these institutions have been noted by the Morrill Land-Grant Centennial Committee thus:

> Of the 36 living Nobel Prize winners 18 earned land-grant degrees. Scientists at these colleges have developed such wonders as streptomycin, dicoumarol, the first cyclotron, hybrid corn and the first television tube, to name just a few.[73]

Out of the 3,000 institutions of higher education in the United States, the committee noted that the 68 Land-Grant institutions supplied over half of the faculty members serving overseas, hosted half of the 53,000 foreign visiting scholars, held half of all current foreign contracts for technical assistance.[74]

In support of their strength and quality, the University of California (a Land-Grant institution) recently claimed that it:

> has an institutional total of 15 Nobel laureates on its faculty. 179 members of the National Academy of Sciences, 42...Guggenheim Fellowships out of the total of 292 Guggenheim Fellowships in the nation...[75]

Judged by the many contributions these public-service institutions have made towards national and global education, the claims that they have contributed "more fruitfully and permanently to the moulding of American culture" and that they are the "most powerful democratizing force that has been felt throughout the American system,"[76] can hardly be debated. These have added significance to the observation

of E.C. Elliot, the former President of Purdue, who said: "If the Land-Grant college fails neither democracy's goal of education nor education's goal of democracy will be reached."[77]

Weaknesses:

In judging the plight of small independent farmers, Anderson observed that critics have questioned if the "Land-Grant" colleges has been "in a curious way the enemy of the farmer as well as his friend?" He added that, "While merchanization and incorporation of the farm has led to great agribusiness wealth for a few, it has produced enormous poverty for millions."[78] He also noted that "these" institutions have been inadequate in addressing the urban segment of their mission.[79]

Nevins[80] admitted that in their bid to be all things to all men, their "standards of admission were almost universally lower than those of the best endowed institutions and in some places were abysmally low." Others find much incompatibility in the present high cost of tuition in Land-Grant institutions in view of their original obligation to keep tuition and fees to a minimum in order to give everyone a chance for education. For example "tuition at MSU has increased 91 percent in the last eight years."[81]

The President's Commission on Higher Education viewed "special" and "general" education of these institutions as "thesis" and "antithesis," and noted that the education in

these service-oriented institutions have become too "specialized at the expense of general understanding." Their thesis was that the "special" curriculum which these institutions tended to emphasise was exclusively "dedicated to the purpose of making a living (which was) inimical to or at least not contributory to the development of a sound social responsibility..." They argued that general education which builds and strengthens social responsibility "has been neglected." They condemmed this "bi-polar-plan," but called for their "synthesis," described as "comprehensive education."[82]

In contrast to serving as what Eddy [83] called: "The common man's educational Bill of Rights," Spencer[84] observed that even the "Land-Grant" institutions are increasingly turning their direction from the people. In his words: "We go to heaven on publications and research, not on justice to our fellow man." He would prefer:'"public or perish" instead of "publish or perish."' Tyler examined the Extension programs "by which the University is placed in the same organic relationship to all people in the state" and found that only half of the 68 Land-Grant institutions were offering programs with some range of adult needs. While some traditional critics argue the present stringent admission standards as a violation of their original contract with the public, foreign critics charge them for lack of depth in their quest for breadth. Hutchins on the other hand, identified their greatest weakness as "the question

of purpose." In his words,

"If any one asked (American Higher Education) what are you trying to do?" the answer was bound to be: "Anything we can get anybody to pay for." To him, "The purpose of American Higher Education was not its own but those of individuals, groups and sections of the population that wanted something from it and from whom it could get something."[85]

Overview of Colonial Patterns of Higher Educational Development in Nigeria 1827-1960.

Background:

The comparison of Nigerian higher educational achievements within the nineteen years of her self-rule with those of the one hundred years of colonial experience, yields evidences that are supportive of Fafunwa's observation that the importation of the "Traditional European system of education to Africa" have greatly "contributed to the backwardness of African development, both economically and intellectually."[86] The history of the British dealings with Nigeria, especially, in higher education, therefore, raises special issues and demands special answers.

The history of Nigerian higher education actually began with the founding of Fourah Bay College in Sierra Leone by the Church Missionary Society (C.M.S.) in 1827, for the training of church ministers, clerks and teachers in the British West African territories,[87] even though Nigerian cultural contact with Britain dates back to 1553.[88] While the first Nigerian to enter a higher educational institution,

to Okafor,[89] was Domingos (son of Sebastian, the Olu of Warri) in 1571 at Lisbon; Fafunwa[90] indicated that Samuel Ajayi Crowther was the "first Nigerian graduate in 1823." A general fact is that the educational contact between England and Nigeria began even before the country itself was created. However, "the annexation of Lagos as a British colony (1861) gave the British a foothold (in Nigeria) that was to last a century."[91] These times (pre-colonial and a large part of the colonial periods) were the sorrowful days when in effect, "the future of Africa was being written by almost everyone except the Africans."[92] On the issue of "Higher Educational System" in Nigeria, the Nigerian Task Force noted that "the first generation of university planners thought of fewer universities serving larger areas."[93] In 1927 the Achimota College was opened in the Gold Coast (now Ghana). But the apathy towards Nigerian higher education continued inspite of felt needs and demands by Nigerians, until 1932 when a "Higher College" was established at Yaba as the first institution of higher education in Nigeria.

Okafor[94] observed that it took educated English-speaking West Africans "a hundred years" to plead "for the establishment of a university in West Africa!" But up to the late 1940's they could only succeed in getting the above three 'junior' institutions, which existed only to prepare prospective candidates for the ministry (in Fourah Bay), and for the Intermediate examination leading to the Bachelor

of Arts, Science and Engineering degrees (in Yaba and Achimota). The distinctly Nigerian institution at Yaba, unlike its older cousins, was plagued from its inception with the limitations of offering only post-secondary diploma courses in medicine, engineering, agriculture, arts, education and science, only for subordinate or assistant positions in the Nigerian civil service and no more. Besides the higher general entrance requirements which led to the popular pride that British universities "were accepting Yaba 'rejects and dropouts,'"[95] their diplomas were not to be recognized anywhere outside Nigeria. Ikejiani noted from the students' points of view that:

> It was difficult for them to understand why even with the possession of London matriculation certificate, or its equivalent, as an entrance requirement, they should spend three to five years in the college without coming out with a degree while their contemporaries sometimes with lower intellectual attainments...would go to Britian...and within the same space of time would become graduates...[96]

Even their credits (at Yaba) could not be transferred anywhere. The deliberate repression of the imperial masters, consequently made Yaba College never to have more than ninety-five students enrollment in any of the sixteen years of its existence!

Fafunwa[97] added that protests mounted against the attempt to fool the nation into believing that it had met the aspiration of the people for higher education, by providing this inferior institution. These protests led to both Sir Walter Elliots Commission on Higher Education in

June and the Asquith Commission on Higher Education in the Colonies in August, 1943. Their joint recommendations in 1945 led to the establishment of the University College, Ibadan, in Nigeria; Legon in Ghana; and the reconstitution of the Fourah Bay College in 1948. But, three of their recommendations virtually tied down these institutions, especially, the University College Ibadan, as an intellectual province of Britain for another twelve years. They were: that the new universities in the colonies should:

> be university colleges - that is, institutions of higher learning at university level but which are not empowered to grant degrees; enter into special relationships with the University of London so that their graduates might receive London University degrees; be guided and coordinated by the Inter-University Council for Higher Education...in the selection of staff and in all academic and other matters pertaining to their development.[98]

So the University College, Ibadan remained an appendage to the University of London, which kept a fatherly eye on the curriculum to stick her to the British academic "gold standard" until 1962.

From 1948-1960 the entrance into the institution was almost closed by very selective and stringent entry requirements which kept the enrollment so low that the student population could only rise from 210 in 1948 to 1136 in 1960, representing only about 44.9% increase over a period of twelve years. Even though, the commissioners knew and commented that: "the need for educated Africans in West Africa in general far outruns the supply, present and potential."[99] The demand so outnumbered the supply that more

Nigerians ended up studying abroad than at Ibadan. By 1953 over 2,300 Nigerians enrolled in British and American universities while only 406 students enrolled at Ibadan, and while the average cost of training a Nigerian student abroad was $1,800 per year, it took $2,000 to train a student in Ibadan per year.

Okafor[100] indicated that "at Fourah Bay College nearer home, most students came from Nigeria..." The curriculum was a carbon print of that of the University of London without even the slightest modification to meet Nigeria's needs. Ironically, the Engineering program at Ibadan which took seven years to complete was probably the longest engineering degree course in the world! Besides being run on Nigerian soil, by British administrators from Nigerian taxes, the institution, above all, was crippled with the worst form of the elitist British classical educational philosophy which viewed intellectual verbiage at the great expense of physical labor, as the best test of the scholar. The transplantation of this "fatal delusion" on Nigerian soil has not only raised scholars of whom it can be said: "the sun which they see, is only the one which lightens their own world," but constitutes the most realistic counter force in the pace for Nigerian development.

The college opened with 44 expatriates (all from London) and six African academic staff as seen in Table 2.2, but while the former increased, the latter not only stratified but ended up with the resignation of the six Africans in

1953, owing to the administrators' policy of 'dual condition of service."

Table 2.2: Ibadan University College Total Academic Staff 1948-53

	1948-49	1949-50	1950-51	1951-52	1952-53
Total number	44	72	61	67	81
# of African Staff	6	6	6	6	6
% of African Staff	13.6	8.3	9.8	8.9	7.4

101

No sooner had Britain ended her traffic in human slavery which brought Africa, including Nigeria down to her knees, than she embarked on a catechistic era of intellectual and economic slavery. Wangboje[102] noted that the total British "impact" was "strong and destructive," as their "education... alienated the people of Nigeria from their culture" and their life of hard work. Lord Hailey confirmed this by saying:

> There are few instances in British colonial history when the future of the educated native has been consciously determined, or the educational system deliberately adjusted to fit him for it.[103]

When the United States was having this same transition with Britain's educational culture, Thomas Jefferson warned: "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."[104] Against this same British practice on Ghanaian's soil, Kwame Nkrumah threatened:

> "if reforms do not come from within, we intend to impose them from outside, and no resort to the cry

> of academic freedom is going to refrain us from seeing that our university is a healthy university devoted to Ghana's interest."[105]

Azikiwe denounced this "by-products of the imitative complex" of the Oxbridge tradition in the mere effort to "maintain standards" at the University College, of Ibadan. He advocated for an indigenous African university to hasten the African intellectual emancipation and "restore the dignity of man."[106] On this wise Fafunwa noted that:

> Nigeria as a young and developing country cannot afford to train elites if it intends to remain free, strong and democratic after its independence. The educational system that is divorced from the country's economy... (to) the training of a privileged minority in a country where mass illiteracy is the order of the day, needs drastic revision.[107]

Eventually, Nigeria found her independence in 1960 as an appropriate time to decolonize and Africanize her university education in reaction to the colonial legacy which preoccupied the students with "white collar" job syndrome in a predominantly agricultural society. The quest for a workable solution led in March 1959 to the nine member Ashby Commission (three from each nation) representing a collaborative effort of Nigerian, British and American interests - prepared both by intention and by experience to help Nigeria to design an alternative educational blueprint. The report of this commission among other things supported the need for a university in the then Eastern Region, as they recommended universities in each region. They also engaged the Federal Government in the support of all the universities. To this end the commission created both the

National Universities Commission and the Inter-Regional Manpower Board.

Even Ashby[108] whatever his intention, by 1966 still believed, in spite of his contributions, that "if African universities are to retain their quality, they will have to rely on support from expatriate teachers for a long time to come(!)" However, the direct result of this commission was the founding of the first autonomous African University, the University of Nigeria, Nsukka on October 7, 1960 to pioneer the Nigerianization of Nigerian higher education. To Hanson,[109] the "American practical education" adapted at Nsukka was "a sword with which to attack the dragon of British colonialism." Since the reports of both the Ashby Commission on Post School Certificate and Higher Education in Nigeria: 1960-80 and the Harbison High Level Manpower for Nigeria's Future: 1963-70, the post-independence Nigerian higher education has been most instrumental in shaping the national objectives to create: a free and democratic; a just and egalitarian society; a united, strong and a self-reliant nation; a great and dynamic economy; and a land full of opportunities for all citizens.[110]

Evan's study of Higher Education in Nigeria and its Relation to National Goals, "indicated that higher education in Nigeria is related to national goals." To him, "Nigeria's quest for economic development has greatly influenced its system of higher education since (her) independence." In his words, "National goals either form the

basis of the determination of the objectives of higher education or in some way influence their development."[111] Wheeler called the period following the Ashby Commission report and Independence "the expansion period."[112] Higher education from then on has increasingly become a public affair reaching to more Nigerians and serving Nigerian purposes. Unlike the 100 years of British rule which ended in 1960 with only one recognized higher educational institution and only 1136 students in Nigeria owned university, post-independence Nigeria has established (besides other institutions of higher education,) thirteen universities with the capacity to admit 53,000 students by 1980 within only twenty years of her self-rule. In his projection, Professor Shehu, the Vice Chancellor of the University of Nigeria, Nsukka, predicted a "student enrollment in Nigeria's 13 universities at 100,000 by 1985," requiring "10,000 lecturers" instead of the present 3,000; giving "an estimated student teacher ratio of 1.10" by 1989. "By 1996 on the projection that 5 percent of school leavers will go to university, it is estimated that 600,000 university places will be required."[113]

To the Zerbys', "The brainwashing which constituted much of their earlier education, the downgrading of the values, arts, literature, social custom in their own culture," was phasing out in the present "endeavor to restore the dignity 'of cultures which were alien to the western vision.'"[114]

The Development of the Public-Service Oriented Philosophy and Impact on Nigerian Higher Education

The development of the public-service oriented philosophy of higher education in Nigeria shares much in common with the United States where the idea was born. Besides having a similar political set-up in reaction to Britian, their higher educational set-ups were originally wrested from the grasp of the same imperial power. Both systems grew out of need in reflection to the social, political, economic and cultural situation of an increasingly complex democracy. Whatever their differences, the philosophy developed in each nation when their respective economies were largely rural and agrarian. In both, were people who proposed the idea as Turner did in the United States and Azikiwe in Nigeria; and others who opposed it as Eliot did in the States and Mellanby in Nigeria. But unlike the United States, the current posture of Nigerian higher education today is open to modernization but closed to blind westernization. It has come to know that "political independence without intellectual independence is slavery still. To Awolowo:

> Our political independence would be a sham and at best incomplete if the control of much of our intellectual life remained in foreign hands, and the policy of our premier University College is decisively influenced by bodies established outside the country.[115]

The public-service oriented philosophy in Nigerian higher education was institutionalized in 1960 from the social, economic, political and cultural condition of the nation,

but above all, as a reaction to their colonial experience. The symbol of this new educational stand was the University of Nigeria, Nsukka, founded on October 7, 1960, six days after the nation's independence. Central to this "higher educational Nigerianization" movement was the slogan: "We cannot abdicate the responsiblity for our future destiny to foreigners, no matter the amount of aid and technical assistance they care to give us."[116] All sources including Chinweizu (the critic) agree that the American influences in the University of Nigeria, Nsukka, and with the Carnegie Corporation's financing of the Ashby Commission, have "resulted in some adaptations in Nigerian higher education from the "pure and 'unadulterated' British fashion." To Chinweizu[117] "This growth of Americanizing influences, however deleterious to the emergence of a genuinely Nigerian higher education, shows beyond doubt that, "inspite of pro-British inertia, adaption is not impossible."

Historically, the University of Nigeria was the dream of Dr. Nnamdi Azikiwe who was also an outstanding architect of Nigerian political independence. A three-man team (President John Hannah and Glen Taggart of Michigan State University, and James Cook, Vice Chancellor of the University of Exeter) visited Nigeria in 1958 on invitation for a feasibility study and recommendation on the nature of this university. The grand plan aimed to intermix the so-called classical, traditional, British pattern of university education, geared to produce top-level officials and scholars,

with the American practical liberal education for the middle-range citizens. The political condition of the country and the educational ambition of the then "Eastern Region", coupled with the personality of its greatest advocate (Azikiwe) politicized the founding of the university which formally came into operation with the signing of the International Cooperation Administration/US Agency for International Development (ICA/AID) contract, which designated Michigan State University as the American contractor.

The most important insight of post-independence Nigeria is the clear notion that education, inspite of its costs, is the greatest instrument ever devised for personal and national progress.[118] She is particularly aware of the fact that wealth and vitality of the nation rest ultimately upon the development of her people and upon effective commitment of human energies and talents. That capital and natural resources are passive agents in development, but that the active agents of modernization are human beings, since they alone can accumulate capital, exploit natural resources and build political and social organizations.[119]

With the University of London on the British side and Michigan State University on the American side, the Cook-Hannah-Taggart Report incorporated these national post-independence views and became the working paper in the curriculum construction for the University of Nigeria. This "blueprint," to the Zerby's[120] was echoed for standards of excellence, planning, and tailoring the new university to

the needs of the nation. They noted that the British emphasis was upon standards while the American emphasis was on research and adaptation to local needs. Even the posture of the Ashby Report had, essentially, pro-American overtone for it noted among other things that "the British system of university education is too inflexible and too academic to meet (Nigerian) needs." This view was reinforced by Ashby in his recent contribution towards this study (Appendix I). It held that "greater diversity did not mean lowering of standards and that a country can stay on the intellectual gold standard without...adopt(ing) the imprint of another coinage." It noted that "The Land-Grant universities of the United States had had to fulfill functions similar to those which Nigerian universities are now called upon to fulfill." In conclusion it warned:

> Nigeria should not imitate American Land-Grant universities anymore than she should imitate British universities. Neither kind of university should be exported unchanged to Nigeria...the lesson to be learnt from America include diversity and flexibility.[121]

It gave no specific lesson to be learnt from Britain but added that European universities isolated themselves from their communities, and were out of sympathy with the people they served. It emphasized that it would not be in the national interest if one single pattern of higher education were to be imposed on Nigeria. The commission viewed: any federation of universities, controlling each other's degrees or taking common degrees, other than diversity and healthy competition among the universities, as inhibitory to national

progress.

The greatest single effort that gave the most noticeable impetous to the development and the realization of the public-service oriented philosophy for Nigerian higher education was from Dr. Azikive.[122] In March 1960 he outlined in council, four factors which formed the philosophical background for the founding of the university as: 1) it's nationalist content in order to preserve the dignity of the African and Nigeria in particular; 2) its economic objective to provide for the requirements of industry, commerce and society; 3) its cultural and vocational nature of community service; and 4) its revolutionary "Land-Grant" character of blending the practical with the classical curriculum and the adaptation of both to changing needs and circumstances of the Nigerian society.

It followed, therefore, that the combined forces of the commissions, individuals, regional and national movements and voices in all the media of communication in reflection to the political, social and economic problems which a practical higher education could solve, led to the founding of the "peoples university" especially in the then Eastern Region of Nigeria as an alternative to Ibadan. This was in keeping with Perkin's concept that "the idea that a university should be useful required a society that would put it to use."[123] Goldway[124] confirmed from the Harbison Report that "Eastern Nigeria (was) making an educational effort unparalled in any other country. Over 40 percent of the

national budget (was) spent on education..." Even in the area of "adult education," the Report of Visitation to University College, Ibadan (1958), showed the highest record in Eastern Nigeria (63 percent, compared with 45 percent in the Western and the 38 percent in the Northern Region).[125]

The Impact on Nigerian Higher Education

In response to Nigeria's needs for economic, social, political and cultural development, the University of Nigeria became the first indigenous autonomous higher educational institution in Nigeria, prepared to provide Nigerian answers, knowledge and skills for Nigerian problems. To Fafunwa, "the University of Nigeria (was) the first Land-Grant institution in the Commonwealth." He observed that the university, like its American counterparts, was the first to maintain a balanced curriculum of the classics, the humanities and the sciences by which every student, irrespective of his specialization, is required to take courses in general education which includes Social Science, English, Natural Science and the Humanities. In its bid to restore the dignity and confidence in the African intellectual culture, the University of Nigeria became the first autonomous degree granting university in "Black Africa," right from its inception. It produced its first graduates in June 1963, the year that the passage of the "University of Ibadan Act" freed the University College, Ibadan, from the "chains" of the University of London, to a fifth position as an autonomous

university in Nigeria.

According to Doyle,[126] unlike that at Ibadan which made Continuing Education "an 'added on' something extra," the University of Nigeria made it "an integral part of the total institution" from the onset. This evolutionary institution extended Continuing Education beyond the exclusive act of preparing private candidates for the General Certificate of Examination of the University of London, at token fees, to that of providing solutions for the problems of Nigerian general public, farmers, workers, entrepreneurs, teachers and the communities. Awa[127] noted that the University of Nigeria Nsukka established, right from 1960, "a manifest commitment to adult education by which the Extra-Mural Department linked "the university with the community it serves." The unique importance of the public-service oriented philosophy in the University of Nigeria can be sensed by the quality of its £400,000 Continuing Education Center which, according to Azikiwe, "reflects the best in the American, the British, and the African system of Education."[128] This "unique" building in African education not only serves as the physical plant of the Division of Extra-Mural Studies but also as a permanent symbol of the American unique interest in Nigerian Education. The greatness of this center was lauded in Monica Adinde's remark: "the Continuing Education Center was 'a twenty-second century establishment' on a Twentieth Century university campus."[129] Melvin C. Buschman who was the director of Extra-Mural studies program

during the official opening of the center in 1965 noted that this "massive" center should serve as a "functional and satisfying adult education" industry from which "programs must be launched to reach all adults in Nigeria."[130]

More than 10,000 persons participated in 150 conferences or short courses at the Continuing Education Center on the Nsukka Campus since early 1965 (to 1966). Thirty seven Extra-Mural Centers located throughout "Eastern Nigeria" offered 114 non-credit courses to 3,000 enrollees during the past year.[131]

As a shift from the British elitist concept to a kind of mass or open-door approach in university education, it laid the foundation of the "General Studies" program; placed a heavy emphasis on extra-mural studies; offered a large number of vocational courses; provided evening classes; held that the sixth form or the three papers A' Level in G.C.E. should not be the exclusive requirement for entrance; increased the intake of female students, and introduced a fourth year of courses; all of which represented a significant departure from the traditional British system. As a result, enrollment increased rapidly from the 220 students in 1960 to 3,099 in 1966, while the eleven teachers in 1960 also grew in strength to a faculty of 448 members in 1966, of whom 26 were Michigan State University advisors. The student population now stands at more than 7,000 excluding the Enugu campus By the University of Nigerian Law,[132] it was empowered to acquire, hold, grant, charge or to erect, provide, equip and

maintain the "sociotechnical system" of both human and non-human resources. This, not only served as an equilibrating self-corrective mechanism for welding together the divergent parts of the institution, but also enhanced the efficiency of the whole in the task environment.

Although Michigan State University deserved great credit for the initial academic and administrative efficiency of the system, the quest for full Nigerianization, academic freedom and, especially, the sensitivity to the wounds of colonialism, confounded by the Nigerian Civil War were invariably the instruments for the university's weaning from M.S.U. The full blown doctrine that "political independence unaccompanied by cultural emancipation was shadow not substance," can be sensed in the words of the first university valedictorian:

> The University of Nigeria believes that it is only when it possessed the exclusive right to choose, plan and undertake its own research without dictation from outside can it truly fulfill its destiny - that of restoring the destiny of man in Africa. Affiliation to foreign institutions, therefore, was looked upon as a retrograde step for an independent nation...with no individuality of its own.[133]

Such functional autonomy and self-determination implied by this stand is in keeping with the "Land-Grant" principles embodied in its charter right from the foundation - to become a truly African, uniquely African, and distinctively African university.

Other contributions which have left a permanent impact on Nigerian higher education are: the introduction of the

faculty of education into a regular university discipline in Nigeria, the credit and some form of elective systems which are now widely followed in Nigerian universities. Unlike the former imperial repressive link between the University of London and the University College Ibadan, the egalitarian standard of the linkage pattern that existed between M.S.U. and the University of Nigeria, introduced by the latter into Nigerian higher education, has been widely copied by all others, including Ibadan, as seen on Table 2.3

Table 2.3 Past Links Between U.S. and Nigerian Universities

U.S. UNIVERSITY	NIGERIAN UNIVERSITY	SPONSOR	DATES OF AGREEMENT	OBJECTIVE	FIELD
Iowa State University	University of Nigeria	FORD	1963-1975	Faculty Development	Education
Johns Hopkins University	University of Lagos [Institute of Child Health]	AID	1973-1976	To improve & expand health education	Public/Family Health
" "	" "	FORD	1977 —	" "	" "
Kansas State University of Agriculture & Applied Sciences	Ahmadu Bello University	AID	1963-1977	Faculty Development	Agriculture and Veterinary Medicine
Michigan State University	University of Nigeria	AID	1960-1969	University development: planning & staffing; development of Continuing Education Center	Various fields & Continuing Education
New York University	University of Lagos	AID	1963-1970	Faculty Development	Business Administration & Social Studies
Teachers College, Columbia University	University of Lagos [College of Education - became Faculty of Education in 1976]	AID	1971-1976	To mount two in-service programs: Professional Studies Program; Education Leaders Program	Education
University of California at Los Angeles	Federal Advanced Teacher Training College - merged with U. of Lagos' College of Education in 1967	AID	1961-1968	Development of teacher training college, department of education and college library	Education/Teacher Training
University of Massachusetts/ University of Connecticut	University of Ife [Institute of Administration]	AID	1971-1976	Training in project analysis to graduates and government in-service people	Public Administration
University of Pittsburgh	Ahmadu Bello University [Institute of Public Administration]	AID	1962-1973	To strengthen and expand Institute	Administration and Business Management
University of Wisconsin	University of Ife	AID	1964-1975	Faculty Development	Agriculture
" "	Ahmadu Bello University	FORD	1962-1968	Primary Teacher Training Program	Education/Teacher Training
Washington University	University of Ife	FORD	1970 —	Yoruba Primary Curriculum Development	Education/Bilingual

Source: Future Nigerian-U.S. Linkages in Higher Education by James P. Dixon et al 1977. p.52

This widespread tendency in the ambitious new educational policy of the older six and the seven newer universities of

Nigeria, has been described as "the largest national request ever made of U.S. higher education for University-building assistance overseas particularly, for academic staff and university linkages."[134]

The introduction of the University of Nigeria which was at first, a threat, and later politicized, is now widely copied in the nation. From the success of this "Experiment," a crop of thirteen autonomous universities are now in existence in the nineteen States of the Republic of Nigeria within the nineteen years of its nationhood!

Besides these, moves have already been made especially, in States without universities of their own to ensure that the Federal Government provides every state of the Federation with a university. Others, especially, among the military, have asked for a federal institution for advanced training of the Armed Forces. Judged by the present quest for higher education and the increased pressure for universities by States without universities, on the ground that they are under-served by the existing ones, it is likely that future plans would include the creation of more universities in service of each State.

In consideration of what the nation got in the 100 years of British rule, and what she has done in the nineteen years of nationhood, Nkrumah's idea: "Seek ye first political freedom and all other things will be added unto you,"[135] makes sense.

Table 2.4 : The Growth of Universities in Nigeria 1948-79

PERIOD	TOTAL	NAME	YEAR FOUNDED
A 1948-60	1	University College, Ibadan	1948
B 1961-70	4	University of Nigeria, Nsukka	1960
		University of Ife, Ile-Ife	1962
		Ahmadu Bello University, Zaria	1962
		University of Lagos, Lagos	1962
C 1971-79	8	University of Benin, Benin City	1970
		University of Jos, Jos	1972
		University of Calabar, Calabar	1974
		University of Ilorin, Ilorin	1976
		University of Sokoto, Sokoto	1976
		University of Maiduguri, Maiduguri	1976
		University of Port Harcourt, Port Harcourt	1976
		Ade Bayero University, Kano	1976

The growth of universities in Nigeria, from one in 1960 to thirteen in 1979 represents a 1,300 percent increase - an unparalled development elsewhere in Africa.

Similarly, student enrollment has increased by the thousands from the 1,395 in October 1960 to 9,906 in June 1969 and from 14,531 in October 1970 to 47,000 in June 1978. There is the possibility of their exceeding the 53,000 mark projected for 1980. Consequently, the operational costs of these institutions have skyrocketed, especially, as they are

mostly boarding institutions.

If nothing else, the most effective impact of the new educational consciousness in the Republic has been the Nigerianization and Africanization of the administration of the universities. The comparative picture of the pre-independence and the post-independence posture of the administrative expenditure, is supportive of the fact that the comparatively few colonial administrators got more than a proportionate share of the total national funds.

Table 2.5: Comparative Expenditure of the Pre and Post-Independence Development Plans.

	1955-61 Plan	1962-68 Plan
Development expenditure	50.8%	71.4%
Social Overhead expenditure	19.9%	20.8%
Administrative expenditure	29.3%	7.8%

136

Similar conditions were prevelent in the pre-independence higher educational scene, hence the excessive high cost of tuition, as was identified with the University College of Ibadan.

The National Universities Commission (NUC) recommended by the Ashby Commission, was set up in 1962 as a federal agency that will: 1) review and estimate the financial needs of the universities; 2) distribute federal funds equitably among the universities; 3) coordinate various development programs of the universities; and 4) ensure the goals of the nation are co-terminal without infringement on the university's academic freedom. According to the Commonwealth Universities Directory, the "National Universities Commission

Table 2.6: Students' Population in Nigerian Universities 1961-1978

	Ibadan	Nsukka	Ahmadu Bello	Lagos	Ife	Benin	Ilorin	Calabar	Sokoto	Port Harcourt	Maid-uguri	Jos	Ado Bayero	TOTAL
1960-61	1136	259	-	-	-	-								1,395
1961-62	501	905	-	-	-	-								2,406
1962-63	1688	1148	426	131	244	-								3,637
1963-64	2016	1828	588	271	475	-								5,148
1964-65	2248	2499	719	558	659	-								6,719
1965-66	2687	2579	946	722	713	-								7,697
1966-67	2729	3482	896	1119	945	-								9,171
1967-68	2559	*	1351	1436	1258	-								6,604
1968-69	3117	*	1745	2094	1661	-								8,617
1969-70	3380	*	2351	2395	1780	-								9,906
1970-71	3785	2954	2785	2421	2476	110								14,531
1971-72	3931	3363	3828	2797	3190	240								17,349
1972-73	3942	3898	5055	2958	3982	417								20,252
1973-74	3795	4678	6069	3400	4818	*								24,498
1974-75	*	5828	1055	3714	5090	1055								27,025
1975-76	6961	6005	7455	4733	6313	*								33,204
1976-77	8582	6737	*	5982	7289	*	300	1100	-	-	600	600	1161	39,220
1977-78	*	*	7366	*	*	*	850	1400	450	382	1300	1200	1958	47,000

*Figures not available (The University was closed during the Nigerian Civil War 1967-70).

Source: National Universities Commission, Lagos

(was) set up to have undisputed control over the affairs of the universities in terms of finance, staff and courses."[137] Fafunwa noted that the N.U.C. was patterned after the British University Grants Committee which requires each university to provide detailed five-year and ten-year plans for capital and recurrent expenditure. He added that the N.U.C., and especially, the "Dina Committee" in 1969 recommended that all Nigerian universities should receive 100 percent federal financial allocation.[138] Besides the fact that all the Vice-Chancellors are Nigerians, the non-Nigerian teaching staff are increasingly phasing out in the light of the present Nigerianization (as indicated in Tables 2.7 and 2.8).

Table 2.7: Academic Staff in Nigerian Universities, by Sex and Nationality: 1962-63 and 1966-67*

Universities	Nigerians 1962-63	1966-67	Non-Nigerians 1962-63	1966-67
Ahmadu Bello University				
Male	12	34	70	138
Female	1	1	7	23
University of Nigeria				
Male	53	240	83	94
Female	4	7	14	17
University of Ibadan				
Male	49	174	135	155
Female	1	10	14	27
University of Ife				
Male	25	95	19	78
Female	0	6	6	13
Total of all Staff	156	729	360	595

*Data compiled from Statistics of Education in Nigeria 1962-63 and 1966-67. Figures exclude research assistants and demonstrators.

Table 2.8: Nigerian Universities Breakdown of Academic Staff by Nationality*

University	Nigerians	Expatriates	Total	% of Expatriates in Total
		1974-75		
Ahmadu Bello	443	411	854	48.12
Nsukka +	584	107	691	15.48
Lagos	396	62	458	13.53
Ibadan	651	148	799	22.73
Ife	479	144	621	30.06
		1975-76		
Ahmadu Bello	452	442	894	49.44
Nsukka +	585	107	691	15.48
Lagos	559	60	619	9.69
Ife	--	--	--	23.2
Ibadan	--	--	--	22.5
Benin	--	--	--	26.7

+Figures do not include Calabar campus.
*Source: National University Commission

Although Wilmot and Onosode[139] have won that "any form of narrow nationalism which inhibits the use, where necessary of expatriates...of the right caliber, must be against Nigeria's best interest," the age of dependence of the universities, largely on the recruitment of overseas staff has passed. Instead, this attrition of foreign staff is increasingly being counteracted with the development of Nigerian personnels (see Table 2.9); the development and improvement of graduate schools and programs, especially, in the older Nigerian universities; and the attraction of Nigerian experts abroad. In which case, the openings for foreign expertise have trickled to only personnel with very exceptional skills and talents in highly specialized fields in the institutions. In support of this general striving for academic self-sufficiency, the N.U.C. figures for 1975-76

shows that the University of Nigeria, Nsukka had approximately 200 staff members on study leave; Ahmadu Bello had 185; Lagos 167; and Ibadan 101. And of the 477 graduate assistants in the same year, less than half went into Nigerian universities with 244 studying abroad.[140]

Table 2.9: Nigerian University Staff Development

A. Staff Enrollment for Higher Degrees	1973-74	1974-75	1975-76
Ibadan	279	195	101
Lagos	83	122	167 (88)
Zaria	189	50	185 (96)
Others	35	81	292 (101)
Totals	586	448	745
B. Higher Degree Enrollments by Subject			
Arts & Social Sciences	182	116	120
Natural Sciences	109	84	93
Medicine	22	23	50
Engineering & Technology	79	60	103
Agriculture & Veterinary Medicine	81	55	45
Others	113	110	334
Totals	586	448	745
C. Graduate Assistants			
Nigerian Universities	N.A.	195	233
Foreign Universities	N.A.	225	244
Totals	N.A	420	477

NOTE:

1. Number of MBA, M.Ed. and MED Graduates included are in parentheses.
   MBA = Master of Business Administration; MED = Master of Environmental Design

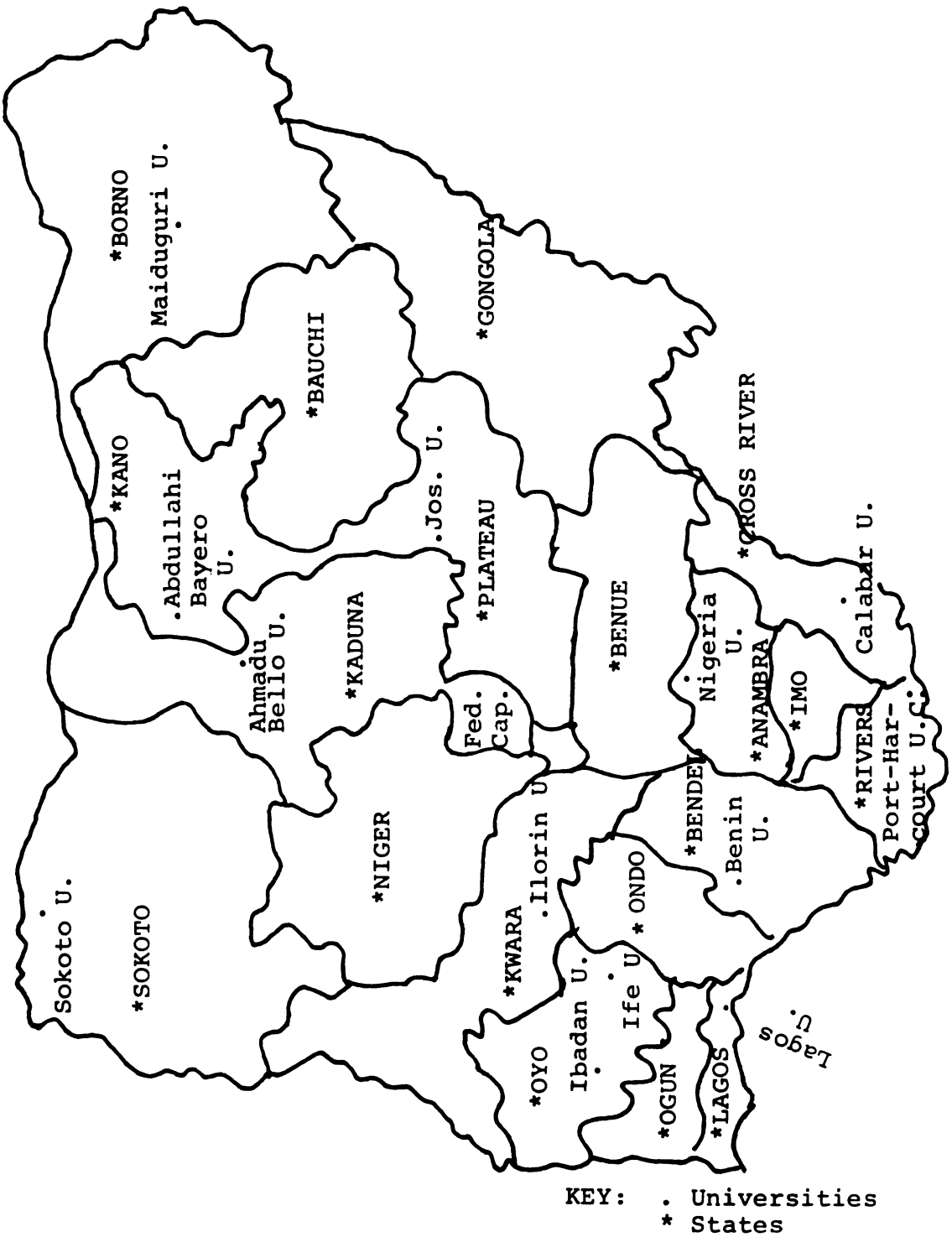
2. Usually a person recruited as a Graduate Assistant is regarded as a potential teacher, but he is not for budget purposes counted as one of the current teaching staff.

SOURCE: National Universities Commission

It would be naive and unrealistic to conclude on the above notes that the country has fully arrived with the present expansion and Nigerianization of her higher education. Chinweizu[141] noted that the "Americanizing influence" of her higher education has actually failed to decolonize Nigeria from the former "Oxbridge tradition." Its impact has instead been, in his view, "to promote a much larger privileged class - African in blood, black in color but white Anglo-American in taste, in opinions, in morals and in intellect." To him, this "Europhilia - an uncritical acceptance of the West, or the absence of nationalistic skepticism" in the universities, is not only a disquieting "imperialistic studies of Africa" but absolutely counterproductive of the distinctively African cultural contribution to global education. Essang et al[142] also found education in Nigeria still largely about foreign ways of life - a passport to clerical nonfarm occupations. Thus the products of these institutions - even those from the University of Nigeria, founded on the "Land-Grant" principles, for the good it could do, for the people it can serve, for the science it can promote, and for the civilization it can advance for the development of Nigeria - expect to be served instead of serving! In his allusion to the Nigerian students and their professors, Adaralegbe[143] contended:

> "We have all contributed to cultivate the myths that a knowledge of books is superior to practical knowledge and sound common sense; that the rest of the world owes the recipient of a university degree a living."

Figure 1: Location of Nigerian Universities



Such miseducation has ended up in what Olisa observed as:

> political instability, domestic militarism, widespread corruption, massive import orientation, low level of genuine industrialization, poor choices of development priorities - (which are) serious constraints to genuine political independence.[144]

In which case, the present expansion of higher education in Nigeria has simply overproduced "black imperialistic philosopher kings" who for tribal or personal benefits are recolonizing the less privileged masses in many official positions of the nation.

The Distinctive Features of the Older Six and the Commonality of the Newer Seven Universities in Nigeria.

For adequate service to the nation, and in response to its economic, social, and political needs, thirteen unisities have been established to provide the much needed skilled manpower for nation building. Although Ibadan is considered the oldest of the older six, Fafunwa[145] noted that chronologically speaking, Nsukka is the first university in Nigeria, then followed by Ahmadu Bello, Ife, Lagos, Ibadan and Benin. Similarly, the sequence of the newer seven are: Calabar, Jos, Maiduguri and Sokoto, Ilorin, Bayero (at Kano) and Port Harcourt. Figure I shows their locations in their respective States of origin and other non-unversity States as well.

The University of Ibadan:

The impact from the combined reports of the Asquith and the Elliot Commissions in 1945 and the Fyfe Delegation of 1946, coupled with the pressure from the people of Nigeria

led to the opening of this institution in February 1948 with an embryo of 104 students transferred from the closed Yaba College. Of these, 17 students enrolled for Arts, 38 for Science, 21 for Teacher-training, and 28 students for surveying, with Dr. Kenneth Mellanby (a Reader in Entomology at the London School of Hygiene and Tropical Medicine) as the first "Principal Designate" of the University College. About its birth Mellanby himself wrote:

> There was no governing body, no academic staff, no students and only a rather tenuous link with an advisory body in London. I have to decide when and where the college was to be opened, and...the scope of its work; these decisions whether...right or wrong...were of the greatest importance in deciding the course which the college followed in later years.[146]

Adetoro[147] noted that the indignant fear and suspicion: that this might as well be "another Yaba" package, created popular ill feeling against this British institution on Nigerian soil. He added that the public greatly criticised its "conservative policy" on admission and the curriculum, especially, for "having Department of Classics and Religious Studies and making no provisions for the Faculties of Law, Economics and African Studies" which were badly needed by the people for their social, economic and cultural development. He stated that the college produced only 234 arts, 150 science and 37 agricultural science graduates, seven post-graduates in education, but none in medicine, engineering, veterinary and forestry sciences between 1948-1959! He concluded that the institution was so expensive to run that Dr. Azikiwe in a parliamentary speech in 1954 angrily called

it a "million dollar baby: soothed with a million dollar kiss each time it cried. And cry often it did."

Fafunwa[148] gave the curriculum and the students of the available chairs of the sciences and the arts of the institution as follows:

Table 2.10: Science and Arts Student at Ibadan University College 1948-49*

Science Curricular	Number of Students	Arts Curricular	Number of Students
Chemistry, Physics Biology	54	Latin, English History	16
Chemistry, Physics Applied Mathematics	16	Latin, English Geography	10
Physics Pure and Applied Mathematics	16	Latin, English Mathematics	6
Geography, Chemistry Biology	7	Latin, Greek History	1
Chemistry, Biology, Pure Mathematics	1	Latin, Greek Geography	1
Geography, Biology, Pure Mathematics	1	Total	34
		OTHER COURSES	
Physics, Biology Pure Mathematics	1	Science	10
		Arts	26
		Medicine	29
Total	111	Total	65

*Data compiled from the Reports of the Academic Board.

One, can easily see from such heavy emphasis on Latin, Greek and Pure Mathematics why the institution's "relation with the Nigerian public (in the early years) was not always a happy one."[149]

He also gave the student and faculty ratio thus:

Table 2.11: *Students and Faculty at Ibadan University College 1948-53

Faculties	1948	48-49	49-50	50-51	51-52	52-53
ARTS:						
Number of Students	38	60	111	113	110	123
Number of Teachers	-	-	26	19	24	28
Student-Teacher Ratio	-	-	42.1	6.1	4.6:1	4.4:1
SCIENCE:						
Number of Students	66	121	153	158	107	126
Number of Teachers	-	-	22	21	20	27
Student-Teacher Ratio	-	-	7.1	7.5:1	5.4:1	4.7:1
MEDICINE						
Number of Students	-	29	34	50	98	90
Number of Teachers	-	-	18	17	15	17
Student-Teacher Ratio	-	-	1.9:1	2.9:1	6.5:1	5.3:1
AGRICULTURE:						
Number of Students	-	-	0	1	23	28
Number of Teachers	-	-	6	4	8	9
Student-Teacher Ratio	-	-	0:6	1:4	2.9:1	3.1:1
Total Number of Students Enrolled	104	210	298	322	338	367
Total Number of Teachers	13	44	72	61	67	81
Student-Teacher Ratio	8:1	5:1	4:1	5:1	5:1	4.5:1

*Data from Babs Fafunwa - A History of Nigerian Higher Education: pp. 89-90.

Comparatively, the least student ratio consistently recorded for the faculty of Agriculture, is supportive of the inherited myth that the Nigerian scholar should not be a farmer nor condescend for the practical fields in which the uneducated are expected to serve. This undercurrent, to the writer, has been the worst of the cultural blights incurred from the colonial brand of higher education.

Mellanby was succeeded by John Tennant Saunders in 1953 and then John Parry whose retirement in 1960 brought in the first Nigerian Principal, Dr. Kenneth Onwuka Dike. Under him the University College won its war for independence in 1963 as the University of Ibadan. Thus this pioneer institution became the fifth autonomous university in Nigeria, eligible to grant its own degrees and diplomas. Without the description of the administration which is beyond the scope of this study, it must be mentioned that under the able leadership of successive Nigerian Vice Chancellors, coupled with the vigilance of the Nigerian Universities Commission; in concert with the Federal Government, and the pressure from the public, the University of Ibadan has greatly responded in several ways in service of the Nigerian public.

The university has come a long way to offer those courses that the imperial masters did not consider as "university materials" and has greatly improved upon the pieces they left behind. In reference to Table 2.12, this university has now taken a leading role in the present dedication to meet the changing needs of the country by extending its curriculum to include modern languages like French (the language of Nigeria's neighbors) Igbo, Yoruba and Hausa (the three main languages of Nigeria), and even Russian (for international understanding). It provides the best facilities for the medical programs in the nation. It is the only university in the nation offering Applied Science and

Table 2.12: Directory to Subjects of Study (this table lists subjects that can be studies at one or more of the Nigerian Universities.)

U=can be studied at undergraduate level

G=can be studied at undergraduate and post-graduate levels

P=can be studied at post-graduate level

Subject of Study	Ahmadu Bello	Bayero	Benin	Calabar	Ibadan	Ife	Ilorin	Jos	Lagos	Maiduguri	Nigeria	Port Harcourt	Sokoto
Accounting	G	U				U			G		U		
Actuarial Science	U								U				
Agric. Econ./Management	U				G	G					G		
Agriculture, General	G				U	G				U	U		
Agronomy	G				G								
Animal Science	G				G	G					G		
Anthropology						G			G		G		
Applied Science/Tech.					G								
Arabic	G	G			G		U						U
Archaeology	U				G						U		
Architecture									G		G		
Banking									U				
Biochemistry	G		U		G	G			G		G	U	
Biology/Applied Bio.		G		U		G	U						
Botany	G		U	U	G	G		G	G	U	G	U	U
Building	G								G				
Business/Management	G	G	U	U				U	G		G	U	U
Chemistry	G	G	U	U	G	G	U	U	G	U	G	U	U
Classics					G						U		
Community Development					U				G				
Computer Science	U				G	G			U		U	U	
Crop Science	G				G		P				G		
Curriculum Studies	P	G			G	G		G	G		U		
Dental Surgery	U				G	U			U				
Economics	G	G	U	U	G	G	U	U	G	U	G	U	U*
Edo									U				
Education	G	G	U	U	G	G	U	G	G	U	G	U	U
Adult/Extension Svs.		U			G	U			P		G		U*
Comparative	U	G			G	G			G		G		
Economics of						G			G				
History of	U	G			G	G		G	G		G		
Philosophy/Sociology	U	G			G	G		G	G		G		
Physical	U				G	U			G		G	U	
Vocational	U										G		
Educational/Admin/Mgt.	P	G			G	G	U	G	G		G		
Educational Planning	P	G				G	U	G	G		G		
Educational Psychology	G	G			G	G		G	G		G	U	
Electronics	P		U			G					U		
Engineering/Agricultural	U				G	U					G		
Chemical	U					G			G				
Civil	G		U			U			G		G		
Electrical	G		U			U			G		U		
Industrial	G		U										
Mechanical	G		U			U			G		U		
Petroleum			U		G								
Transport			U										
Water	U		U										
English	G	G	U	U	G	G	U	G	G	U	G		U
Environmental Studies	G		U			U			G		U		
Estate Management						U					G		
Finance									U		U		

Table 2.12: (continued)

U=can be studied at undergraduate level

G=can be studied at undergraduate and post-graduate levels

P=can be studied at post-graduate level

SUBJECT OF STUDY	Ahmadu Bello	Bayero	Benin	Calabar	Ibadan	Ife	Ilorin	Jos	Lagos	Maiduguri	Nigeria	Port Harcourt	Sokoto
Fine Arts	G		U			U					G		
Food Technology					U	U					G		
Forestry					G								
French	G	G	U		G	U	U		G		G		U
Genetics	P				G	G					G		
Geography	G	G	U	U	G	G	U	G	G	U	G	U	U
Geology	G		U	U	G	G	U				G	U	
German						U	U				U		
Guidance & Counseling	P	G			G	G	U	G			G		
Hausa	G	G			U		U						
History	G	G	U	U	G	G	U	G	G	U	G	U	U
Home Economics	G										G		
Hydrobiology						P			U				
Igbo					U				U		G		
Insurance									U				
Islamic Studies	G	G			G		U	G					U
Law	G					G		U	G		G		U*
Library Science/Studies	G	U			G								U*
Linguistics	U	P	U	U	G	G	U	U	U		G		
Mass Communication									G		U		
Mathematics	G	U	U	U	G	G	U	G	G	U	G	U	U
Medicine	U		U	U	G	U	U	U	G		U		
Anaesthetics	U				G	U			G		U		
Anatomy	U		U		G	G		U	G		U		
Bacteriology/Virology					G	U			G				
Community Medicine	U		U		G	U			G		U		
Haematology	U		U		G	G			G		U		
Med. Lab. Technol.					U				U				
Neurology					G	G			U				
Obstetrics & Gynae.	U		U		G	U			G		U		
Ophthalmology					G	U			G		U		
Paediatrics	U		U		G	U			G		U		
Parasitology	U				U	G			U				
Pathology	U		U		G	G		U	G		U		
Pharmacognosy	U		U			G			G		U		
Pharmacology	G		U		G	G			G		U		
Physiology	U		U		G	G		U	G		U		
Preventive Medicine	U		U		G	U			G		U		
Psychiatry			U		G	U			G		U		
Radiography	U				G				G				
Surgery	U		U		G	U			G		U		
Microbiology	G		U		U	G			G		U	U	
Music			U			U			U		U	U	
Nursing					U	U					U		
Optometry			U										
Pharmaceutica Chemistry	U		U			G					U		
Pharmacy	U		U			G					G		
Philosophy					G	G			U		U	U	
Physics	G	U	U	U	G	G	U	G	G	U	G	U	U
Physiotherapy					U	U			U				
Planning	G				P								

Table 2.12: (continued)

U=can be studied at undergraduate level

G=can be studied at undergraduate and post-graduate levels

P=can be studied at post-graduate level

SUBJECT OF STUDY	Ahmadu Bello	Bayero	Benin	Calabar	Ibadan	Ife	Ilorin	Jos	Lagos	Maiduguri	Nigeria	Port Harcourt	Sokoto
Plant Service	G				G	G							
Political Science	G	G	U	U	G	G			G	U	G	U	U
Portuguese						U							
Production Technology			U										
Psychology					U			G	G		U		
Public Administration	P					P			G				
Public Health					G				G				
Religious Studies	U		U		G	G	U	G			G		
Russian					U				U		U		
Sociology	G	G	U	U	G	G		G	G	U	G	U	U
Soil Science	G				G	G					G		
Statistics	G			U	G	U	U		U		G	U	
Surveying	U								G		G		
Theatre Arts	U			U	G			U					
Veterinary Med./Science	G				G						G		
Yoruba					G	U	U		G				
Zoology	G		U	U	G	G		G	G	U	G	U	U

Technology and Forestry. Of the two universities offering Petroleum, Classics and Planning, it is the only one offering the first two at the Graduate level and the third at the post-graduate level. In response to social conditions it is one of the few that offer courses in Public Health, Community Development, Economics, Computer Science, Nursing and especially, Adult/Extension Services in public-service. According to its Annual Report of the Department of Adult Education, a total of 222 Extra-Mural classes approved for the 1974/75 session were extended to five states - Benue Plateau 28, Kwara 20, Lagos 54, Western States 105 and Rivers State.[150] As a Federal institution (later joined by the University of Lagos), the fact that the Federal Government underwrites 100 percent of its expenditure right from its inception, coupled with its long standing experience and quest

for 'standards' have enabled it to provide more graduate programs than any of the other competing Nigerian universities. It must be admitted also that the products of this institution more than any other has helped to staff most of the universities and the other institutions of higher education in Nigeria, and that its proven academic standards have provided models for the new Nigerian universities.

University of Nigeria, Nsukka

Although the history of the University of Nigeria dates back to May 18, 1955, this institution, described by Ikejiani [151] as "the brain child of Dr. Azikiwe," pioneered the most evolutionary and revolutionary steps to decolonize and Africanize higher education in black Africa, in keeping with the public-service philosophy. In his speech, Azikiwe said:

> In order that the foundation of Nigerian leadership shall be securely laid, to the end that this country shall cease to initiate the excrescences of a civilization which is not rooted in African life...a full fledged university shall be established in this region ...Such a higher institution of learning should not only be cultural, according to the classical concepts of universities but it should also be vocational in its objective and Nigerian in content. The university should have six degree conferring faculties: Arts, Science, Law, Theology, Engineering and Medicine, and the curricula will be related to the day to day life of our people and that they will be so organized as to relate to the mission of the university to the social and economic needs of the region.[152]

In addition to what has been said previously, Fafunwa [153] observed that this "Land-Grant College," like its American counterparts, does not fit into the conventional British pattern of higher education in that, it places emphasis on applied and practical arts and sciences,

including agricultural, technical and commercial subjects, and home economics, in concert with Nigerian development needs. Founded on the motto: "To Restore the Dignity of Man," the university was distinguished from others not only by the "Land-Grant" idea of the general studies program for all undergraduates, but with the pioneering "Land-Grant" endeavor of imparting to its students and the environment the desire for a more abundant life through academic, vocational, and extra-curricular activities by which men and women could grow individually, academically, and professionally through the dignity of labor, hard work, sacrifice and self determination for the many instead of the few. In his address, Azikiwe[154] urged the institution to:

> impart to its students not only academic and cultural excellence in accordance with the classical concept of the universities but also to endow them with scientific erudition, bestow them with vocational proficiency, and infuse them with sense of mission particularly in those areas which satisfy the needs of the particular communities concerned in their crusade against poverty, disease, ignorance, and superstition, to enable them to attain the good life by maintaining a higher standard of living.[155]

Thus, this institution based, according to the Official Document No. 4,[156] upon the concept of service to problems and needs of Nigeria," was born in 1960 with 220 students and Dr. George M. Johnson as the first principal.

By 1963 it had developed four faculties with constituent colleges and departments as follows:

1. Faculty of Arts: English, history languages (French, German, Russian, Italian, Ibo Efik, Yoruba), journalism.
2. Faculty of Science: Astronomy, botany, chemistry, geoloy, geography, mathematics, physics and zoology.

3. Faculty of Social Studies: Education, economics, finance, law, political science, psychology, sociology, religion.

4. Faculty of Technology: Fine arts, home economics, music engineering, physical education.

The population after three years rose to 2,500 and was to be 6,000 by 1970, according to the founders, had the Nigerian Civil War not intercepted. By 1980, it is hoped that it will be 10,000.

In his account, Ukeje noted that the university "brought changes into higher education in Nigeria in general and at Ibadan in particular.. "Since then," he continued, 'special relationship' with London, thus becoming an autonomous institution." He observed that to achieve its objectives of providing both vocational and cultural education to the people of Nigeria, the university tried to adopt and adapt the best blend of American and British systems for the development of a unique Nigerian university," thus it retained both American and British advisers on its staff. To him, this institution is unique for:

1. It is the first university in Africa, South of the Sahara and North of the Limpopo, to be started as a result of wholly African initiative.

2. It is possibly the first in black Africa to start as an autonomous fully-fledged university with its own charter to award its own degree.

3. It is the first in Nigeria to incorporate the broad concept of university education.

4. It is the first in Nigeria to broaden its curriculum to subjects not traditionally found in the university, like music, secretarial studies and physical education.[157]

In his own remark: Ojoko[158] said:

> apart from the University of Nigeria, no other university in Nigeria offered a degree in vocational agribusiness majors. So, Nsukka provided early leadership in a new philosophy which embodied a nationalistic stance aimed at preserving the African identity: an economic objective to provide for the requirements of industry, commerce and society; and a cultural and vocational commitment to serve the community.

All the new universities have followed the pattern set by the University of Nigeria - they all started somehow as fully fledged autonomous institutions each with a charter to award its own degrees. Such imitation is in keeping with Coombs' warning:

> that as the idea of freedom is not the monopoly of any institution of any nation, so the "Land-Grant" idea cannot be the exclusive monopoly of any institution or nation; thus the donor should not expect a carbon copy of their particular curricular, organizational structure and method, but their adaptations to appropriate local needs.[159]

Such adaptations have resulted in conspicuous duplications and growing similarity of programs across the universities as evident in Table 2.12, to the extent that most of the previous uniqueness of the University of Nigeria, is increasingly being diffused in the same way as experienced in the United States between its older cousins and other kinds of public higher educational institutions.

Inspite of its internal growth and differentiations, much of its long standing experience is still serving as an important external source of guidance to the social, economic, cultural, and political needs of Nigeria. Its Land-Grant concept:

> that a publicly-supported university should be more than an institution of higher learning, and should serve the general public in a variety of ways through

> its staff of trained experts in many fields, and through its research facilities,[160]

can be seen in its unique institutions as the Continuing Education Center which organizes classes and seminars to meet the demands of government, business, agriculture and to improve their ability to cope with particular problems; the Economic Development Institute, designed to identify and attack economic problems of concern in any element of the economic structure; seminars which have been bringing together recognized national and international specialists for the solution of national and international problems; and a wide variety of activities, programs, and publications ranging from Annual Reports to "Extra-Mural on the Air" for the enlightenment of the general public. To Conklin,[161] this "Land-Grant" institution "contrasts quite sharply with the University College Ibadan with all residential student population and tutorial arrangements," as the University of Nigeria accepted non-residential students, provided jobs, served a much larger body of students and offered a greater variety of courses.

Ahmadu Bello University:

This was the second degree-granting institution in Nigeria. It was founded in April 1961 by the joint efforts of the Inter-University Council for Higher Education in the colonies, the Northern leaders and Sir Alexander Carr-Saunders.[162] It was the first direct product of the Ashby Commission; with Dr. N.S. Alexander, a professor of Science at Ibadan University College, as the first principal. The

law establishing the university and defining its constitution was passed in 1962. The properties of the Zaria branch of the Nigerian College of Arts, Science and Technology; the Nigerian College; the Ahmadu Bello College in Kano (now Abdullahi Bayero University); the Institute of Administration in Zaria; and the Institute of Agriculture Research of Samaru were all merged into this university.

It opened formerly on October 4, 1962 with 426 students and 89 academic staff drawn mainly from the expatriate veterans of Ibadan, the Nigerian College and the other institutes whose assets the University absorbed. It began with the faculties of arts, science, law, engineering, education, architecture, agriculture, veterinary medicine, and administration and has grown more than all the other Nigerian universities in less than seventeen years of its existence. It offers courses in 83 out of the 119 subject areas available across the thirteen universities of Nigeria on Table 2.12 (in comparison with the other two older universities, Ibadan offers 81 while Nsukka by the same Table offers 83). Out of the 49,301 students enrolled in the thirteen universities in 1977-78 Ahmadu Bello alone accounted for over 10,000. It is singular in Nigeria by offering the greatest number of post-graduate courses including curriculum, Educational Administration, Educational Planning, Electronics, Genetics, Guidance and Counselling, except in Public Administration in which Ife poses as its competitor. It is one of

the two that offer graduate courses in Building, Vocational Education, Water Engineering, Home Economics and Planning at the undergraduate levels.

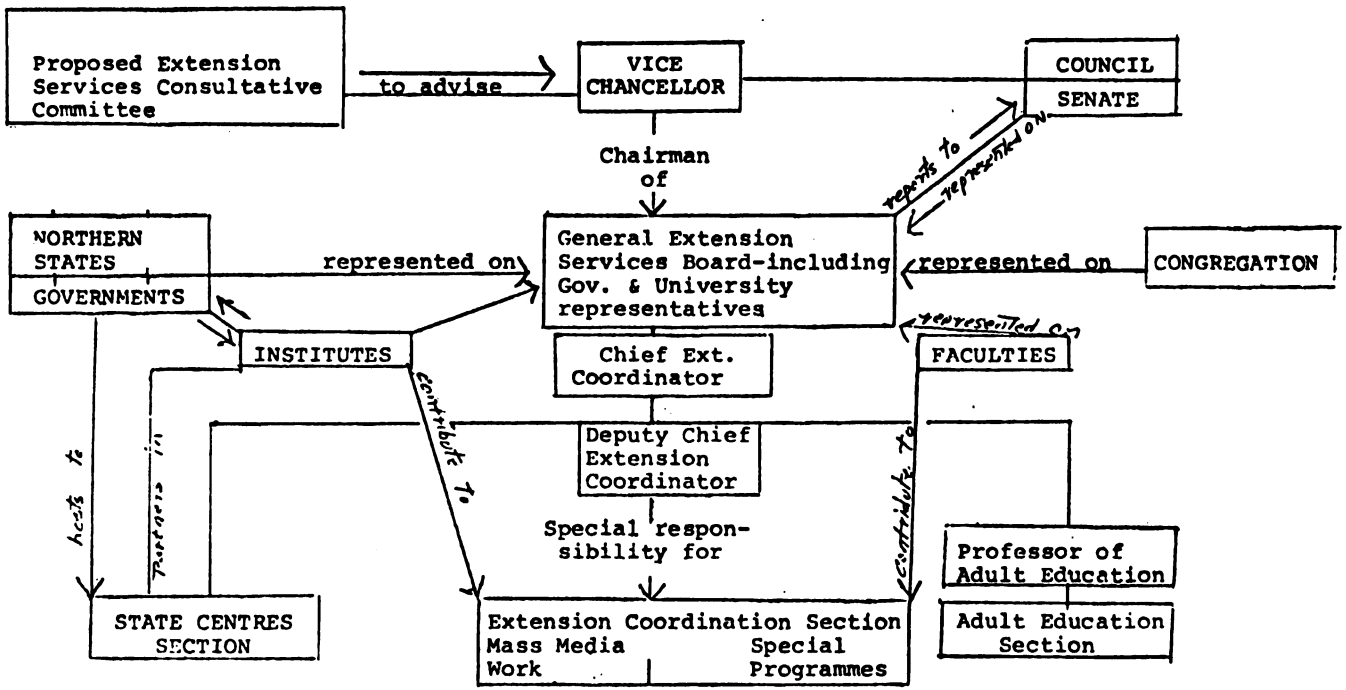
It can be said that this institution followed much of Nsukka's examples but comparatively outstepped all, including Nsukka in developing and coordinating its public-service activities. At its inauguration in 1962 the institution was referred to as the "University of the People."[163] On his installation as the first Chancellor of the University, in November 1963, the then Premier of Northern Nigeria, Alhaji Sir Ahmadu Bello, Sardauna of Sokoto, among other things, defined its philosophy by saying:

> ...the University of Northern Nigeria, and our character must reflect the needs, the traditions the social and intellectual heritage of the land in which we live...(I)t is not our intention to copy a standard pattern of University from the United Kingdom, from the Commonwealth, nor from the United States of America. We must develop our own pattern to suit our present background and our future needs. Our University must grow out of our own soil. It shall be a truly Nigerian institution and not the mirror image of some alien body.[164] (the bracket is mine).

From such a stand, it has taught that "it would be otiose to set up a traditional extra-mural department," instead, it set up "a machinery for coordination of work done both centrally (at the state level) and the provision of supplementary extension work which virtually places "the university at the disposal of a dispersed population and established a University Center in each state capital."[165] (See Figure 2 - for its organizational chart).

As the best companion of Nsukka in public-service, it

Figure 2: ADULT EDUCATION AND GENERAL EXTENSION SERVICES UNIT - Organizational Chart



has greatly maximized its response to the guideline of the United Nations Economic Commission for Africa Memorandum on Manpower (paragraph 19) "The Task before African Universities," which calls for:

> maximizing the use of available staff and faculty facilities by providing more vocational courses, diploma courses, extra-mural classes, and correspondence courses in subjects offering training tailored to needs, particularly courses that could enhance the entrepreneurial capacity of indigenous businessmen...and developing post-graduate training facilities...on regional and sub-regional specialization basis.[166]

In mobilizing its sociotechnical system ranging from the faculty to the mass media in programs like the "University of the Air," the "extension Coordination Section" is able to achieve its objective: "to bring together and deploy for the public benefit the resources of academic talent which exist on campus."[167]

Fafunwa[168] noted that the institution has also had some occasions of unique internal difficulties, especially, with 'Mature Students' program intended exclusively for government administrative officials in the North to enroll for a two-year degree program whether they held an "O" or "A" level certificate or not. He noted that this "back door" policy, was halted promptly by rioting students who argued that anyone selected for a degree course "should compete with the students on equal terms." As an alternative, evening degree courses were recommended for these officials so that they could work during the day and study at night. This institution has recently faced similar charges from

the Joint Admission and Matriculation Board (JAMB) for faultering in the approved admission standard in order to increase its intake of Northern Students. Although this "open door" motive is an acceptable "Land-Grant" philosophy- the extension of the benefit of higher education to all - the effort can be more laudable if it were applied in the Land-Grant spirit of extending this option to all without discrimination as to the State of origin. In the light of its mission for the North, its present "school of basic studies" as the concessional entry for undergraduate studies is a step in a good direction. Like the University of Nigeria, it has had some inter-university linkages with the Kansas State University of Agriculture and Applied Sciences; Wisconsin; and the University of Pittsburg. From August 1975 it received full federal funding.

The University of Ife:

The University of Ife, unlike the rest was the only university not recommended by the Ashby Commission with the hope that the University College, Ibadan would serve the Western Region. Fafunwa[169] noted that "to safeguard the interests of the people of Western Nigeria in the provision of higher education," the Western Nigerian Government grieviously built the University of Ife out of their own funds and initiative. The university opened in October 1962 on the site of the Ibadan branch of the Nigerian College with 244 students and 51 academic staff and O. Ajose from Ibadan University College, as the first Vice-Chancellor. The

administration, organization, and financing followed a comprehensive academic blue-print drawn by the University Planning Committee under the leadership of Chief Obafemi Awolowo, the then leader of the reigning Action Group Party of Western Nigeria. The university moved to its 13,000 acre site in Ile-Ife in 1967 with 1,200 students and 240 staff members.

In the aspect of its service, the university established courses in the following fields: Arts, Agriculture, Economics, Social Studies, Law, Pharmacy and Secretaryship. Based on the information in the 1979 Directory, these have grown in number to 81 subjects of study including graduate studies. It is the only university offering "Hydrobiology" at the post-graduate and Pharmaceutical Chemistry at the graduate levels in Nigeria; and it is one of the two that offer courses in Educational Economics, Estate Management and Chemical Engineering at the graduate-level. It is one of the two universities that have the best programs in Public Administration in Nigeria now at post-graduate level. In reaching more people of the State, it offers Adult/Extension Service programs at the undergraduate level. Although the university was established from the sweat of the "Western State," its Annual Report[170] indicated that it was never meant to cater exclusively for Western Nigeria. The university has kept its door open to all people irrespective of race, nationality or religion. Its population now is over 7,000 students.

The Provisional Council, as the executive body of the university, had jurisdiction over all aspects of its policy, property and revenue, while the Senate regulated academic affairs. It must be pointed out that the early years of its administration was uniquely politicised with internal conflicts leading to issues like "the Mot Act" christened the "Credo";[171] (The "Strange Doctrine of Dr. X,"[172] and the resultant anti-intellectualism of the council's unpopular action are beyond the scope of this study). Improvement quickly came with the new Vice-Chancellor taking office in 1966 and the move of the university from Ibadan to the present site in Ife. Under a decree promulgated in August 1975, this "State University" was not only taken over by the Federal Government but also received full federal funding.

As a variation in the present need for universal higher education in Nigeria, the University of Ife now provides a School of "General Studies" for students admitted by concessional entry for under-graduate studies. Like the rest, it maintained linkages with the University of Wisconsin for ten years and also with the Universities of Connecticut and Massachusetts for four and a half years. Unlike the rest, the University of Ife received ₦7.100 million in the Third National Development Plan[173] program, while Nsukka, Ibadan, Ahmadu Bello, and Lagos received only ₦3.734 for the Faculty of Medicine; ₦1.340 for the Veterinary Medicine Complex; ₦2.335 for Technical Medicine, Pharmacy and Quantity and Land

Surveying; and ₦2.786 million for the Institute of Mass Communication II and Environmental Design, respectively.

It is noteworthy also that this university according to J. Duain Moore,[174] has a strong Institute of Agricultural Research and Training that is tied with the Ministry of Agriculture and Natural Resources of the Western State. Similarly, the advanced standing of its technological program has distinguished it as the most ambitious university in the nation that will soon place Nigeria on the map of nuclear energy.

The University of Lagos:

Like Ahmadu Bello, the University of Lagos was recommended by the Ashby Commission "to meet some of Nigeria's special needs for higher education."[175] The Commission called it "an unusual type of institution" because, unlike the rest it was to be "non-residential with good catering arrangements...and ample reading rooms for students who cannot work at home."[176] In April, 1962 the Federal Parliament passed the Lagos University Act which set up both the Provisional and Medical School Councils and led to the opening of the university on October 4, 1962, at the temporary site in Surelere, Lagos, with 100 students and twenty four academic staff. According to its calendar, the UNESCO was asked by the Federal Government to make recommendations on the organization, administration and financing of the University of Lagos and to formulate a plan for its development.[177] The complementary reports from both the Ashby and UNESCO

Commissions noted that as a cosmopolitan capital city, Lagos, offered unique opportunities for a city university, particularly, in professional and technical fields.

In service to this cosmopolitan city (now a state) the UNESCO Advisory Commission, in keeping with the blue print of the Ashby Commission, recommended a three phase development:

> The first phase - beginning in 1962 with the faculties of business and social studies, law and medicine, The second phase to begin in 1964 with the addition of the faculties of engineering, science, arts, and education; and the third phase in 1966 by increasing the scope of the existing faculties rather than... adding new ones.

To meet the specific needs of this industrial community that it was intended to serve, the commission held that it should conduct evening courses for the LL.B. Program; an engineering school with special reference to Nigerian needs; faculty of science (basic and applied science of Engineering and Medicine) faculty of Arts that can train graduate, post-graduate and specialized teachers, and an Institute of Education.[178]

Similarly, the Ashby Commission recommended "A School of Commerce and Business Administration," offering sandwiched day and evening courses for both regular and office based students, with specialized courses in banking, accountancy, company secretaryship, government insurance and transport to cope with the needs in this federal capital. This school and a post-graduate school of management were intended to serve the whole nation. In addition, it

it recommended a School of Economics and some art subjects for day and evening students, and a Department for Correspondence Courses to "encourage large numbers of men and women in employment to improve their education and fit themselves for more responsible posts."[179]

According to the Report of the National Universities Commission, a most unique feature of this university is the existence of an 'autonomous medical school; completely separate in administration from the rest of the university.' In their words,

> the Medical School Council, not only controls and superintends the property and policy of the Medical School, it coordinates and controls education in the medical school and in any teaching hospital with which it is associated.

It controls its research, post-graduate work, academic requirements for admission, appoints its academic staff, and regulates its examinations, making it in effect but in name a separate university institution from the University of Lagos.[180] It added that "the University of Lagos has since January 1963, started evening courses for part-time students in Law and Commerce. With this tradition, Lagos maintains, as a matter of precedent, the largest number of part-time students in the nation, 405 in 1975-76 academic year and 396 in 1976-77.

Like the rest of the older universities, the University of Lagos has not only developed its foundation courses but has greatly added on many subject areas in keeping with the developmental needs of the country, and especially that of

its cosmopolitan environment. As such, it is the only Nigerian university at present that offers Banking, Edo, Insurance, graduate programs in Mass Communication and Community Development. It is the only one offering post-graduate work in Adult/Extension Services as indicated in the "Directory." It also indicates that a total of about seventy eight subjects are now available for degree programs in the University of lagos. Like Ibadan, it is one of the two Federal Institutions that could afford the luxury of being funded 100 percent from the Federal Treasury, right from its inception.

The University of Benin:

The first stage of higher education in the Mid-West State (now Bendel) was the Institute of Technology founded in Benin City. This institution was formally created by an edict promulgated by the military governor in 1970. According to the Year-Book, the aim of the "Mid West" government was to establish a higher education institution that would not follow the conventional pattern of the older five universities but to create a technologically oriented institution which would meet the technologically oriented aspirations of the new Nigerian Society.[181] As such, the institution started with the faculties of science, engineering, medicine and pharmacy, with emphasis on chemical and petroleum engineering.

It began with 110 students and 33 academic staff which increased to 710 students and 208 staff members in 1973-74

academic year.

The National Universities Commission recognized the institute as part of the university system in July 1971. This qualified it to receive the federal subvention of 30 percent recurrent and 50 percent capital expenditure. In May 1972, the "Mid-West" government, by a decree, changed the name from the Institute of Technology to the University of Benin, and was federalized on September 1, 1975 by an edict from the Federal Government.

Like the rest, the University of Benin has grown in depth and breadth to the extent of offering degrees in over 48 subject areas as indicated in the "Directory." Unlike any of the rest, it offers courses most consistently in Engineering. It is the only university in Nigeria offering degree programs in Transport, Optometry and Production Technology and is one of the two offering Industrial Engineering, Petroleum Engineering and Water Engineering as indicated in the "Directory." It is understood that there is an effective Department of Extra-Mural Studies serving the people of Bendel. As its 'open door' approach to education the University of Benin not only maintains "the foundation year courses in science" as a concessional entry for students but also allowed candidates who were 35 years or more, on April 28, 1978 without valid matriculation requirements, "to sit the entrance examination, provided that the university is satisfied...with their educational background for the desired course of study."[182] Its linkage with Oregon State

University at Corvallis could become a vehicle that could help to plug Benin into the larger state system of broader service.

The Commonality of the Newer Seven Universities of Nigeria.

With the present adoption of education as an instrument par excellence for effecting national development, the Third National Development Plan gave specific impetus to the opening of seven additional universities in conformity with the national faith in university education for high-level professional manpower training and economic development. As from October 1975 four new universities: - Calabar, Jos, Maiduguri and Sokoto and three university colleges: Bayero (at Kano), Ilorin and Port-Harcourt were established by the decree of the Federal Military Government.[183]

The first four began as autonomous universities in 1975 while the last three became autonomous institutions with degree granting powers from October 1977.

Dixon et al[184] noted that not all the "new universities literally began afresh. "Calabar has been an out-post of the University of Nigeria (Nsukka since 1975) and the students in the pipeline were graduated from Nsukka by a special arrangement." Jos too has been an extension of Ibadan, while Bayero is continuing several programs begun by Ahmadu Bello. They also noted that some have inherited temporary quarters - Maiduguri operating in the facilities of the North East College of Arts and Science; Ilorin in the Kwara College of Technology; Port-Harcourt in a secondary school

site; and Sokoto in the secretariat buildings inherited from the State government. All have huge permanent sites of approximately 10,000 acres by the N.U.C. standard. Ilorin alone has 40,000 acres. Thus attractive functional campuses of the mini-city models are expected on each site.

The Academic Planning Group of the National Universities Commission stated that the founding of the universities was "'in response to planned manpower requirements and to articulate geo-political demands'. Therefore, teaching, research, and service (in these new institutions) are to respond to regional needs,"[185] a trend that will conform to the "Land-Grant" philosophy.

In service to their States and the nation in general, the new universities, according to Dixon et al, have the following faculty configurations:

Education.....	All Universities
Humanities.....	" "
Medicine.....	" "
Natural Science.....	" "
Social Science & Business Studies.....	" "
Agriculture.....	Four universities: (Calabar, Maiduguri, Port-Harcourt, Sokoto)
Veterinary Medicine.....	Two universities: (Maiduguri, Sokoto)
Engineering.....	Three universities: (Ilorin, Kano, Port-Harcourt)
Law.....	Five universities: (except Ilorin and Port-Harcourt)
Environmental Design (Architecture, etc.).....	Jos only

They also quoted the enrollment goals of these institutions by 1980 as:

Calabar	/Jos	/Maiduguri	/Sokoto	/Kano	/Ilorin	/Pt. Harcourt
2,500	2,500	1,900	1,900	2,000	1,900	1,900

with Kano having the best promise of exceeding its target. (For a detailed projection of the first degree enrollments by discipline of the seven newer universities, see Appendix E(1) through E(7).

These, in their view, would bring N.U.C. estimates of the total university enrollment to 55,000 in 1980 of which 44,000 will be in the three-year first-degree program, while the rest will consist of pre-university students (diploma and sub-degree diploma students) and post-graduates.[186] This will call for about 3,000 additional teachers of whom half would be required through "open-market recruitment" (inelegantly called body-shopping) by 1980-81 academic year - showing a teacher increase over 1975/76 of 669 in all aspects of Medicine, 350 in the Sciences, and 200 in Engineering.[187]

All the universities including the new are encouraged to have Organized Research Units funded by N.U.C. All will have computer centers beginning as management tools and contemplated for library, research and teaching uses. The Department of Library Science begins in all the new universities in the Faculties of Education, but will be separate schools in the next National Development Plan. Dixon noted that of the 13 medical schools expected by 1981, all the older six including Zaria, and Jos have established theirs, Maiduguri and Ilorin admitted medical students in 1977; Calabar and Sokoto in 1978; and Kano and Port-Harcourt in 1979. This, he noted, will raise the enrollment from

the present 3,251 students and 690 faculty to 9,000 students and 1,636 faculty by 1981, to serve the nation of over 70 million now having only 4,000 physicians one-third of whom are foreigners.[188]

Like the older six of which four (Ibadan, Nsukka, Ahmadu Bello, and Ife) have faculties of Agriculture, four of the newer seven universities (Calabar, Maiduguri, Sokoto, Port-Harcourt) have been assigned faculties of agriculture. According to the N.U.C. faculties allotment, Maiduguri and Port-Harcourt began degree programs in Agriculture in 1978; Calabar in 1979; and Sokoto in 1980. Moore observed that "All of the new universities hope to have faculties of agriculture eventually, with a strong orientation to provide extension services to farmers." He noted that the universities of Ilorin, Bayero and Kano have each requested for faculties of Agriculture, but the N.U.C. did not grant their requests under the present development plan. He added that all the thirteen universities are obliged in the present "Operation Feed the Nation" program, (O.F.N.), to operate university farms manned by university students. He especially, noted that in accordance to national goals, special missions have been set for each university:

> The Sokoto Faculty of Agriculture will have a major in Forestry. Maiduguri will specialize in irrigation and Animal Husbandry...Port-Harcourt will develop an Institute of Agriculture Research. Calabar sees its role in Agriculture to be primarily one of training farmers for the diversified crops of the area: rice, maize, cowpeas, yam, okra, tomatoes, and permanent crops such as cocoa, coffee, kola, oil palm, citrus and pineapples. All are committed to serving the needs of the community.[189]

The quest for success in the above National Program and in their assigned missions has prioritized the hiring of skilled hands, especially, in the new universities, to help plan the layout of the university farms, curricula and syllabi, classroom and laboratories; to order special supplies, machinery and equipment; and for teaching and research. The assistance from the International Institutes of Tropical Agriculture (IITA) in Ibadan is at present very significant to this national program.

To McNown,[190] "among the various professional fields that are particularly important to (Nigeria's) development, engineering is second in importance only to Medicine." He defined the current engineering programs in Nigeria into three: 1) traditional programs (at Zaria, Nsukka and Lagos comprising of Civil, Electrical and Mechanical Engineering sandwiched with some additional programs as Agricultural or Chemical Engineering - all more than 15 years old; 2) newer and more diversified programs in Faculties of Technology at Benin, Ibadan and Ife; and 3) the evolving programs of the three new universities (Ilorin, Kano, Port-Harcourt which are intended for "areas of study most likely to serve the needs of indigenous employers." He added that Port-Harcourt intends to add an extra year to provide shop and field experiences as compensation for the lack of technological background of their students. With the addition of these new universities, he projected that the total engineering graduates which was 574 in 1976-77 and 595 in

in 1977-78 academic years, will reach 1,000 by 1980.

Table 2.13: Engineering Graduates from Nigerian Universities

	73-74	74-75	75-76	*76-77	*77-78
Ahmadu Bello Univ.(Zaria)	112	115	115	121	128
Uni. of Nigeria, Nsukka	55	85	83	146	164
Uni. of Lagos	52	67	86	100	109
Uni. of Ife	62	69	88	107	93
Uni. of Ibadan	-	8	33	54	65
Uni. of Benin	-	16	24	46	36
	281	360	429	574	595

Key *(Projected)
Source: Future of Nigerian US. Linkage in Higher Education by Dixon et al p.84.

Both the level of sophistication and the area of specialization being adapted to present and future practice in Nigeria, have greatly necessitated the recruitment of expatriate engineering teachers, put by the N.U.C. at about 200 in 1980; in which case Nigeria in McNown's view would probably host "in one country more engineering teachers than have been working abroad at any one time."[191] Lewis[192] observed similar developments in the faculties of education across the universities, resulting from the creation of new courses in such fields like special education; guidance and counseling; vocational and distributive education; and industrial education (to mention a few). He added that the graduate degrees in education offered in the older universities, will eventually be extended to all the new universities.

Some Distinguishing Features of the Newer Seven Universities

1. Abdullahi Bayero University:

The Department of Islamic Studies of Ahmadu Bello University founded in 1963, served as the nucleus when this university college was formed in 1976. Judged by the general standards, this institution is the best representation of the new crop of Nigerian universities in growth and maturation. According to the Directory, this is the only university in Nigeria offering post-graduate degrees in Linguistics, and it is the only one among the new universities offering graduate courses in 21 subject areas. The administrators at B.U.C. have appointed a commission to study and recreate the Engineering and Law programs to reflect local needs. Dixon[193] noted that its conservative stand is reflected in her reluctant skepticism in extensive foreign linkages, its confidence in the ability of Ahmadu Bello University to solve most of its training needs; and its dedication to the preservation of the "strong roots in the Local Moslem traditions."

2. The University of Calabar:

This university started in 1973 as a campus of the University of Nigeria but became a separate university in October 1, 1975. Under the historian E.A. Ayandele it has sought linkages with Ohio State, Michigan State, Iowa State, and Wisconsin in its agricultural program. It is in critical need, like most of the new universities, to strengthen

its Science programs, and the Adult and Continuing Education. It supports graduate trainings for its graduate assistants by assigning research projects relevant to Calabar's needs, and characteristically require of all its beginning students a course in the use of English and also a course in scientific thought and history of science, for all students in the Arts.[194]

3. The University of Ilorin:

This university, established in 1975 as a University College of the University of Ibadan, enrolled it first fruits of 200 students in 1976 on the site of Kwara State College of Technology. Under Akinkugbe, a physician, internationally known for his work in Nephrology, the institution greatly encouraged what Dixon et al[195] called "town and gown interaction, particularly, in Education and Medicine. They added that the university started from the beginning "to view itself as directly related to the affairs of the community it serves." To the Vice-Chancellor, the "person to person linkages were more durable." The linkages it desired with Nigerian universities were those arranged on non-political terms, while the motivation for international linkages is for curriculum planning, especially, in multi-disciplinary core studies and for the collaborative development of the Nigerian faculty.

4. The University of Jos:

This university was built upon the School of Basic Studies developed by the University of Ibadan in 1971.

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Chartered as a university in 1975, it enrolled 1,000 students in residence. Under its Ibadan/Glasgow trained physician as Vice-Chancellor, the institution has moved steadily away "in educational practice...from the British tradition towards a new Nigerian form of higher education."[196] In its comprehensive educational effort, all four-year students are required to take basic English and Mathematics at a level suitable to their declared field of interest, while all students are required to take core courses in general studies as the means by which the university meets its obligation as a "transmitter of the general culture to Nigerian Youths."[197] Its library holdings includes 26,000 volumes and 1,000 periodicals. It sees early development of post-graduate programs as an essential indicator of university development. It has included the preparatory work in its School of Basic Studies as part of its mission, and is willing to work with "American Council on Education in Washington in its development plans."

5. The University of Maiduguri:

This institution was created in March 1976 on the property of the former North-Eastern College of Arts and Sciences. Its first year enrollment was 65 regular three-year and 650 "Basic Studies" students, with a faculty of 25 members, 40 percent of whom were Nigerians. It enrollment in 1979 is 1,500 and it is expected to reach 5,700 by 1983-84 school year. It offers three-year undergraduate curriculum and prefers recruitment from all Nigerian

universities to the "special relationship of plateau-area universities to A.B.U." as proposed by Bayero University. It has great affinity for the "general mission" of the university to serve, particularly, the region in which it operates.[198]

6. The University of Sokoto:

This institution was founded in 1975 but differs from the other new universities by not beginning in a prior established institution. As a result, it is the only one temporarily occupying old government buildings instead of a school. Dixon et al observed that "the Islamic nature of the region affects the type and extent of education provided," and that it is difficult to attract able students and staff from other areas of Nigeria" hence majority of its staff are expatriates. It considers linkages with the U.S. as significant for securing staff and training of their graduates in sophisticated equipment. The three phases of its development program include: the establishment of Arts, and Islamic Studies, Social Sciences, Education and Extension Services etc. in 1977-78; phase two includes expansion of the faculties of Veterinary Science, Pharmacy, Food Science and Engineering by 1980-85, and the third phase for consolidation and growth by 1985-90.[199]

7. The University of Port-Harcourt:

This institution is one of the three that began as University Colleges in 1975 but became autonomous in 1977. Under the "dynamic principal" now the Vice-Chancellor,

Dr. D.E.V. Ekong and the thirty "pioneer staff" out of the sixty appointed in 1976, it resolved to resist "simply copying existing universities but (to) develop academic policies and programmes...from first principles...sensitive to the country's needs."[200] To this end, its academic objectives are:

> To contribute to national development, self-reliance and unity through the advancement and propagation of knowledge and to use such knowledge for service to the community and to humanity.[201]

With the determination to eliminate departmental parochialism in academic organization, it formulated the interdisciplinary research programs under the title "Niger Delta Studies," to coordinate and facilitate such research studies by the staff and students that are relevant to the total development of Nigeria. Dixon et al[202] noted that it maintains a liberal stance in the recruitment of teachers from the United States, Canada, and Poland to assist in the Sciences, General Basic Studies, Community Education and Rural Extension programs. They added that it maintains close ties between agricultural education and the farmers. In their words it has moved to a format of "0-Level entry, one year of remedial work, if required, and a four-year university course" on semester basis, and field work, with a balanced evaluation procedure based on course work (75 percent) and comprehensive examination (25 percent).[203]

Further details of these institutions in their Community Services will be discussed later.

University Admissions in Nigeria:

In the effort to serve the nation, significant steps have been taken by Nigerian universities in the admission of students. Emphasis is increasingly shifting from age limit to academic preparations. The exclusive and conservative admission standard which required only high school or G.C.E. A/L certificates formerly maintained by and copied from Ibadan, is increasingly phasing out for multi-track admission standards similar to that originally started by Nsukka. Admission of students is at two levels. At the lower level is admission through the "concessional entrance examination." School Certificate holders with credit in five or more subjects including English language or the G.C.E. O/L in equal number of subjects at one sitting are eligible for the concessional entrance examination. Successful candidates are registered for a one-year preliminary course, at the successful completion of which, they can proceed for a three or four-year undergraduate work, according to the institution and type of program.

The Commonwealth, Universities Yearbook[204] noted some variations in programs offered across the universities for students admitted by concessional entry thus: Ahmadu Bello University has a school of Basic Studies; the University of Ife, a school of General Studies; the University of Benin, the foundation year in science; and the universities of Ibadan and Lagos, the preliminary courses; the University of Nigeria, Nsukka provides a four-year course for a

bachelor's degree, which integrates the preliminary courses into the first degree program. Whatever the variations across the universities, the central purpose is to prepare and retain the students who otherwise were not university material, for adequate undergraduate studies.

The higher level of university admission is by direct entry. Candidates for admission at this level must have passed the high school certificate examination in at least two subjects at "principal subject standards," or in at least two 'papers' including English Language in the G.C.E. at the Advanced Level. The G.C.E. (both Ordinary and Advanced) provides an opportunity for workers and secondary school students to enter the universities as private candidates. Ahmadu Bello University and Ilorin also recognizes the International Baccalaureate. All recognize the Nigerian Certificate in Education (a teaching certificate awarded after three-year training course beyond school certificate in Education and two school subjects by an affiliated university). The University of Lagos grants its N.C.E. products, exemption from part I of its B.A. or B.Sc. (Education) program.

Similarly, admission into the newer universities range from strict adherance to established tradition (A-level papers or the equivalent) as maintained by Abdulahi Bayero University to the departure from tradition, which has made the university of Calabar prefer taking O-level students for its basic studies program to accepting A-level students

for direct entry into a degree program.[205] The University of Port-Harcourt follows a format of O-level entry, and one-year remedial work for a four-year university work, while Ilorin offers a one-year preliminary course. Jos offers a School of Basic Studies. While Maiduguri would prefer the three-year program, the University of Sokoto, because of difficulty in getting qualified staff and students offered two-year preliminary courses, beginning from the 1977-78 academic year.

To maintain a high national standard, eliminate waste, imbalances and duplications, the Federal Government set up a "Joint Admissions and Matriculation Board" (JAMB) in February, 1977 to control the conduct of matriculation for admission to the preliminary courses at all the universities in Nigeria, in the light of national needs and objectives. This concessional entry would be discontinued in the future if sufficient sixth-form streams in science subjects are available.[206] Provisions are also made for quota admission to reflect sex, regional and the disadvantaged areas without jeoperdizing the standards set for admission. Dixon et al noted that "a four-year university course is to be imposed by central authorities on all Nigerian universities in years to come."[207] Thus the nation is so examination conscious that she has incurred the popular joke: "Nigeria may not have an educational system, but it surely has an examination system."

The State and Federal Roles in the Development Program

In the present plan, development has been clearly known as a reciprocal obligation of all sectors, especially the State and Federal Governments and the Universities. Hanson[208] made this point clear by indicating that the four indispensable ingredients in development include knowledge, well-educated persons to fill high level positions; skilled manpower to fill intermediate positions, and the capital for investment and building. The first three will be discussed later as the essential obligations of the university, while the last is expected of the State and Federal governments, in order to make the present National Development Plan successful.

He noted that the tribute most wanted and most needed by the universiites from the State "is not the tribute of praise but the tribute of use." He recommended that in the present reciprocal responsibilities, while the universities search for the knowledge and the required skills in relation to the national, state, or local needs, it is the duty of the State and Federal Governments to use the universities in dealing with the problems of the nation, through the use of their advisory services and necessary data for the formulation of sound government policy at all levels. For the maintenance of the high-cost services and equipment of the universities, he urged the State and Federal Governments to bear the total financial burden of all that it takes to provide the needed human and material services

in the universities. In specific terms, he outlined the State and Federal roles as: 1) The support of research on the basis of readiness, research setting and timeliness, relevance, and social significance; 2) Support of instruction and learning on the basis of relevance to national needs, efficiency and quality (eg. libraries, laboratories, student-teacher ratio considerations), experimentation or inventiveness; and 3) Support of service on the basis of relevance to needs, educative effect; and research dimension. He states that the state support for the universities must be geared to the vision of the university as a vital active part and servant of the nation, not an "Ivory Tower," and must be based on the concept of knowledge in use not on the traditional conception of universities as warehouses with knowledge-in-storage. In conclusion he warned the State not to toy with the "academic freedom" of the universities, to avoid embarrassing consequences.[209] According to the UNESCO, the Tananarive Conference on Higher Education in Africa (of which Nigeria was a member) stressed the importance of academic freedom in these terms:

> The principles of academic freedom are the basic tenents of university existence without which all true values in the academic community are lost...If by chance the African university loses its freedom to teach and learn, to research and to disseminate the results of its research, it loses its râison d'etre.[210]

The unbroken records of court decisions and existing problems between the Government and their universities underscore

the sensitivity of the academic community to any political interference in their affairs. In keeping with the above notion, the State and Federal Government of Nigeria should seek to promote academic freedom instead of interfering with this fundamental right of the universities.

To Harbison, "of all Nigeria's resources her young people are the most valuable; expenditure upon their education should be a first charge upon the nation's finances." He observed that modern dams, power stations, textile factories or steel mills can be built in few years but it takes about 15-years to develop the managers, the administrators, and the engineers to operate them.[211] Because of the economic inability of many of the most capable and best motivated citizens to take advantage of university education, the State and Federal Governments should provide scholarship and loan support for such students. Besides providing a safe and stable political environment for the operation of the universities, they are expected to assist them in promoting and financing national and international scholarly conferences and the international exchange of mature scholars; encourage the inter-state and inter-nationalization of student bodies, thus helping to make the campuses to reflect the international communities of scholars; as well as to promote and participate in cementing inter-university relations with continuing professional and personal rewards.

Unfortunately, the comparative reports of international students reveal consistently that the State and Federal

governments of Nigeria are capable of awarding scholarships but have gained international reputation of leaving the beneficiaries stranded from the improper payments of the fees of their students overseas. For example, Nigerian students were recently singled out of the 94 nations represented in Michigan State University thus: "you will be permitted to enroll for the 1980 Winter Term only after the Consulate General has paid for all terms prior to Fall term of 1979."[212]

Dixon[213] noted that the provision of services to the Nigerian public remains essentially the direct responsibilities of the various Ministries of the State and Federal Government which carry the full responsibility to train para-professional personnel. In addition, the State and Federal Governments are expected to intensify positive participation in industrial development by joint-participation and technical partnership with private concerns in and outside Nigeria. These could help provide job opportunities, field experiences and endowments for Nigerian university students.

The Government and the Universities

Until the decree promulgated in August 1975 which turned over the remaining two state universities (Ahmadu Bello and Ife) to the Federal Government, the burden of funding the universities was shared proportionately by the State and Federal Governments in the proportions below:

Table 2.14: Pre-1975 University Support in Nigeria

UNIVERSITY	% Federal	% Regional/State
University of Ibadan	100	-
University of Lagos	100	-
University of Nigeria, Nsukka	30	70
University of Ife	30	70
Ahmadu Bello University	75	25

*From Commonwealth Directory 1979 p. 183[4].

The decision in August 1972 gave the Federal Government the exclusive responsibility for higher education throughout the federation. This resulted in September 1975 to the Federal announcement that all the universities in Nigeria would be federalized. As such, all Nigerian universities are now owned and fully financed by the Federal Government and only the Federal Government will in the future establish university institutions in Nigeria. Such Federal Government preeminence in current Nigerian higher education, coupled with the compulsory free primary education scheme by 1979, have enabled the Federal Government to assume complete national direction in educational matters as well as promoting uniformity both in content and standard of Nigerian higher education. The Federal take-over has greatly increased the roles and responsibilities of both the Federal Ministry of Education and the National Universities Commission (created by the Federal Government to coordinate, manage and direct the affairs of Nigerian universities in line with national needs and objectives).

The functions of this intermediary body between the

universities and the Federal Government in the present plan include:

1. Advising the Federal Government on the creation of other universities and degree granting institutions in Nigeria.

2. To prepare periodic master plans for the balanced coordinated development of universities in Nigeria after consultation with State Governments, the universities, the National Manpower Board etcetera.

3. To conduct investigations relating to higher education considered necessary in the national interest.

4. To make recommendations to the Federal and State Government or to the universities relating to higher education considered necessary in the national interest.

5. To investigate into and advise the government on the recurrent and capital financial needs of university education and research, to ensure that adequate provision is made for these in the universities.

6. To receive block grants from the Federal Government and allocate them to the universities according to the formula laid down by the Federal Executive Council.

7. To take into account, grants as may be made to the universities by State Governments, individuals and institutions in and outside Nigeria, when advising the Federal Government on university finances.

8. To collate, analyse and publish information relating to university education in Nigeria and abroad in a manner relevant to the discharge of its functions.

9. To make periodic reviews of and recommendations on the terms and conditions of service of personnel engaged in the universities.

10. To act as an agency for channeling all external aids to the universities in Nigeria, and

11. To carry out such other activities as are conducive to the discharge of its functions.[214]

Remarks about the Federal Roles:

The present posture of the Federal Government on Nigerian higher education is a sensitive issue which has incurred a number of heated debates in many academic quarters far beyond the scope of this study. It can be remarked that under the present emergency for development, the universities have exercised great restraints in the disproportionate power now exercised by the Nigerian Universities Commission. The greatest credit, however, of the present federal system of higher education is that it has made many conscious and realistic efforts to redefine Nigerian development problems. By the very nature of the cultural diversity or ethnicity of Nigeria, additional responsibilities have been put on the Federal Government to weld the universities into an instrument of national unity. Hence, conscious efforts have been made to spread the location of the universities to avoid any concentration of the universities in one geographical area. Secondly, to detribalize the universities, principal officers have been moved to or appointed in universities located in area outside their ethnic origins. Thirdly, students admissions now placed in the hands of a federal body (the Joint Admissions and Matriculation Board) is a move to curb the previous imbalances in admission standards. Another impressive instrument of national unity sponsored by the Federal Government is the National Youth Service Corps by which all the university graduates are first deployed in national interest, to States other than

their own, to contribute their talents, under trying circumstances to their host community's development programs. Onifade,[215] a graduate from one of the Western States who served in Imo, one of the four Eastern States said: "We worked as if we belonged to one single family. No age consciousness, no language barrier."

On the other hand it should not be ignored, nor exaggerated that the "university facilities and staff are still inadequately utilized to support the government establishments, through consultation, research, experimentation or extension.[216] Many concerned citizens have wondered at the growing presence of many foreign engineers building most Nigerian roads, staffing many Nigerian projects and running many Nigerian institutions despite the present Nigerianization policy. To the Nigerian Human Resource Development and Utilization Committee, such inadequacies have ended up in some programs that are "academically hazardous, functionally inefficient and economically wasteful."[217] In his study, Uwakah found that "ninety percent of the senior and junior staff interviewed were dissatisfied with the conditions of service in the ministry."[218] Rita[219] found that poor planning and control, power struggle, appointments based on a system of patronage, political and tribe of origin have not only resulted in placing private interests above national interests in a number of cases but also in actual putting of many a square peg in a round hole.

The Ashby Commission observed in the Agricultural sector that:

> the effect of education, from primary school to university is to draw boys away from the farms to the towns and cities...that only a combination of higher salaries and better living conditions coupled with persistent propaganda about the importance of agriculture to the nation (all of which the government has not realistically addressed), will ensure, the annual output suggest(ed)[220] (the brackets are mine).

In which case the present massive rural-urban migration of the young, abler, brighter, more courageous, venturesome and creative individuals that drain the rural population of entrepreneurs and inventors needed to pioneer new techniques for Nigerian rural development, can be blamed to government's discriminatory urban oriented development programs. One can therefore, safely conclude with Wilson that:

> "Until there are government policies aimed at the development of modern and progressive agriculture, offering reasonable security and rewards to the farmer, there is little point in trying to use the school system to prepare young people for farming."[221]

In the educational sector the planners admitted that performance...fell far short of the average." They continued:

> In 1970-71 about £10 million was spent out of a total allocation of £30 million in the plan...a performance ratio of 33 percent. There was a slight improvement in 1971-72 but the proportion is still very low. Out of an allocation of £20 million only £7 million was spent, giving a performance ratio of 36 percent...[222]

Their own words lend support to Nwokorie's finding that "the greatest single problem has been lack of sufficient funds" especially, in the extension service. This, in his view, has greatly limited the employment of better qualified staff and

and hampered the provision of necessary tools and physical facilities.[223] These shortages in the financing of the universities and rural development programs have made the cost per student in each of the Nigerian universities continue to be relatively high - representing an average cost of ₦2400 per annum per student in the average Nigerian university. This, according to the Commonwealth Universities Yearbook "is a matter of record that the cost per student in Nigeria is one of the highest if not the highest in Africa and Asia."[224] While their failure in the rural sector, to Ajakaiye, has made Nigeria to lose:

> not only its enviable position as one of the leading exporters of some agricultural products but has also become a big importer of food products...unable to feed herself despite the abundant land and human resources which the country is richly endowed with.[225]

Finally, the present omnipotent posture of the Federal Government over Nigerian higher education affairs in the writer's opinion has increasingly made the state and local governments not only to increase their reliance on the Federal Government but has virtually caused them to cease from doing for the universities and themselves those things which they can do as well or better than the Federal Government.

Summary

This chapter has theoretically indicated the basis for and the evolution and practice of the public-service oriented philosophy of higher education in the United States and Nigeria. It has attempted to identify the trials and

triumphs the strengths and weaknesses in the development and accomplishments of this philosophy, especially in the British oriented Nigeria - from the colonial days to the present. It also addressed the distinctive features of the older six and the commonalities of the seven newer universities in Nigeria, especially in the areas of their programs and community service efforts. The roles of the States and Federal Governments in relationship to the universities for complementary services in the present development plan, was also assessed in terms of their strengths and weaknesses.

Chapter three is going to examine in greater detail the roles of higher education in the current development plan. It will not only identify the current patterns of university participation but will also attempt some operational definition of the ideal universitys' services suitable for the nation's current development objectives. It will include the significance of adult education programs and the examples of some international development programs that can be adapted to Nigerian situation.

Chapter III

HIGHER EDUCATION IN THE CURRENT DEVELOPMENT PLAN

This chapter attempts to describe the present relationship between Nigerian universities and the Nigerian society. It addresses the actual and the ideal roles of the Nigerian universities in the current development plan including their strengths and weaknesses. It also attempts some operational definition of the university system and the need for a nation wide Adult Education Program. More importantly, it examines to some detail some ideal international development programs which can be adapted to the Nigerian situation, and also concludes with some criteria of successful out-reach programs for contemporary Nigeria.

The Universities and the Nigerian Society

Unlike any other developing nation, the fact that Nigeria among other things could establish seven new universities in a single development plan is supportive of the people's faith in what higher education could do for them not only as a nation, in great quest for development, but as individuals, highly motivated for learning. In their present race for progress, they clearly recognize that capital, and natural resources are passive agents in development but that the active agents of modernization are the people themselves; for they alone can accumulate capital, exploit

natural resources, and build the political and social organization.[1] They are aware, according to Okedara, that "no nation in the world has been able to achieve any high degree of national development without mass literacy." To him, the rate of education correlates very highly with the level of economic growth and development. He came to this conclusion by comparing the literacy rate of 75 to 95 percent in most industrialized nations having economic growth and stable political systems with the 5-20 percent in most underdeveloped nations having unstable economic, social, and political systems.[2]

Nigerian citizens of all walks of life have stood to be counted for what it takes in the present plan to make the eighth decade of the twentieth century, the "Golden Age of Nigerian Higher Education." According to Clarizio, never before was higher education more highly valued. Never before was so much of it so readily available to so many. Never before had its roles been so critically re-examined in terms of national development needs. And never before had it been supported so generously.[3] The Zerby's[4] observed that the villager toiling with a short hoe to wrest livelihood from the soil, paid to support the university with a portion of the fruits of his hands.

Included in this new package of public commitment and support for higher education, is a near militant move by the cost-bearers for accountability (defined by Sabine[5] as "a focus on result" i.e. the degree to which the system

succeeds in satisfying its consumers - students, parents, business, tax payers, citizens and the government for the resources provided). Fafunwa[6] suggested "a system of accountability both at the academic and administrative levels." In opposition to the former "Ivory Towers" which bred despotic elites, current Nigerian society is pressing for what Ikejiani[7] called "the People's Universities" dedicated to society's service, in a democratic dedicative and productive service of the nearly 40 million illiterate citizens - about half of the population - whose only share is the tax they pay from the sweat of their brows, to feed, house and maintain the lucky ones in the universities. In view of the fact that Nigerian's problems are real, immediate and practical, they call for practical rather than the theoretical universities that will bridge the existing gaps by turning out highly skilled, practical and educated men and women[8] to fuse the existing tribal loyalties into national loyalties and constitute veritable instruments for the social, political, economic, industrial and cultural transformation of the country. They want the universities to settle once and for all the question of disease, malnutrition and low agricultural productivity which Lewis[9] called Nigeria's "vicious circle." The discriminatory and urban-centered extra-mural services which previously circumvented the Nigerian rural public and categorized them as ineducable "food machines," is increasingly becoming obsolete.

They prefer the people's universities to project internationally, what is best and universal in African culture and civilization, in place of blind westernization. They would rather prefer Nigerians now crowding out these universities in all branches of learning to put their own skills and expertise to work instead of involving them in the racket of pumping their hard-earned foreign reserves into the recruitment of expensive foreign mediocre hirelings, the average cost of whom, Dixon et al estimated at "$113,000 per man-year!"[10] The empoverished people of Nigeria know too well and the government and the universities also ought to know that "they cannot bring about prosperity by discouraging thrift, they cannot strengthen the weak by weakening the strong. They cannot help the wage earner by pulling down the wage payer."[11]

The local societies of Nigeria have waited too long for their universities to transform from being "Ivory Towers" into what Havighurst calls "leavening institutions" that could work internally to raise the entire body of the communities, by constituting a positive social force that could assist the local communities to control and direct the process of social change, and to supply them with a timeless quality of living through their interest and activites in all aspects of the community's life.[12] Campbell[13] confirmed that the educational activities of each university "must vacate its Ivory Tower and business must leave the counting house...for a mutual agreement for community planning."

to him, business must be conditioned to think of the educator as a person, "a professional person, dedicated to enhancing human welfare, to interpreting life's basic values, and to explaining our national heritage." While education must be conditioned to enable businessmen to give the people greater purchasing power, sense of belonging, and security.

To retain their credibility, the university that the people of Nigeria now envisage for the 1980's in Yesufu's context is primarily a community essentially of Nigerian scholars, men and women, old and young, lettered and unlettered, dedicated to serve knowledge to its community, and committed to the total liberation of the common man from all that hampers his well-being physically, materially and intellectually.[13]

Current Patterns of University Participation in Nigerian Development Programs:

Strengths of the Present System:

If out of the total 55,000 additional senior and intermediate manpower target, recommended for ten years by the Harbison report, nearly 50,000 students are currently enrolled in Nigerian universities, then "substantial progress," according to the N.U.C., has actually "been made in gearing university enrollment towards meeting the manpower needs of the nation."[14] There is no doubt that the concept has become better, the understanding deeper, and the significance clearer to the universities, that the higher education that can transform the nation to modernity is one that must rise in commitment to finding Nigerian answers to Nigerian problems

through creative imagination and brave practical experimentation.

Besides the conservation and interpretation of knowledge and ideas; the search for truth and the training of students in perpetuation of these functions, Nigerian universities in the present development plan have extended their facilities to educate those vocational groups which existing colleges and universities formerly neglected in their devotion to the learned professions. They are, saying in action, as Bevan[15] once said: "We are spending too much on undergraduates who shouldn't be in college. Why not share our resources with their parents who are better motivated?" They have come to know that the humanities, the new sociology and the sciences don't belong exclusively to the original clients of their campuses but for the welfare of society at large. In other words, they have striven towards reordering their goals and extending them to improve cities and rural life, by applying social science to social interactions and humanities to the enrichment of public life.

According to the Nigerian Human Resource Development and Utilization Education and World Affairs Committee:

> there is growing awareness in all (the) universities that under present economic, social and political conditions they cannot escape being involved in the effort to give greater strength and balance to all of higher education and research and to contribute to forms of training and instruction that are indispensable to developing the national economy.[16]

The Committee noted that the most significant and exclusive educative services of the universities for national

development is the production of senior-level manpower. To them, "the university is the single most important and conspicuous pool of highly trained manpower." For the preparation of the intermediate-level manpower sector, they observed that the responsibility is shared among the employing sector (through in-service program), the specialized technical and vocational post-secondary training institutions, (in the area of education, agriculture, health, commerce, and industry) and the universities. To them, the universities prepare the intermediate manpower through research, consultation, teaching and extension. They also assist the employing sector (government, companies etc.) through training functions; offer assistance to other post-secondary institutions and provide direct training through diploma courses and extra-mural training programs to groups and individual citizens.[17]

Adeniyi[18] noted that the preparation of the framework of the Second and Third Development Plan could not have been completed without "the roles played by members of the academic community throughout the country in serving as advisers, consultants etc. at every stage of the Plan formulation." For example, he cited Professor O. Aboyade (a distinguished Nigerian economist) as the chief consultant and adviser on the Second National Development Plan, which aimed at the "doubling of real income per head before 1985", in Nigeria. Similarly, he added that the preparation of the guidelines for the Third Plan involved the "staff of the universities and the Nigerian Institute of Social and Economic Research" as well as

private individuals who were products of these institutions. In other words, the universities have not only served as dependable partners but also the most effective brain power in the effort to establish a united, strong and self-reliant nation; a great and dynamic economy; a just and egalitarian society; a land of bright opportunities for all citizens; and a free and democratic society.[19]

Adetoro noted that the University of Nigeria is most outstanding in adopting this nationalistic philosophy:

> aimed at preserving the identity of the African; an economic objective to provide for the requirements of industry, commerce, and society; a cultural and vocational concept of service to the community; and it has set the pace in adapting and blending different concepts to university education to meet the changing circumstances of contempory Nigerian society.[20]

In the spirit of national development, Adegbola[21] cited the University of Ife, Faculty of Agriculture which virtually directed the then Western State Government agricultural program by incorporating the Research Division of the "Western State" Ministry of Agriculture of the Institute of Agriculture Research and Training created by the "Western State" Government. This tendency to focus first on the problems in the State of origin and accepting partnership with the State Government, in response to the needs of the citizens of the state is increasingly getting popular among Nigerian universities of this Second Republic.

With the present national adoption of education as an instrument "par excellence for effecting national development," and the popular notion that no educational

system can rise above the quality of its teachers, every university in Nigeria has provisions for degree programs in Education. They have gone as far as affiliating all advanced teachers' colleges which were formally autonomous institutions, and enforcing that each client of this route must take "Education" and two other teaching subjects, in which case, the Nigerian Certificates in Education (N.C.E.) awarded by these institutions, are now being awarded by the universities themselves. It is safe to conclude from the look of the "Directory to Subjects of Study" and the Calendars of the various universities that nearly every university in Nigeria is now competing at various levels with Nsukka in the expansion of subject areas that are fundamental to and has given an admixture of provocation, stimulation and yeastiness for development and community services.

All the universities offer degree programs in key subjects like Chemistry, Mathematics, and Physics which provide the fundamental principles for scientific industralization, because, according to Teriba and Kayode,[22] "for the less developed countries, industrialization has come to be regarded as the key to the development process." Already, nine of the thirteen universities have established varied degree programs in Engineering, which according to McNown,"[23] is second in importance only to medicine in Nigeria's present development. He added that the number of Nigerian graduates in Engineering will reach 1000 by 1980. In

addition to meeting the needs of their original clients, they have joined the vanguard of searching for solutions to the problems of education, health, transportation and communication, food production and the preservation and improvement of Nigeria's national resources. For example, in the area of health, Dixon[24] noted that in addition to the medical schools at Ibadan and Lagos, Ife, Benin, Nsukka, Zaria and Jos have also established medical schools; Maiduguri and Ilorin admitted students in 1977, Calabar and Sokoto in 1978, Kano and Port-Harcourt in 1979, in response to the present warfare against disease and other complex health problems of the nation. Besides the provision of professional manpower, the university hospitals constitute the major source of tertiary medical teaching and care in the country.

In the present war against hunger, four of the older universities and four of the newer ones have established faculties of agriculture. Already, the universities of Ilorin and Kano have each requested for the faculties of Agriculture but were not granted under the present plan. Each university maintains an examplary university farm that speaks in favor of scientific agriculture, in the present "Operation Feed the Nation." The universities provide research institutes which act as the clearing-houses of problems affecting communities, groups, the states and the nation. In this respect, the International Institute of Tropical Agriculture in Ibadan is most outstanding in

training Nigerians in Agriculture.

To help in conserving Nigerian scarce resources, the universities have greatly embarked on both extensive and intensive academic programs, by which the courses and degree levels for which Nigerians formerly went overseas at great cost on the nation's foreign reserve, can be taken at home. (Senator Fulbright of Arkansas pushed his bill S. 1636 on "Foreign Students to Study in the U.S. or its Territories and Possessions" through Congress on this note: "...This would enable the United States to derive benefits from credits in countries which would be in a position in world trade to permit conversion of credits to American dollars.")[25] The publications for these institutions are used at all levels of Nigerian institutions and communities. A number of these have gained national and international recognition.

The quest to cut the country's dependence on foreign resources and to insulate her against the exigencies and the complexities of rapid development have led them to move into new technological fields like computer science, medical laboratory, and production technology (to mention a few). Personnel from these institutions have represented the nation in many national and international affairs. Above all, they constitute the best laboratories in the study of societal problems and the best intellectual weapons in the present war against illiteracy - Nigeria's second most debilitating disease. In these respects, Ukachi[26] concluded: "university education (in Nigeria) after independence showed a

seriousness of purpose toward expansion of university education to meet the country's need." All the above on the current patterns of university participation in the nation's development task are strengths of the present Nigerian higher education system.

Weaknesses of the System

In spite of the above apparent improvement, a number of critics have refuted these claims. Ojiaku,[27] "ascribed the country's underdevelopment to the character of its education which...lacked both pragmatism and the sense of relevance." Fafunwa[28] noted from the taxpayers' and governments' points of view that with education taking about 30-40 percent of the annual recurrent budget, "the universities are economic parasites providing them with no benefits, (as) they have not helped to improve the economy." To them, he continued: "the universities are (mere) islands of privilege in an ocean of poverty." He observed that in their bids to copy foreign standards, they are unable to develop "the right mix needed for a relatively poor nation," as such, they are not "flexible enough to meet the social, cultural, attitudinal, and economic changes that are taking place in society." To Ojoko[29] "Colonial legacy has not given way to realism in Nigeria..."

In her study, Russell[30] also found "lack of university education unique to the needs of Nigeria" among other weaknesses in Nigerian higher education. The most significant of which included: poor planning and control due to rapid

development of the universities; power struggles for political and tribal reasons and personality conflicts arising from appointments made through a system of patronage; difficulties stemming from loyalty to colonial and traditional patterns on one hand and the quest to evolve a new pattern best suited to the unique needs of the nation on the other.

Fafunwa,[31] in a nostalgic view indicated that the present education, unlike that in Old Africa which integrated physical training with character building, and manual activity with intellectual training, is focused on "literary tradition" and the view of "the university degree (as an) indelible symbol of prestige in Nigeria. By contrast, technology, agriculture and other practical subjects...have not won esteem." Moore[32] also expressed his concern about the Nigerian higher educational philosophy for the fact that even "agriculture graduates of universities do not become farmers." It must be added (as a Nigerian) that this is the area that the country is in the greatest need of - the "Land-Grant" philosophy - the nack to turn the theory around into scientific agriculture, practical technology and an inventive science. If the universities in their hurry to build and sell their products would not balance them on both pillars of theory and practice in the present development plan, then they can at least apply the wisdom of Pogo: "We have seen the enemy: and he is us."[33]

Although Ojoko in his recent article took a defensive stand against the popular charge: "that our agriculturists

are too academic and out of touch with the realities of our society,"[34] the government and people of Nigeria feel that the universities should now face the reality of emphasizing what Ikejiani[35] called "knowledge for use;" because, "modern educational theory," according to Kilpatrick, "tells us that we do not learn what we do not practice."[36]

In the area of extension services Nwokorie found in his study that the traditional tutorial classes along British university patterns still took most of the time and resources of the extra-mural programs of both Ibadan and Nsukka, with subjects ranging from English to British Constitution, forming the key subjects. He added that "so far...those employed in purely technical and vocational pursuits, with less than high school certificate, have not been attracted to extra-mural classes and conferences." In spite of the passage of time that this study was conducted, there has been very little modification in the above trend in the extra-mural programs in Nigeria. Recently, Uwakah found in another study that less than one-half of the professional field staff perceived adult education as their most important function and that the more qualified senior staff shifted the major responsibility for extension to the junior staff who exhibited "a low-level of extension principles...and spent about two-thirds of their time in the field." To him:

> Extension workers in the (East Central) State needed additional training in adult education processes, related social sciences, and technical agriculture.

> The major problems of extension in the state include organizational and administrative bottlenecks, shortage of trained personnel, staff incompetency, lack of field and office facilities and poor inter-agency cooperation.[37]

It would be inadequate to pretend that this condition is peculiar to the extension program of the then East Central State. Other areas of the nation might have been worse.

Adetoro[38] who was one of the most vociforous critics of the universities traced the weaknesses of the system to the university "academics" whose "teachings (are) neither distinguished nor are (the) research and publications outstanding." Instead of being teachers, guides, compatriots and humble servants of the people, he noted, that they

> have all contributed to cultivate in the students the myths that the knowledge of books is superior to practical knowledge and sound common sense; that the rest of the world owes the recipient of a university degree the best living.

Although the Ph.D. may be a "union card with world-wide currency," he held, that its possession should not be "an automatic passport into the clubroom," nor should his list of publications be his exclusive testimonial. He was disappointed in the existing distance between the mentors and the taught and the strained relationships that beset many of the university councils and students' coexistence, which to him, often degenerated into political battle-grounds and bloody riots.

Other tendencies that are popularly viewed as weaknesses of the university system include the near impossibility in the transfer of students; taxation of the laity

without their adequate representation in governance of the "people's institutions" and a general lack of students academic freedom resulting in an undemocratic academic interchange between the faculty and the students, who consider themselves to be in opposite corners of an academic boxing ring, without the slightest realization on the part of the faculties, that the student's freedom to learn, is a complement of their own freedom to teach. The rigid classification of degree levels which has disproportionately limited admission into graduate school is another matter of concern, since "less than ten percent of the entire 'degree' student population in all the universities of the country ever make the second class (Upper Division)"[39] the minimum required standard for admission into graduate school. Equally unhelpful is the general practice of making the admissions into Nigerian universities conditional to certification in English - the imperial language - other than a Nigerian language. This lends support to Governor Clifford's account of the educated Nigerian in the 1920's. He said:

> It is our civilization which for educated Africa, has replaced more or less, completely, that which their forebears had developed themselves. It is our religion which, in a large number of cases has been substituted for the paganism of their ancestors. It is our language which has been adopted by them as the medium for communication between us. The ideas which they imbibed, the aspirations which they cherish, the hopes which they entertain, the desires by which they are animated are, in the main, ideas, aspirations, hopes and desires which originated with us, and which we, as a nation have kindled.[40]

From the above views Nigerian universities have made a number of efforts in the present decade to serve the

Nigerian public, but still have many adjustments to make in order to avoid the charge of being the very brakes on the national wheel of progress that they were asked to accelerate. These adjustments without doubt, would enable Nigerian universities of the 1980's to be the prime sources of the nation's competence in the sciences and the arts, and the mainstay of the professions. Only then would the names of their graduates crowd the honor rolls of the nation, in the present war against poverty, disease, crime, injustice and illiteracy.

The Roles of the Universities in Nigerian Development:

In the light of the 1972 Accra Conference of the Association of African Universities, Fafunwa recommended the six roles expected of Nigerian universities towards bridging the existing gap between them and their society as:

1. Attitudes: He considered the attitudes of the academic staff and the university administrators as a "top priority" role in creating "development oriented universities" that will be responsive to the people's needs and aspirations. To him, if the staff could be re-oriented, de-anglicized, and sensitized to the needs of their people, half of Nigerian educational problems would be solved. To support this fact, he argued that the local university staff, except in color was equal to his expatriate counterpart, as both probably trained in the same overseas institutions, have

imbibed the same idea of what a university in an affluent society does and have had similar research orientation and exposure to teaching and curriculum in a developed economy. In the same appeal he asked Nigerian university dons to change their attitude and re-think their roles. He concluded: "We need to make ourselves relevant to our society first before we can be in a position to produce relevant curriculum and relevant students."[41]

2. A Wall-less University: He added that the universities of Nigeria must not only break down the physical and psychological barriers that insulate them from their society but must strive to bring their skills and knowledge to every home, town, city and rural area through research, teaching, and every other available means of communication like the radio, television and newspapers.

3. Flexible Curriculum: He observed that the quest for prestigious standard (especially the "honors" fad) has created such rigidities that has resulted in a considerable wastage in the system (as failure in one out of six or eight examination papers taken at one sitting, ends the student up in repeating the whole year, taking all the subjects over, including the ones he previously passed). He appealed to the Nigerian university system to rid itself of this self-imposed wastage and to Africanize its instructional media, and case studies and to demonstrate with Nigerian examples so as to halt the notion: "The universities do agriculture in English while the Nigerian farmer (farms) in Ibo, Hausa

and Yoruba." He statistically noted that out of every one hundred Nigerian students opting for higher education over ninety would seek admission to the university and less than ten usually the non-university material, would apply to technical institutions, because of the great disparity in social recognition and remuneration. He implored government action to equate the reward system for these two complementary tracks, to modify the concept of the "university degree" as a better "meal-ticket", that has dominated Nigeria today with literary men rather than the corps of technicians and teachers needed for the industrial development of the nation.[42]

4. Relevant Research: He urged the universities to involve their students more in collecting data, designing and executing original research projects relevant to the needs of the students, their environment and the nation at large. The research programs he idealized were those that can help to "eliminate tedium in agriculture, improve human conditions, prevent and cure diseases, (and exterminate) ignorance, disease and poverty in Africa."[43]

5. Life-Long Education: He recommended that the universities should constitute themselves into life-long education centers in the evenings. This, he added, would enable the staff and students to help improve the lives of their fellow citizens through teaching, research and community projects more directly. For example, he noted that classes and conferences held among local farmers by the faculties of

agriculture and the actual living of these university experts and students with the local farmers would create lasting impressions.

6. Student's Re-orientation: He criticised the tradition of housing and feeding nearly all university students in Nigeria. From the economic, cultural, and social benefits to the student, the university, and the community, he recommended that majority of students should live off-campus. He held that Nigerian universities which were created in response to the demands of and supported by the taxpayers, must of necessity interact with the community so that they can be better acquainted with the social and economic problems that they are expected to solve. To him, Nigerian universities must justify their existence within the Nigerian social milieu, they must be humane if they are to humanize their disciplines and disciples rather than being "oasis of privileges in a sea of poverty."[44]

The writer's reaction at this point is supportive of Adetoro's charge (previously noted in this study) that the Nigerian university system has contributed to the cultivation of the myth that knowledge of books is superior to practical work and that the rest of the world should serve "the recipient of a university degree," if until now Nigerian university students cannot rise up in the morning to dress their beds nor bend to clean their bed areas because hundreds of hired maids are expected to do them! Dignity of labor is and should be a part of life. It is not a product

to be preserved (as practiced in Nigeria) for the year the students are deployed in the Nigerian Youth Service Corps.

For the universities to be harbingers of hope for the future, Ikejiani[45] indicated that they must be:

1. Universities for the people in quality and quantity.

This means that they should be sensitive to the legitimate needs of the masses rather than for a privileged few. To him, "Nigerian universities must stand aloft on the two pillars of quality and quantity." He continued that university education must be broad enough to reach all who qualify, and the peak, high enough to the extent that excellence would not be sacrificed for mediocrity. He held that Nigerian universities must train men and women that must bridge the river, plough, and fertilize the land mechanically, build the roads and expand the nation's business. He saw the above attributes as the two most significant democratizing principles in the "Land-Grant" philosophy, which in his words, is "America's greatest contribution in the field of higher education." To him, this principle expands university education to all works of life, makes education practical and liberal, emphasizes knowledge for use, and with such insistence on quality that has led to many scientific discoveries in all conceivable works of life. In rejection of the colonial tradition which tends to pride in the doctrine of "the smaller the student population, the better the quality," he held that the knowledge of modern universities prove that:

...quality and quantity are not contradictory terms.

> The institution that is small may not have quality. Quality is a matter of resources and purpose, not of size. It is a matter of standards not number. It derives from people not statistics.[46]

2. Nigerian universities for Nigeria: In this, he viewed Nigeria as a nation that is beginning to work out its own salvation and that the universities should channel her through the nation's best and truest indigenous thoughts to achieve this.

He recommended that:

> Nigerian universities should be truly national. Their structure should be Nigerian. The general inspiration of their courses should be Nigerian for they should foster values that are typically Nigerian. Their order of priorities should be dictated by the needs of Nigeria and of an African content. They should oppose preconceived ways of thinking in the development of courses, and they should resist the great temptation to follow only proven lines. Nigerian universities should be built and equipped to look through Nigerian eyes upon all questions and they should train Nigerian minds, heads, and hands to deftness in the programmes of most concern to Nigeria.[47]

3. University Government: He stood for greater university autonomy in all aspects of its operations as laid down by the Ashby Commission; but as publicly supported institutions, he recommended that they should rise above intellectual despotism in response to the need for an indigenous education for a new fast growing nation. He warned them against rigid departmental system as such "creates artificial boundaries, undue specialization and limited academic territories." As public institutions he insisted that the majority of the university councilors should consist of laymen and representatives of the academic body. To him, the

universities are the people's universities and...their development must be upon lines which decisive public sentiment lays down.

4. The Universities and National Unity:

He asked the universities to eschew discrimination and provincialism but to use their cultural, religious, economic, social, ethnic and political diversities to the nation's best advantage.

5. The Universities and Research:

He cherished the idea that "a university lifts itself by its bootstraps only through research, for it is research that increases it productiveness, and gives it maturity and prestige." To him, it is through research that the universities can be better tied to the society they serve, since the needs of the people can only be properly identified and solved through research.

6. The University and Patriotism:

He held that the universities should generate patriotism in the students by the standards of their teachers, that is, through the teachers' dedication to the interests of the nation. He endorsed the saying: "It does not make so much difference what one studied as with whom he studied." He recalled Professor Kizerbo's landmark paper that: the African of 1980 will be the product of the syllabi drawn up in 1961. The type of man who will rule over the Africa of tomorrow is potentially contained in those curricula.[48] He therefore, saw the difference it would make if the students

had patriotic professors who would make them see at a glance what the flag means, and to keep in step with the music of the nation. If they could do these, he advanced that "students who leave the universities will act as dynamos generating patriotism throughout the country."

7. The Inter-dependence of Universities:

He finally asked the universities to cooperate with one another and with the Federal and State Governments as "any diversive competitiveness among them can only harm the whole fabric of public education in Nigeria."[49] He contended that the most creative research occurs when several disciplines interface.

In their own views Hanson and Brembeck[50] noted that the universities, in keeping with the national development process, should provide related courses of study aimed at solving the country's development problems like 1) increased attention to the civic and political needs of the nation in order to maximize effective participation of all in the political process as well as the placing of national interest and well-being above tribal or local interest; 2) increased attention to the social and personal needs of the nation to improve the health and well being of the people in the cities and the rural communities as well; and 3) increased attention to economic and technological needs of the nation to produce high level skilled technical and agricultural manpower, able to use natural resources, develop a spirit of economic innovation and build new attitudes

towards savings, investments and purchasing.

In sum, the universities of Nigeria, as noted by the Task Force on International Developmental Assistance and International Education, must be committed to the task of cultivating understanding of the past, to relate this understanding to the problems of the present, and to speak out in reasoned and creative effort to help shape the future for the welfare of Nigerians.[51] The increasing multiplication of clienteles, differential needs, and social demands in Nigeria at the local, state, national and at international levels call for a democratization of access and a "polyvalent system of higher education" which in the words of Alexander Kwapong would be able "to train/educate polyvalent students" (that is, to give students a broadly based education and a flexible preprofessional or semi-professional training to which more specialized training can be later added as needed).[52]

Operational Definition of a Service-Oriented University System:

Judged by the "Land-Grant" operational principles, credit has been given in chapter two for the plan "to have special missions for each university" in accordance with the national development goals and priorities. It has been documented in this study that the "Land-Grant" philosophy started with agriculture as the foundation upon which rests the welfare of a great industrial people. In view of this fact, the National Universities Commission should have

granted the universities of Ilorin, Kano and Jos their requests for faculties of agriculture in the present development plan. The stance here is that all the universities of Nigeria ought to have strong faculties of agriculture in the present Operation Feed the Nation Plan." All the five northern universities - Zaria, Sokoto, Kano, Maiduguri and Jos - should have specialized in Irrigation Science, Veterinary Science and Animal Husbandary, since this "bread belt" of Nigeria has most of the country's livestock, adequate underground water supply but occasional dry spells which limit the supply of feeds and grains. Their university extension services to the farmers and State agencies should concentrate on dry-land agriculture irrigation, pest control and toxicology and techniques of raising and marketing grains and livestock. Unlike the extensive scheme in the North, the South with heavier rainfall, denser populaion and forests, calls for a more intensive agricultural pattern. The University of Port-Harcourt, Lagos and Calabar along the coast should have advanced programs in fisheries, marine, wild life, and forestry. They should include the production of food crops like yams, rice and maize etc. and cash crops like cocoa, coffee etc. which serve the immediate needs of the communities.

In the curriculum sector their programs if based on the "Land-Grant" philosophy would reflect a comprehensive combination of the scientific, technical, theoretical, and

practical education to the students and the public at large. The nature of the curriculum would be based on relevance, that is, social and practical applicability to the issues at hand; flexibility - the capability to respond to changing conditions; and variety - differing in forms and types as needs and situations demand.

For example Bayero University, existing in a traditional center with strong roots in local moslem tradition should provide a center for advanced Islamic studies in the nation. Similarly, Ife and Benin universities existing in the cultural and traditional capitals of ancient empires should provide all that is best in African studies. Benin, and especially Port-Harcourt, the "oil capital" of the nation, should provide courses and practical experiences in Petroleum. Their courses ought to include engineering for the identification, description and solution of all the problems in the oil industry; Diesel Technology; Hydraulic and Pneumatic Systems, Fluid Mechanics to impart velocity and pressure to test fluids compressible flow; and Gas Dynamics. In the highly divided province of the Rivers State with countless waterways, the University of Port-Harcourt should specialize in Oceanography, boat industry, Navigation Science and Aeronautical Charts. The University of Calabar at the center of traditionally gifted artists and carvers should encourage this by providing advanced centers and programs that will facilitate, refine and modernize the handicraft industry. Similarly, the

University of Lagos in a highly competititve industrial and educated environment, the existence of highly developed schools and institutes for Journalism, Law, Business, Aviation Technology and Administration is very significant. It's existence in an industrial rather than an agricultural environment calls not only for extensive programs in the automative and transportation industries but also advanced courses in food technology and food preservation, packaging, and the handling of wastes, to mention a few. In addition to the courses mentioned above, Ibadan and Ife in cocoa growing areas should offer advanced courses in pest control, parasitology; pedology and plant science.

As indicated above, it appears the most significant question a public-service education system asks is: "What does the public do?" rather than "what would I like to do?" In response to this critical question, the behavior of the university operated on the "Land-Grant" principles is to provide more rural enrichment programs that match the occupation of the area, if its environment is rural. If its public is more urban than rural, it is bound to generate more programs along urban lines for the solution of urban problems like family living, consumer education, and crime control.

Another characteristic tendency of these service-oriented universities is greater flexibility as opposed to rigidity in admission standards. By this "open-door policy" they promise not to deny the blessings of higher education from

any one who can benefit from their services. They strive to give everyone a chance. In the effort to be all things to all men, they recognize that degrees for all is no degree at all. Without placing equal value on unequal work, their programs should range from specialized courses for clients who are low on the admission scale to honors programs for the higher achievers. In which case, the present multiple admission tracks including concessional entries currently followed in most Nigerian universities, especially, Nsukka and Zaria, as well as the basic studies programs in the newer universities, are moves in the right direction.

Public-service oriented universities of the 'Land-Grant' calibre give greater emphasis to more extensive and intensive professional training than to the classics. As a result, their research effort is towards greater professional efficiency rather than on classical literary lines. To them research contributions along the needs and problems of society other than literary works for its own sake is the greatest test of a scholar. In their view and practice, the universities have failed if society fails. Consequently, their concern for applied research supersede that for pure research.

Another distinctive mark in their operational practice is the tendency to extend their growth and differentiations into institutional, inter-institutional and also international cooperations. In which case, the National Curriculum Conference; the Joint Admissions and Matriculation Board;

National Universities Council; Association of African Universities and the Inter-university Linkages (if judiciously used) are all moves in the right direction in Nigerian universities. Universities like the humans that populate them are limited in many ways. In recognition of this limitation the operational behavior of 'Land-Grant' institutions is in keeping with the saying: "in union lies strength."

Other operational practices, in keeping with the "Land-Grant" theory are: 1) greater emphasis on knowledge for use. By this, they are expected to seek constantly to equate theory with practice and utility; 2) increased concern for efficiency, effectiveness, and accountability for educational results which provides a self-corrective mechanism into the system; 3) greater concern for public welfare than self-interest; and 4) inventiveness. These last two attributes have made these academic service-stations to maintain an open mind to what the public wants. Consequently, courses are constantly changed, enlarged or adjusted. New ways are frequently tried according to the imprints of public sentiment. In the light of these practices, the move to provide all the universities with medical and agricultural faculties in the next Development Plan are moves in the right direction, in view of the nation's needs for health services and nutrition. The plan to change to a format of o-level entry (and one-year of remedial work, and another, for practical work for the acquisition of

technological know-how for engineering students) in Port-Harcourt and Calabar if followed by all, would greatly help to bring the blessings of higher education within the reach of more Nigerian youths than ever before.

Nigeria therefore, lives to see the day when her institutions of higher learning would develop such a curriculum that would diffuse the needed cognitive and affective skills from the campuses to the boundaries of the States; when the supremacy of reason and disciplined imagination as the technique for solving intellectual problems can be applied to the practical problem that cripple the social, political, moral, and economic development of the nation; when authority is shared but differences in functions are recognized; and when experimentation can be tried and understood as trials to be altered by any member of the group who by new ingenuity can find a better way.

The Importance of Adult Education in Nigerian Development

In Tugbiyele's words, "Adult education involves the development of human resources...a prerequisite to the development of our overall national development - economic, social, cultural and political." He observed that in the advanced countries, adult or continuing education is given top priority in national development plans and that it would be naive and wasteful if Nigeria at her present stage of development would place other issues before a universal adult education program. He was much concerned for the fact that

out of a population of about 80 million people, half can be regarded as "forgotten people," on account of illiteracy.[53]

To Ifedi[54] adult education "is a permanent national necessity, an inseparable aspect of citizenship which should both be universal and lifelong. He suggested a comprehensive and compulsory adult education scheme by 1985 to run paripassu with the present Universal Primary Education in order to rid the rural areas of abject illiteracy, ignorance, and poverty which the major cities tend to hide. Eke[55] saw no other way of making Nigeria a united strong and self-reliant nation; a just and egalitarian society; a land full of bright opportunities for all citizens; a great and dynamic economy and a free and democratic society, without a universal adult education. To him, mass education is the only equalizer; the greatest insurance against exploitation; the best assurance that the public would not "be bought or sold," the most realistic source for the needed manpower and skills; and "the most important tool for building the nation we now envisage." In his call for an effective all purpose adult education "in all its forms and at all levels of education," Tugbiyele[56] vowed that the nation "would never have an effective educational system unless (she) has a sound philosophy of education" that would include such adult education, techniques and programs that can be applied:

> a) to achieve national unity in action rather than in words; b) to bridge the undesirable educational imbalance between various parts of the country; and

c) to eradicate illiteracy completely in the country by 1980.

Okikiri[57] confirmed the significance of adult education in the overall development effort of the nation with the words of Kenule Tsaro-Wiwa of the Rivers State:

> No amount of money spent on agriculture, or indeed on other aspects of our national life at this moment will make the desired impact if most of our people are illiterates...the oil boom while it lasts, should be channelled massively towards educating every Nigerian... We must always remember that our greatest national resource is human not agriculture or mineral. Let us, therefore, develop to the fullest, our human resources. Other things will follow there from.

He opposed the isolation of the adult education profession in the universities, but held that it should be linked with every university discipline. In reaction to Gezawa's remark that "in modern times, an illiterate worker is a dangerous person;"[58] Okikiri[59] suggested that the Adult Education professors, like medical doctors should practically go out into the field to administer their "drugs" on these patients (citizens who lost the opportunity for schooling through no fault of their own). This, he contended, would help to promote the leveling upwards of the social and economic development of citizens and the nation at large. Widstrand pointed out:

> If the present condition is to improve eg. the share of import in food consumption reduced, the dietary balance, especially of children and young persons, corrected and the real consumption of the urban population maintained, not only must the increase in productivity per head of the adult population in farming be enormously increased but peasant farmers must be induced to accept new standards of quality, unfamiliar crops and strange production practice (including soil testing, the scientific application of fertilizers and other agricultural chemicals, dependence on irrigation rather

> than on direct seasonal rainfall etc.) as a normal day to day activity.[60]

He found no other effective means of accomplishing this mysterious chemistry of change among African peasant farmers (who consititute about 70 percent of Nigeria's working population) except by an extensive adult education program.

Some statistical detail might help to project the nation's need for adult education more clearly. Nelson et al[61] noted that the literacy rate in 1970 was estimated at 25 percent in Lagos and in the Eastern States; but the estimate for the country as a whole was 10 percent. In a study of Calabar (the capital of the Cross River State of Nigeria) Ebong[62] found that 77.8 percent of his rural respondents fall under this category. He noted that up to 46 percent of the rural respondents as compared to only 10 percent of the urban respondents have never been to school. While Nelson's estimate might appear doubtful from the war already waged against illiteracy in the nation, Ebong's figures tends to approximate the literacy picture of the rural and urban communities in most parts of Nigeria. The latest estimate by Erubu is "that about 60 percent of people of (Nigeria) are illiterates."[63] In comparing this with the 97 percent indicated by Mboya as the literacy rate of the people 15 years of age and over in many advanced countries, Nigeria still has a lot to do in the education of the nation.

Even among the developing nations, Mboya indicated that Argentina had 85 percent; Thailand, 70 percent; 60 percent

in Mexico and Burma; and 50 percent in Brazil. He noted that less than 20 percent within this age group was still common among many African countries. He concluded: "We do not,...want monuments for universities; we want practical centers for effective study and learning," and urge the universities to come up with strong educational programs that can match the urgent need for "manpower, at the primary level, and adult literacy" in Africa.[64] Okedara[65] also noted that most of the industrialized countries of the world with higher rates of literacy 75-95 percent have higher economic growth and development and stable political system. Thus education correlates very highly with the level of economic growth and development.

Unfortunately Essang et al[66] found in 1974 that education, in the Nigerian context, is the most important factor in the rate of rural-urban migration. He recorded as high as 86 to over 90 percent among a new wave of migrants with over six-years of education, than among illiterate migrants. Callaway[67] also, states that three-quarters of the migrants to Ibadan in Nigeria are school leavers. This was why Moore hardly found any graduate of Nigerian faculties of agriculture becoming practical farmers, as noted earlier. Which is why the "agricultural pattern is (and will remain) uneconomic and will provide only a low standard of living,"[68] as long as the Nigerian higher educational scientific skills are not engaged on the farms.

If adult education were vigorously pursued in Nigeria,

widstrand[69] observed that it could have greatly helped to solve the problems of agriculture, rural economy, the urban unskilled and the unemployed as well as the employed and higher level management sectors of the economy. Similarly, Ogunfowora noted that it could have provided a more comprehensive understanding of the product-supply and demand phenomena in the traditional farming environment towards meeting the three most important objectives in the nation's agricultural development: 1) to increase the aggregate agricultural output; 2) to raise the level of income and the standard of living of the farmers; and 3) to reduce the rate of rural-urban migration.[70] Odokara[71] urged the decision-makers for adequate "investment in human capital" and to recognise this capital "as the catalytic and crucial agent in national development." While Hanson recommended that Nigerian universities should make their boundaries, in a very real sense, the boundaries of the society they are committed to serve, and that they should ultimately measure their success in terms of the changes they have helped to make in the lives of all of the people of Nigeria.[72] Badey[73] recently called for an end of the present shortage of executive and competent operators, irritating and inhibiting use of bureaucratic rules, and lack of communication. To him, these were the "problems hindering community development efforts in the country." He proposed that the first priority should go to revenue generating and educational projects in preference to prestige oriented

items in Nigerian rural communities.

While Fafunwa[74] recommended that "there should be compulsory adult literacy classes throughout Nigeria." Adegbola[75] was most revolutionary in the implementation plan for an effective adult education program. He recommended a national school of adult education to be attached to the institutes of Extra-Mural studies in all the universities, which should be empowered to plan the program for education of all adults - including school and college dropouts from the basic arts of reading and writing - to obtaining degrees outside the university walls. He urged the universities to conduct evening classes for adults in these days when skills and practices become old-fashioned almost as soon as they are developed; and vocational education like sewing, cookery, cabinet-making, and typing etc. To "Pasitam,"[76] "rural problems are national problems...if the hungry are to be fed." In its opinion, "rural existence is more than agriculture; it's a way of life, that unfortunately reinforces the poverty cycle." Rural plight, therefore, in the present pace of change is no more an issue to solve by a wave of hands, vague pronouncements and decrees; but by an integrated practical and empathizing effort by both the leaders and the led.

The prominence of adult education for the development of all citizens - urban or rural, literate or illiterate, the leaders and the led, rich or poor in Nigerian social, political, and economic life cannot be overemphasized.

Such a program that is everybody's need certainly deserves the highest charge on the Treasury, in which case, the ₦ 1 million total estimated expenditure[77] assigned to Adult Education out of the ₦3,000 million originally set aside for the present Development Plan is most unrealistic, since human capital is the most significant agent for any effective development.

To put the Nigerian development program in the best perspective, the adult education sector in Nigeria calls for evolutionary and revolutionary leaders to whom, in Freire's words, "organization means organizing themselves with the people," as opposed to those he called "dominant elites" to whom, "organization means organizing themselves." It does not call for national and higher educational leaders, whom in his words, "do not act dialogically, but insist on imposing their decisions, do not organize the people (but) manipulate them...do not liberate...but oppress."[78] As such, until universal higher education is encouraged and extended with other amenities to the rural majority, until Nigerian higher education could produce practical scientists who are not only skilled craftsmen but also model farmers, community development leaders, cooperative leaders, rural craftsmen, and other manpower specialists, and until they are able to produce people who are prepared to plan, organize and implement rural transformation programs and to stay in rural areas to grow in mind and stature, Nigeria can neither solve her rural

development problems nor completely win the war against her manpower shortage.

Aspects of Some Ideal International Development Programs:

National development programs of the developed and the developing nations, like human growth and development is a continuum of processes, stages, and phases. They have at one time or the other, undergone similar social, political or economic problems in their development process, comparable to those of Nigeria at the present time. A brief reaction to some aspects of selected international development programs in the writers opinion, would likely contribute new blood, if adapted to the Nigerian situation.

Selected African Examples:

Adult Education Program in Tanzania:

The most exemplary, too often quoted purely African development program, especially, in the area of Adult Education, is that of the United Republic of Tanzania under Julius Nyerere. To him, Tanzania "cannot afford to wait for the children." She must educate the adults who have an impact now, whose immediate and willing participation can make the present plan successful.[79] The Director General of UNESCO in the same vein, emphasized this thought in the Adult Education Conference held at Abidjan in March 1964 by saying:

> ...it is not children of today who hold the present destiny of Africa in their hands, it is the adults. So it is only by...helping the adult population to adjust to a rapidly changing world, that an immediate impact can be made on the urgent problems of society, and essential progress be brought about. Africa

> cannot wait a generation to mobilize its rich human resources for tasks of national development.[80]

To Nyerere, development is for man, by man and of man ...man does not develop himself...in isolation from his society and his environment, and he certainly cannot be developed by others." The adult education that can contribute to development, he added, "must be a part of life -- integrated with life and inseparable from it. It cannot be imposed: every learner is ultimately a volunteer..." In his philosophy adult education's first function "is to inspire both a desire for change and an understanding that change is possible" and that "dissatisfaction with what is must be combined with a conviction that it can be changed: otherwise it is simply destructive." To him, the "belief that poverty or suffering is 'the will of God' and that man's only task is to endure, is the most fundamental of all the enemies of freedom." He has made his country to recognize adult education as a necessary basis for all other development activities. To give it the nation's best effort in skill and funds and to weave it into the fabric of every aspect of the nation's developmental tasks, he likened the scope of adult education to "a spider's web," the different strands of which knit together, strengthens the other, and each connected to the others to make a coherent whole. He contended that all adult learning should lead to literacy and that the best method of adult education is one in which the adult learner learns by doing, as such

educational technique leads to further development.[81] Under him, universal adult literacy and formal education are fully integrated for the benefit of all citizens irrespective of age and status in Tanzania today.[82] She has gone further to establishing residential adult colleges.

According to the A.C.U. Bulletin of Current Documents, the universities in Africa are still charged internationally for "warping secondary education rather than producing a work force, capable of contributing to national development"; for merely grooming or serving as pipelines for university entrance; and for imparting few if any useful skills to those failing to gain entry into the universities. It credits Tanzania under Nyerere, as the only African country that has adopted a policy not to admit university applicants directly from secondary school, but requires several years of work experience. In which case, admissions decisions are based in part on the basis of commitment to national service.[83]

Ghana: A Champion in Agricultural Research:

The Ghanaian example is the significance which she places on agricultural research. A.A. Kwapong[84] noted that the Ghanaian universities, standing as the apex of the educational pyramid, are responding to the needs of their societies through quality and relevent teaching, research and extension or community service. He observed "that in the University of Ghana" the highest priority has been placed upon agricultural research and upon the work of the

basic science departments." To avoid unnecessary duplication, he added that the three universities of Ghana are increasingly moving towards setting up research programs that are "multi-disciplinary in character." He admitted that the pride of place in the country's development should go to the critical research mass of the faculty of agricultural science whose pioneering work has set up "Agricultural Research Stations at Kpong and Nungua. These have produced various varieties of sugar-cane and rice, being used all over the country (at Kpong) and the hybrid sheep called the "Nungua Blackhead" (at Nungua) being adapted by farmers throughout the country. Her team of extension workers for Ghanaian's 40 districts includes a corps of well informed administrators, agricultural education officers, nutritionists, animal breeders, planning and rural sociology officers. While their research corps is advancing their research effort from the best ways of solving immediate agricultural production problems, and the relationships between agro-industrial science and technology into areas of highly sophisticated technology.

Although Nicholas[85] took a critical stance against the universities for producing some "theoreticians who are frightened to get mud on their boots," he admitted that the "extension workers" by their plans, skills, and training "were the king pins in (their) work." As a result, he noted that 99 percent of the food produced in Ghana is produced by the small scale farmers.

Haizel[86] called the nation's attention to the existing gaps in Agriculture which an intensified integrated inter-disciplinary agricultural research approach can fill. To him, organized and systematized research are the basic tools by which science has advanced human knowledge and improved the lot of mankind. He advanced that it can lead to such agricultural revolution that can make the present "Operation Feed Yourself Program" successful. Dadson in the same vein caught the "Land-Grant" vision by saying: "the proper development of Ghana must necessarily start with agriculture." He observed that out of the 62 million acres of her land space, only 7 million out of the 35 million acres have currently been cultivated. He called for "a ten-year (1975-1985) properly thought out and widely integrated development plan," in which every developmental effort in Ghana would single-mindedly be "Agriculture or nothing!" He recommended that nothing except that which would promote agriculture should be done in what he called "the first agricultural decade." He went on:

> If we build roads it would be to increase agricultural production; if we build a new shopping center it would be to facilitate marketing agricultural produce; if we opened new schools and colleges it would be to train more agriculturists; if we built hospitals it would be to increase the health of farmers; and if we did research it would be research which would directly enhance agricultural productivity.[87]

Agricultural Mechanization in Equatorial Africa:

In their study of Agricultural Mechanization in Equatorial Africa, Kline et al[88] found that traditional

farming methods are similarly carried out throughout Equatorial Africa except in the highland of Ethiopia, Kenya and Tanzania. They observed that Kenya, in terms of engine-powered mechanization has more agricultural tractors than any other country in the study (6,145 in 1966). Thus their order of agricultural mechanization for nine countries in 1964-65 was Kenya, Tanzania, Ghana, Uganda, Ivory Coast, Ethiopia, Nigeria, Senegal and Gambia. But their data on the relative fiscal proportions spent on tractors and agricultural machinery for the period 1960-1967 in order of magnitude were as follows: Ethiopia, Gambia, Ghana, Ivory Coast, Kenya, Nigeria, Senegal, Tanzania and Uganda. In general, they found that African nations could become important suppliers of food and fiber to the world if the main limitations of water and power could be overcome and the necessary human resources provided, since the climatic zone can allow the raising of up to three or four crops annually. But they regretted that "Africa has the largest area under shifting cultivation of any continent." It is noteworthy that Nigeria was not high on any of the above scores inspite of her economic and human potentials.

Current Ruralization of Schools in Mali:

By her current "Ruralization of Schools" program this francophone nation has moved in a greater degree towards the adaptation of education to the realities of rural life. Ahmed and Coombs[89] noted that this program has given impetus to the use of national languages in the schools. As such

it has given direction for the retraining of the teachers; reforming the primary education; affirming the necessity for change; and emphasizing the mental reconditioning of students and parents. The new approach includes prioritizing manual labor, craftsmanship and farming by "building education into crop development operations" in the 30 experimental schools. This process of education in one's language and culture other than those of the colonial masters, would likely help to engender understanding and performance in Nigeria as it has done in China.

The Nile Resettlement Project in Egypt:

This model of rural development plan, according to Salah El Abd,[90] is the Egyptian's new attempt to shift from the traditional varieties to other high income export crops like vegetables, fruits and flowers, including livestock specialization for products like meat, milk, poultry and fish. Thus the emphasis of this new agricultural policy include: 1) Consolidation: this entails fixing the rotation of principal crops like cotton, wheat etc. across individual holdings in order to achieve economies of scale in cultivation, seeding, application of pesticide, irrigration and harvesting etc. In other words, this "policy aims at inducing farmers to cooperate more closely and to benefit from the advantages of large scale agriculture by pooling their resources together." 2) Mechanization; 3) Introduction of high yielding varieties of crops; and 4) Strengthening of agricultural institutions. He noted

that through a new system of land reclamation, a total area of 895,000 "fedans" has been reclaimed between 1960-73; 788,000 "fedans" irrigated from the Nile; and another 937,000 "fedans" converted from basin irrigation to perennial irrigation, through the construction of the High Dam. He identified the three stages of land reclamation as: 1. The Engineering stage which includes all the construction works from levelling to building of canals; 2. The Agricultural stage which includes soil investigation and soil improvement; and 3. The Social stage, which includes settlement based on the following qualifications: (Settlers must be literates, able farmers, 25-50 years old, and a maximum family of five). He gave the three types of settlements as: 1) The Nubian settlement (a forced settlement) which was based on the following demands: transferring the people to the new land; compensating them for their loss of property; and supplying the necessary infrastructure including telegraph services, offices, mechanized bakeries, cooperative consumer stores, electricity, social units and recreational centers, clinics, educational institutions, police, pipe borne water etc. 2) The Abiss settlement where settlers are scattered among inhabited areas near Alexandria. Their standard of living according to Abd, has progressively improved - income has increased by 35 percent and literacy by 10 percent and birth rate reduced by two per thousand; and 3) Settlement of areas reclaimed from the desert, not previously occupied except by

nomads. He noted that the whole area had to be provided with a completely new type of infra-structure.

It is true that Nigeria does not have such extreme desert conditions as Egypt has, but the writer feels that she certainly has millions of acres that could be reclaimed from the invading desert, rivers, and seas, for her increasing population. The effort to provide rural infra-structure to the existing rural communities as indicated here, is another need that Nigeria has not effectively met.

"Universities Without Walls" of the Central African Republic:

Another significant development program is the present increased attention to what Wakatama called "Universities Without Walls" in Central Africa (comprising Zambia, Malawi and Rhodesia), an area which includes some of the most intensive industrial development projects as in the Zambian Copperbelts and Rhodesian watershed, and the least developed traditional peasant agricultural practices. In his definition, "Universities Without Walls" simply means, "correspondence education." Wakatama noted an increased emphasis on correspondence education in Central Africa which has consequently led to the establishment of the Department of Correspondence Studies in Central African Universities, by which quality lessons and adequate skills are learnt through written instructions by working people, homebound housewives and handicappers, and other categories of citizens, thus accelerating the economic, social and educational growth of the society at large. (Other countries that use

correspondence courses on a large scale are Australia, England and America). He noted that the comparative study of the examination results of regulars and correspondent students at the University of Zambia proved that the "external students performed just as well as their internal counterparts."[91]

Merits and Demerits of Correspondence Education:

Inspite of the obvious problems from the lack of immediate feedback, lack of library facilities, lack of depth and sociological factors from education in isolation, he identified the merits of correspondence education as a one-to-one relationship; quality control; flexibility in time, rate, place and space; suitability for individual differences; as the able are not held back by drones and the slow have all the time they need; flexible extension of educational options to more people than the conventional classroom clients; and the provision of education at the convenience of the learner other than the teacher. He added that it is economical to both the learner and the institution; fits easily into other educational programs; and above all correspondence education enables working people etc., to acquire further educational qualifications without loss of job. That is, "they can earn and serve the nation while they learn." He noted that even cripples are blessed educationally by it and that the practical and technical aspects can be taught through short residential courses, evening classes, workshops and at weekends.

The thesis here is that the scanty use of correspondence education as a supplementary resource to the conventional provisions for education by Nigerian universities has led to expensive dependence on foreign correspondence courses as an alternative for educational advancement in Nigeria.

The Village Polytechnic Movement in Kenya:

The aim of this polytechnic movement is to provide the young people of Kenya with skills, understanding, and values leading to self-employment, employment in the public sector, and other worthwhile occupations in the rural areas like agriculture, marketing and rural industry. According to Anderson,[92] this movement is experimenting on new multiple-occupational roles in rural life and to help develop the necessary knowledge and skills to enable the students to take advantage of them. His examples, included the improved methods of keeping bees, making of smokeless cookers, carpentry, and masonry etc. He noted Kenya's polytechnic movement as "a very interesting development," designed originally by community church organizations as low-cost service centers to provide useful formal, practical, and recreational training for high school dropouts and other members of the community, as an alternative for the largely academic schools.

The formal polytechnics training lasts for two-years. The samples of subjects offered include: 1) Craft/Skill

subjects eg: masonry, domestic science, bookkeeping, tanning, tinsmithing and tractor driving etc. 2) Agriculture - Animal husbandry etc. 3) Academic Subjects: English, mathematics, technical drawings, science, Swahili etc. 4) On the Job Training: Carpentry, baking, poultry keeping, well digging etc.

The teachers work with students and provide guidance and facilities while the students work at the occupations of their own interest. Anderson noted that the present increasing switch to modern technology has not only attracted support from the country's Department of Community Development, but also foreign aids and technical experts as well. On the whole, Anderson indicated that the village polytechnic movement in Kenya is a step in the right direction in developing basic technological understanding in the context of rural development, agricultural science and industrial arts at the communitarian level in Kenya. What an experiment for Nigeria to explore!

Non-formal Education Emphasis in the University of Botswana Lesotho and Swaziland:

The highlights of this development in the Division of Extra-Mural Services (DEMS) for Botswana's 1976-81 Development Plan, included the following:

1) The establishment of the Botswana Extension College to take charge of formal and non-formal courses using printed materials, radio and other devices.

2) Creation of adult education posts, especially, at Tutume Community College and Madiba Training Center.
3) Provision of consultancy services based on the field-work experiences in the Tribal Grazing Land Policy.

Other programs it was committed to expedite included: Non-formal education training; Basic and Non-formal Education Research; Non-formal education media; Experimental work; Conference organization; National counseling; Extra-mural studies; Correspondence study centers; and Vocational evening classes.[93]

The significant features in the Botswana's example are the establishments of the "Extension Colleges and Community Colleges to address the question of community manpower development in the bigger picture of the national development plan. The thesis here is that Nigerian education has been too formal and academic for the real needs of the varied Nigerian Communities.

African Continental Development Plan:

Tom Mboyo, Kenya's former Minister for Economic Planning and Development, outlined what can be called a most constructive and universal guidelines for African continental development plan. It included the construction of a continental infrastructure; expansion of food production, storage and marketing; development of human resources; and the collection, analysis and the dissemination of economic information. To Mboya, "aid is falsely advertised." It is an "illision" which has put "the developing countries...in

the danger of not developing at all." He noted that "aid may be cut if recessions threaten, wars escalate, or political parties change power. Thus aid becomes unstable, and an impossible basis for planning." To him, aid:

> means rising debts and perennial balance of payments problems; it means continuously falling terms of trade and continued barriers to the sale of industrial products; it means no escape from the abyss of primary production, and increased external supervision (its) future...is unacceptable, unstable and unrealistic.[94]

He added that the problem of African development should transcend the "cold war" politics tied with aid.

He warned against rapid growth of birth rate, as the slower rate of growth has helped to account for the rapid growth per capita in the advanced countries (Europe 0.9, America 1.7, Africa 2.3 and Asia 2.8 percent per annum). He pleaded for a massive coordination of effort in the present "Development Decade" for a massive infusion of manpower and capital. He observed that the present infrastructure virtually "tied Africa to Europe" while African territories could hardly communicate or trade with each other because of too little or no transverse roads and railways linking African countries. "Goods", he said, "could hardly be transported by road or railroad across the continent; and telephone calls between many African countries must still be routed through London or Paris."[95]

Although in the writer's opinion, much has been done since 1967 that Mboya made these observations, yet it would be naive to say that all African countries including Nigeria,

have realistically addressed themselves perfectly to every-one of the above principles in their internal and external affairs.

Non-African Examples of Development Activities

American Leadership Role in the Public-Service Philosophy of Higher Education:

Much credit has already been given to America in the study for inventing and exporting the public-service oriented philosophy of higher education to the rest of the world, of which Nigeria was the forerunner of the African importers. With the over 3,000 institutions of higher education, America still leads the world in the practice of extending the blessings of higher education to every citizen. This openness is especially demonstrated in her numerous community colleges, made to serve every expressed need of the communities in every conceivable way. Today, there is hardly anymore difference in practice between the "Land-Grant" institutions which originated the idea of public-service and the other publicly funded institutions of high-er education including even some private institutions. Their activities which include "off-campus" courses, ex-ternal degree programs, independent studies, and other extension services have in a combined way made their in-fluence felt in every industry, home, and community of the nation.

For example, the University of California, Los Angeles with over 6,000 courses, offers one of the most exciting, richly diverse academic and cultural environment that

motivate its clients to avoid the path of narrow vocationalism for an enriched learning spectrum, embracing the full breadth of man's intellectual heritage.[96] Their combined research activities and intellectual involvement in every aspect of life at the local, state, and national as well as the private and public levels have greatly helped to place America in the forefront of the world in industrialization, economy, manpower, agribusiness and in all other material and intellectual counts.

Education is viewed in contemporary America as the great equalizer, the melting pot, or the most democratizing instrument ever invented by man. All communities, in her present post-industrial age, have increasingly demonstrated in a practical way, that they cannot expect to be ignorant and free in a state of civilization, by providing numerous flexible educational programs to meet all learning forms, needs and ages. Burn[97] noted that in 1973, 12 percent of the U.S. population had a college degree while the United Kingdom had only 4 percent. Today, America has moved up to about 40 percent range.

She saw an increasing variety of new institutional arrangements to offer higher education to older students and persons who lacked traditional university entrance qualifications in most of the developed nations. Among them are the 25/4 admission system in Sweden (that is 25 years of age and 4 years of work experience); the Open University in Britain, the University of Vincennes, Paris;

the University of New South Wales in Australia; Athabasca University in Alberta, Canada; and the Empire State College as well as the City University of New York, to mention only a few. She noted that the contemporary dilemma of the industrialized societies is the question: "Can (the university) be a great social leveler and a selector at the same time?"[98]

Current British University Trend:

It is regrettable that while much of Nigerian higher educational practices still bears the traditional conservative imprint of the British pattern in Nigerian society, British universities are increasingly abandoning much of their traditions for greater public-service involvement. Burn observed that "the British Universities are...building more links outside their walls, especially, with local industries."[99] Her case in point is the University of Manchester's Research Consultancy Service, which assists industries, commercial companies and local authorities to establish relevant contacts within the University.

King[100] identified the "Open University" as a remarkable innovation in British higher education since 1969. As an evidence of the British enthusiasm for a more flexible alternative to the traditional institutions. He noted that the Open University received 110,000 applications in 1971 when it began broadcasting its televised courses leading to degrees in a wide range of interests. He observed that

most of the 40,000 (now 60,000) students registered for the session beginning in 1973 felt that they needed this "second chance" to graduate and that at that number of student body, it was already, "Britain's largest unisity." As a departure from tradition, he added that "the initial restriction to people over 21 was abandoned in 1974. With study centers, guidance, correction by correspondences, and regular vacation schools, he concluded that the Open University has set a good example of high-level study programs" with imaginative and spontaneous appeal" to the public. It is in practice, similar to the "Universities Without Walls" of the Central African Republic and the Extension College of Botswana in a different setting.

It can be concluded that these alternatives in the current British higher educational system, coupled with the increasing number of British students, especially, in American higher educational institutions in recent years are indicative of the current British efforts to make their educational system more responsive to change and public needs. Harmon[101] indicated that 2,254 male and 314 female British students were graduated in American universities with the Ph.D. degrees in 1978 ranking her the third highest of the 104 foreign nations whose students were engaged in Ph.D. programs in the United States that year.

The Scandinavian Examples in Adult Education: the Swedish Case Study:

The residential adult college, "the Folk High School,"

has been the Scandinavian greatest impact on education. This primarily adult education center (average age of 28 or older) was originally built with special vocational appeal for the rural population. It provided the farmers' sons with a general education in Scandinavian literature, history, sociology, religion, music, and agricultural science for the benefit of the community. To King, "never does the lack of money bar any serious candidate from acceptance" to this social center.[102]

Jones[103] noted that the Swedish Adult Education program has made Sweden not only a "blessed country" but a real "haven for adult education." To prove his case that the "Swedish Adult Education is in the middle of a boom," he statistically noted that while the United Kingdom with 55 million people spent only 1 percent of her educational budget for her 2.2 million adult students, Sweden with 8 million people spent 5 percent of her budget on 2 million adult students. That is, for every £1 England spends, Sweden spends £7. In Sweden, he added, that Legislation entitles every adult to receive, free of charge, the secondary education he or she may have missed; and two-years of further studies beyond high school; employment at former job, legally guaranteed; and automatic entry into university; provided he is over twenty-five and has worked for five years. He observed that 25 percent of Swedish population attended evening classes compared with the 4 percent in the United Kingdom, and he credited the Swedish

favorable attitude towards adult learning to three factors - cultural, political and methodological attitudes.

As to the effect of adult education, in their national and political life, he noted that 60-70 percent of the Swedish Cabinet has received only a minimal formal education. He observed that the present Minister of Finance was a carpenter; that of Labor, a metal worker; the industry minister, a baker; that of Agriculture, a post-man; and that of Social Services a gardner. All have shared in the great Swedish Adult Education system for their personal improvement. What a model for Nigeria.

The Pakistan Integrated Rural Development:

This program was aimed at raising agricultural productivity and to create agriculture-based non-farm employment to raise rural income. It has been widely praised for its "innovative" elements such as: 1) the integration and combination of several services in a united program; 2) the empirical determination of an identified, manageable and operational unit in the production area; 3) emphasis on small farmers; 4) sound physical organization and infrastructure; and 5) emphasis on need, intensification, diversification and commercialization of agriculture through a social cooperative system. It defined the term "rural development" as everything done to

> ...attack multiple causes of poverty and dualism found in rural areas, (caused by) high birth rates, under and unemployment, lack of access to agricultural inputs and know-how, lack of solid rural institutional authentic participation, and lack of education and

health.[104]

In addition to the many key issues like: mechanization and irrigation; extension; family planning; health, employment and nutrition; which it addressed, it stressed the significance of training and adult education, and women's role in development. In his own contribution, Fattahipur[105] recommended that the universities should provide adult education courses for every sector by directing their campaign to every citizen through programs for non-literates, functional literacy for adults, and vocational training courses for the communities. To this end, he added that the educational system of Pakistan should become "work-oriented" and that the primary education should be given to both the children and the adults.

Integrated with this plan, was the building of the University of Agriculture, Agricultural colleges and the establishment of social science departments in the existing universities. All training institutions had to revise their curricula to conform with the problems and the needs of the rural people. Students in the final year of B.Sc. degree in Agriculture had to be placed in the field for one academic year of practical training before their degree awards. The universities and existing agricultural colleges etc. had to organize pre-service, and in-service training courses, while seven rural development training academies were established.

It was recognized that the program would be doomed to

failure if women, who were half of the population were not included in the plan. This would invariably mean more than half of the population would be practically idle and dependent. Fattahipur, therefore, recommended that the female sector should be given unprecendented priority, as their education has such a multiplier effect that can transform the whole fabric of the socio-economic life of the country. The writer is of the opinion that Nigerian development planners and the higher educational institutions would greatly improve in their responsibilities, if they could adapt in principle, the Pakistan integrated development plan.

Saudi Arabia Development Plan: 1975-1980:

The development plan of Saudi Arabia, shares a number of common elements with that of Nigeria inspite of obvious contrasts. Like Nigeria, the kingdom's development plan occupies the same time period. As oil rich countries, their development expenditure depends heavily on their oil revenue which accounts for over 90 percent in Saudi Arabia and 75 percent in Nigeria. In both countries the oil industry as well as the development plans are both centralized. But unlike Nigeria where almost all the land can be cultivated, only 1 percent of Saudi Arabia can be suited for habitation and agriculture.[106] While Nigeria with a population of about 80 million has a literacy rate of 25 percent (85th in the world literacy ranking) Saudi Arabia with 9,240,000 people has a literacy rate of only 10 percent (110 percentile in

world literacy ranking). While the Kingdom of Saudi Arabia is on the United Nation's list of the 37 high-income countries, as the 4th richest nation in the world, Nigeria (now a medium income nation) is still classified with the 49 poorest per capita income nations. The production costs of Nigerian oil still range from three to seven times higher than those in Saudi Arabia and the rest of the Middle East.[107]

With this kind of background, it could be understood why the development goals of this Islamic kingdom according to the Central Planning Organization are to:

> Maintain the religious and moral values of Islam. Assure the defense and internal security of the Kingdom. Maintain a high rate of economic growth by developing economic resources, maximizing earnings from oil over the longterm, and conserving depletable resources. Reduce economic dependence on export of crude oil. Develop human resources by education, training and raising standards of health. Increase the well-being of all groups within the society and foster social stability under circumstances of rapid social change. Develop the physical infrastructure to support achievement of the above goals.[108]

Wells[109] observed that this "master plan" emphasized three "major elements of development strategy" as: 1) strong emphasis on a diversified industrialization of economic activities towards reducing dependence on the production and exportation of crude oil; 2) increase in manpower programs aimed at increasing productivity of labor; and 3) a fair distribution of the growth in economic activities among the five regions. It is noteworthy that this world's greatest supplier of energy has already made a gigantic plan in the search for alternative sources of energy, by setting

aside $4.6 billion for gathering and treating gas as the "first (phase) of the development of new hydrocarbon-based industries."

To cope with the national development requirement in the public and private sectors, a kind of "Land-Grant" package of higher education was injected into the plan. The Britannica noted "a phenomenal expansion...in higher education" with the intention of raising the combined enrollment of 15,598 in 1975 to 53,290 in 1980. Besides this open door outlook, they tend to reflect the differential aspirations of the kingdom, culturally, socially, politically, and economically. To fulfill these public needs culturally, an Islamic University is founded at their religious center with over twenty institutes of religious teachings in other centers as well as a college of Arabic language. For the social aspect there are two separate colleges of Islamic Jurisprudence; while the universities of Riyadth and King 'Abdal - 'Aziz as well as the King 'Abd al-'Aziz Military Academy serve the political ends of the Kingdom. To serve their economic functions, the University of Petroleum and Minerals (Petromin) was cited at Dhahran along with other institutions of technology in Riyadh. All of which are extensively expanded, with the founding of a new College of Medicine at Jidda, in the present development plan.

A remarkable characteristic of the Saudis' development strategy is the tendency to superimpose the development

plan with the moralism of the kingdom in terms of Islamic values, without any deviation from industrialization, as the best measure of progress, while that of Nigeria tends to have a more materialistic overtone.

From contemporary Latin America, O'Gorman[110] observed in his recent study that the Brazilian development posture is increasingly becoming a process of "transformation to liberate the common man from the oppressions of a dehumanizing society" through a "participatory development" approach based on the principle of "Freire's Pedagogy of the Oppressed and the Liberation Theology." These, he added, accelerate the reaping of "the benefits of material abundance and social harmony," by the many, rather than the previous capitalistic stance which conditioned the impoverished masses as "sub-products (for) the development of the rich." He held that development must overcome dependency, parasitism, passivity and inertia, but must promote active conscious and responsible participation of the people in the social, economic, political and cultural process for the common good of all. What a gospel to contemporary Nigerians now caught at the peak of such a competitive greed and materialism in which the rural population virtually have no share!

An overview of a cross-section of international literature on development has accounted for the writer's conclusion that there is hardly any nation - poor or rich, developed or developing - without some form of development

programs somewhere along the line in the global development continuum. In order to keep within the limitations of this study it would only be noted in passing that other international development programs worthy of consideration are the "Rural Industrialization" program in India; the "Comprehensive Educational Approach" in Indonesia; "Functional Literacy Program" in Afghanistan. The "Mobile Trade Training School Program" in Thailand and the "Schools-in-the countryside," designed to give formal and occupational orientation to early dropouts from the formal system in Cuba (to mention a few).

Their Adaptation to Nigerian Conditions:

The writer is not unaware of the fact that Nigeria is unique in a number of ways, but his conviction that modern civilization is a process and product of an admixture of cross-cultural ideologies is the root cause for his stance that the adaptation of the above international development programs would likely give hybrid-vigor to Nigerian development process.

As a way of review, Nyerere's emphasis on Adult Education as a matter of priority, would be appropriate for Nigeria where illiteracy has greatly caused a considerable waste of manpower, especially, in the rural sector. The writer is of the opinion that Nyerere is an advocate of a simultaneous education for both the young and the old and not "a prophet of doom" for the education of the young, since neither, educated alone, could solve with immediate effect, the

issue of illiteracy as he proposed. In view of the urgent need for adult education for the illiterates and the literate population in Nigerian development, the Swedish style of not only spending as high as 5 percent of her educational budget on Adult Education but legislatively striving to make it an attractive alternative to the top, should deserve some objective consideration in Nigeria, where a highly repressive examination system has created masses of dropouts and costly waste of human potential, nationwide. The evolutionary effort of both countries to build residential adult colleges might be appropriate in Nigeria, since she has the need, the means and the men.

In the case of Ghana, Nigeria shares the same geographical advantages, agricultural potential and even colonial heritage with her. The significance of agriculture to Nigerian economy is no less than that of Ghana, inspite of the temporary misrepresentation of Nigeria on the agricultural scene by the "oil boom." Therefore, it can equally be said of Nigeria, that her proper development must of necessity" start with agriculture. It is in this field (as has already been established in this study) that the "Land-Grant" institutions made their first and most permanent contribution to national development, and from it, every other kind of development contributions have been replicated ever since.

If the three universities of Ghana could constitute a critical research mass with such an ambitious mission to

bring Ghana to the brink of an "agricultural revolution," Nigeria with more mouths to feed would certainly expect no less from her thirteen universities. The people are longing for the day when the visionary and scientific-minded hands from the Agricultural Departments of these universities would be fully committed to "Agriculture or nothing" in their research and occupational aspirations in Nigeria.

This same demand on the universities with the knowledge, is extended to the government with the money in the present "Operation Feed the Nation" program. In which case, the examples of Egypt in the Nile project and the integrated Rural Development" project in Pakistan deserves some objective consideration in Nigeria. While the Ghanaian example capitalizes on agricultural concentration by both the universities and the government, the Egyptian program strikes with the impression of a close governmental partnership with the governed in their development problems, as well as a fair and equitable distribution of infrastructure to the rural sector. These have been some of the fundamental weaknesses of the government of Nigeria, to the extent that the rural sector has got the stigma: "the forgotten people."

The significant thing about that of Pakistan is the comprehensiveness of the plan. One outstanding characteristic of the Nigerian plan, by the nature of its expenditure, is the emphasis it gives to infrastructure, at a minimal consideration for adult education. The ability to combine and integrate all the empirically identified factors of

development, including: mechanization, family planning, extension, adult education, and every form of infrastructure etc.; in her war against rural poverty, have made the Pakistanian plan one of the most comprehensive and ambitious development projects ever undertaken by any developing nation. The writer is of the opinion that the Pakistanian approach, is a development in the natural way. For the natural principle of all development, of course, is "integration," not "isolation." Otherwise the underdeveloped part could in effect become a limiting factor in the development pace of the developed. It is in this sense that Tom Mboya said that "the problem of uneven development throughout the world must be seen as a world problem and not as a case of charity to the poor."[111] Therefore, Nigeria in her hurry to develop the urban areas should not forget the rural sector which also deserves all development facilities now available in the urban areas.

A significant fact about the study on Agricultural Mechanization in Equatorial Africa by Kline, et al, is the possiblity of some fluctuation in the actual number of tractors, over time as to their replacement, the number added, maintained or discarded within the across the countries. What engine powered mechanization has done to the agribusiness of the advanced economies should encourage farmers of the developing countries to give it a try. But the hangover in Nigerian situation is the problem of her traditional land tenure system, where the farmer could

huddle over the cost of machinery. The Consortium for the Study of Nigerian Rural Development[112] observed that "Tractor operations in the Western State (of Nigeria) suffered from low productivity arising from the seasonality of work loads, low intensity of use of equipment and higher costs of operation." This situation can be generalized to every other state in Nigeria. Mechanization has been tried under similar conditions in Uganda before Dr. Obote said: "the present mechanical cultivation schemes should be made to pay before any large scale expansion of them is embarked upon."[113] Therefore, the use of tractors on a large scale by the Nigerian average farmer is not only remote but conditional to the following observations: 1) Direct government intervention (as practiced in Egypt) in fixing the rotation of principal crops on individual holdings to achieve the economics of scale for mechanical cultivation; application of pesticides and harvesting; and participating with the farmers by either supplying the needed machinery or subsidizing the farming communities for the equipment they provide. 2) Cooperative or group farming by which farmers in a given area mutually join their land holdings together and collectively provide the necessary equipment and share the dividends in proportion to their individual expenditure. 3) The redistribution of land. While the first two are recommended, it would be advisable for the government to embark on a large scale program of land reclamation from the invading sea and desert as being done in

Egypt.

It has been pointed out in the course of this study that colonialism has been a major factor in the underdevelopment of Africa in general and Nigeria in particular. That the system of making English (the colonial language) not only the "golden gate" into Nigerian institutions of higher learning, but also the best test of a scholar, has more than any other, cost the nation so much in overseas tuition, time, national pride, and waste of potential man power, plus other side effects.

Under such conditions, the current ruralization scheme in Mali by which the educational system is oriented towards the use of their national language, as the language of instruction in school, should be tried in Nigeria. Similar moves with the Swahili, has increasingly gained wide acceptance in East Africa. While the Chinese and the Japanese have demonstrated that it works in their universities. The thesis here is that any of the three Nigerian languages is rich enough as a test of scholarship if only Nigerian universities could give them the pride of place now dominated by "English." Learning is easier, understanding is better, and recall more readily, when teaching is done in the language that the learner best understands.

The examples of the universities of the Central African Republic in decentralizing university education by capitalizing on correspondence course offerings is an appropriate step for Nigeria to follow. Although this practice is not

new to the older universities of Nigeria, the idea of creating separate correspondence departments, including the concept that all courses offered by the university could be largely taught by correspondence are not yet popular to Nigerian universities. Which is why there is such a dependence on foreign correspondent courses in Nigeria. Obikoya[114] and Taiwo[115] noted that they were only of "academic" nature aimed at advancing "Western cultural values" but void of "technical knowledge and practical skills." As a nation of ambitious men and women seeking education at all costs and in all forms, the provision of separate and autonomous departments for correspondence education on all campuses, to offer correspondence studies in all fields up to undergraduate level, would enable many to learn while they earn and serve, and consequently limit the outflow of Nigerian currency to Britian in exchange for correspondence courses drawn from the British setting.

The "Universities without Walls" in Central African Republic is similar in function to the "Open University" and that of the University of London; especially, in the correspondence aspect. The significant thing about the "Open University" from the Nigerian point of view is that Britain which indoctrinated Nigeria with her educational tradition has unceasingly demonstrated in recent years, that there are faults in the system, especially in their obligations to the public. As a result British universities, as already noted, have increasingly abandoned their

conservative stance in favor of a greater public-service involvement. The dilemma which Nigerian universities should now patriotically address is: "if the tradition which she inherited has failed at its home base, in the very cultural setting for which it was made, how does Nigeria hope to succeed by it!"

The village Polytechnic Movement in Kenya has a special appeal as to the origin, purpose and accomplishment. This miniature "community College" which began as a community church self-help program, purposely designed to provide occupational skills and alternative education for high school dropouts would be adequate in Nigerian situation. The thesis here is that the selective education system, her population size, and her inflated cost of high school education have made Nigeria to experience one of the highest dropout rates in the world, and a steady rise in juvenile delinquency. To provide at the communitarian level such low cost educational centers to teach alternative skills and academic subjects, coupled with on-the-job training in the industrial setting, would certainly help to solve the problem of waste created by the present system. It would greatly help to minimize the frustration of the dropouts, the functional illiterates, and the undereducated who have greatly added to the present rural-urban migration problems in Nigeria. It would help to provide them with a "second chance" in their rural base, since most of these youths end up joining the exodus to the urban areas in quest for this

alternative educational opportunities now dispensed mainly in the urban areas.

The village Polytechnic Movement, is in part, similar to the Botswana Extension College in promoting formal and nonformal education at the communitarian level. The commitment to community manpower development through adult and nonformal education on the local and national levels as done by the DEMS in Botswana is needed in Nigerian universities.

Other practical ideas which Nigeria can adapt include the effort to build into university admissions system, greater recognition for service as done in Tanzania and Sweden. This idea of making admissions conditional to the candidates national service records would not only make educated Nigerian youths more responsible and service-oriented early in life, but would greatly bring into the university the other group in society, who for more devotion to public-service, are insulated from the options for further education. Although the National Youth Service Corps is a move in the right direction the argument here is that a year is not long enough for adequate exposure to all that public-service takes. Secondly, those with poor performance record have almost nothing to hold them back from the benefits of the pipeline in higher responsibilities; since they have already got their diplomas. Thirdly, after three or four-years duration, the graduates are temperamentally and physically older than they were at the entry

years. The issue here is, the older one becomes, the harder and the longer it takes to learn a new habit. Since the primary aim of the National Youth Service Corps is to inculcate in the students "the dignity of labor," as a habit, it follows that this, like most other lately learnt habits, would take longer to master. As a result, most of the graduates pass out without mastery of this important tool for the world of work.

Although Nigeria is ahead of Saudi Arabia in the literacy rate, there are some striking ideas that Nigeria can gain from their development plan: 1) the projective avoidance of future shock by viewing the "Crude Oil" as a depletable commodity, worthy of conservation, thus reducing economic dependence on its exportation, through intensive diversification of alternative economic resources and an extensive search for alternative sources of energy; 2) the high moral standard expected of the leaders as a precondition for service. In the writer's opinion, this is Nigeria's most pressing need: "Men," who according to White[116] "cannot be bought or sold, men whose conscience is as true to duty as the needle to the pole; men who will stand for the right though the heavens fall." These are, to the writer, the greatest resources needed for Nigeria's true development. If the country had men of the above qualities then the leaders could easily handle, 3) a fair distribution of the rewards in economics activities (infrastructure and other needed services) among all States including their

rural communities. 4) Since oil is also Nigeria's greatest economic asset, the setting up of a Federal University of Petroleum like the "University of Petroleum and Minerals" of Saudi Arabia, for the advancement of knowledge in the oil industry might be worth trying. After all, Pakistan lacking in oil also set up the "University of Agriculture" for their main economy in her own development plan.

Finally, Nigeria as the greatest country in black Africa, should play a leadership role in promoting African continental infrastructure; to guard against "aid packages;" to keep down her birthrate; and to establish better communication links with the rest of Africa. For it is only by this continental cooperation that the nations of Africa, individually and collectively could stand in the present international scheme of things.

Criteria for Successful Out-reach Programs in Nigeria

The present complexity of Nigeria has made the criteria for a successful out-reach program highly diversified. It has called for specialized skills in adaptability, job engineering and situational ethics. In short, situation (not imposition) should dictate the kind of out-reach program in every Nigerian community today, if the program is to succeed. It must be continuous, problem-solving, and performance focussed. It must accept decisions by consensus, involve the people it is intended to serve, and demonstrate a degree of measurable change for the better, by minimizing the risks involved. The area involved must settle on what they can

give for what they take at every level of the operation. This conforms with Obote's remark earlier quoted in the study that any new scheme must be "made to pay before any large scale expansion" is considered.

From the rural perspective, the President's Science Advisory Committee said:

> To persuade farmers to accept the techniques and methods of modern agriculture is a formidable and complex undertaking. Farmers in traditional subsistence economies are understandably wary of assuming new risks because they are so close to the margin of survival. If a farmer is to invest in the modern inputs of improved seeds, tools, fertilizers, and pesticides that are essential to increasing the output of his land, these resources must be easily available to him, a system of farm credit must be established so that he can afford to purchase them, he must be instructed in the proper and economic utilization of these materials, he must be reassured that he will be compensated for possible losses incurred in the process of innovation, and above all, he must be shown that the potential payoff is worth the risk. Land tenure policies should not be such that his landlord will profit and he will not... pricing policies should not favor the consumer at the expense of the producer.[117]

It must avoid what "Pasitam" calls "Distant Thunder" which disrupts the "traditional, social, and agricultural patterns (of the) rural populations, united by religion, language, and culture," without offering any constructive aternative. It observed that "in trying to improve the lives of people in rural areas we (as a matter of urgency) most often stress increased agricultural productivity," which "too often ignored the dynamics and politics of rural poverty." It contended that "for most people, rural existence is more than agriculture, and that any out-reach program likely to help the rural poor must recognize that "preaching does little to help the poor," but must of necessity be

characterized by objectivity, understanding, empathy, relevance, integration, and realism.[118]

To O'Gorman,[119] a proper development oriented out-reach program would seek "to satisfy all human needs in an equitable order of urgency and importance...without sacrificing agriculture to industry, or one segment to another." She held that it should "respect the people's past history, their cultural heritage and their present capacities and avoid elitist impositions even when introducing innovations." She condemned all forms of "capitalism which value work and private appropriation of the benefits produced by work over the participation of the population." She endorsed the collaborative participatory style for out-reach programming based on the five aspects of the helping relationship: solidarity, critical awareness, joint endeavors, organization and articulation. In her words:

> Solidarity lays the foundation for participation through unity, cooperation and class identity; it leads groups to discover and utilize their own natural dynamics. Critical awareness guides the process so that participation corresponds to reality through perception of experiences. The people themselves assume the action at every stage by engaging in joint endeavors of decision making, planning, orientation, execution, and administration of projects. The process grows in coherence and continuity through organization of participants into forms of community association. Articulation among organized groups, associations or social structures of the region spreads the participation to new levels and to wider social spheres.[120]

To her, "development is for all men and for the whole man."[121]

Finally, Moore and Mizuba[122] identified three determining factors for the successful out-reach program in any setting

as: 1) the nature of the receiver in relation with the extent to which the change is congruent with the cultural values and the perceived needs of the people; 2) the credibility of the diffusing agent, that is, the degree of acceptability of the source to the receiving public; and 3) the credibility of the innovation, that is, the qualities, objectives and functions inherent in the innovation. They further defined (in Carlson's words) the "inherent qualities" of any innovation program to comprise of:

> a) relative advantage of an idea; b) compatibleness to the receiver's experiences and values; c) complexity or simplicity of the idea; d) divisibility to permit partial testing and commitment; and e) communicability and visibility of the results[123]

It goes without saying, that any out-reach program which does not take into consideration, the above guidelines would be lacking in realism and effectiveness and would consequently be doomed to failure in contemporary Nigeria.

Summary:

This chapter has addressed the roles of higher education in any national development plan, from the Nigerian and international perspectives. It has attempted some operational definition of university function in the Nigerian setting and has explained the importance of adult education in Nigerian development effort. In addition, this chapter has cited a number of international development examples that can be adapted to Nigerian situation and has concluded with the characteristics of successful

out-reach programs.

The next chapter is going to deal with the description of the plan, the rationale and the instrumentation of the study in quantitative and qualitative terms.

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Chapter IV

RESEARCH PROCEDURE

The general purpose of this study was to assess how well the universities of Nigeria are serving the Nigerian public, and to identify the areas of success or failure through their out-reach programs.

This chapter is specifically designed to focus on the presentation of the research methodology utilized in achieving the above ends. Its features will, therefore, include: 1) description of the research setting; 2) the selection of the population sample; 3) the preparation and administration of questionnaires; 4) the statistical procedures utilized in analyzing the data; 5) the limitation of the study; and 6) a summary of the chapter.

The Research Setting

The adoption of Nigerian universities in the present development plan as the clearinghouse for Nigerian development problems created a setting for this study. The critical burden of this study was the effort to bring across to the universities of Nigeria the magnitude of responsibility that they owe in public-service for the development of the nation, especially, the rural sector.

An overview of related literature reveals that the thirteen universities of Nigeria share the following common characteristics in the present development plan: 1) a commitment to extend the benefit of education to the masses

in their states and beyond; and 2) a dedication to research for the solution of the nation's problems. In view of these commitments for the public good, it was advanced that no single department by itself could better expose how the universities were fulfilling these roles to the public than their respective departments of Extra-Mural or Adult/Continuing Education. Which was why this department was picked out in each university for the study.

The Population Sample

Two separate populations were identified. The first consisted of the Departments for Extra-Mural or Out-reach programs of the 13 universities of Nigeria. The addresses of the 13 directors of the Extra-Mural or Adult/Continuing Education programs of the above universities who were asked to fill the questionnaires are shown in (Appendix F(1)). Dr. E.O. Odokara, the current national president of the Nigerian National Council for Adult Education was most instrumental in identifying this population and in forwarding the questionnaires for this study to them in the 13 universities. The second population was a sample of 76 randomly drawn respondents from all the 19 states of Nigeria (Appendix F(2)). Of the 4 representative samples drawn by the help of 38 graduate and undergraduate Nigerian students in Michigan State University and Lansing Community College, two were selected from separate urban areas while the other two were rural community leaders drawn from two separate local authority areas in each of the 19 states of Nigeria. They

were all selected on the basis of their knowledge of the events and problems in the communities in which they lived. The respondents from both the rural and urban settings comprised of an admixture of occupational variables ranging from white collar workers to the unskilled local laborers. In which case, no undue preference was given to any occupational groups at the disadvantage of the others. It was also planned to have equal representation from all the States of Nigeria - four from each State.

Preparation and Administration of Questionnaires

It was determined that the study should be prepared and administered in two parts, in conformity with the two separate populations designed for the study. The first set was a questionnaire survey, objectively set to assess the effort of the 13 universities in their present commitment of extending their educational services to all, including the rural public in the areas of their operation. The second set which for distance, was designed to take the place of personal interviews, was sent to a total of 76 respondents - the representative sample of the consumers of the services from these universities - in the 19 States of Nigeria.

Comparative sources of information from the universities of Nigeria are replete with the fact that these institutions are all doing their share of their community-service responsibilities in a highly competitive and motivated way. There was no better means that the writer could validate their

claims and assess the degree of the resultant success without getting some form of feedback from the public at the receiving end. Thus, the second set of questionnaires were sent out to the above sample of the Nigerian public, to see if they would yield the same results when compared with those from the universities.

Although the questionnaires were not pilot-tested, they were widely read by a number of Nigerian students in Michigan State University and Lansing Community College. Their suggestions revealed possible limitations, clarifications, usefulness, difficulties, and additional insights that helped in their perfection for Nigerian conditions, as any pre-test would do to a study of this nature.

To ensure that the questionnaires were statistically and factually set to address the problems of this study more objectively, adequate time was given to Dr. Andrew Porter, Professor of Experimental Design, and other instructors in Educational Research at Michigan State University to examine them in terms of their statistical relevance to the purpose of this study. Dr. Melvin C. Buschman (a specialist in the field of Adult and Continuing Education at MSU, who was instrumental in the opening and extending the Continuing Education Center at the University of Nigeria, Nsukka) as well as Dr. George Axinn who represented MSU as Program Coordinator at Nsukka for the seven years of the linkage between both institutions, were particularly helpful in putting the questionnaires into the

Nigerian Adult Education perspective. Finally the researcher's doctoral committee members, individually and collectively also gave them a critical and constructive review as to how they fitted together into the frame of the study in wording, objective, and setting, before the final draft was made.

The cover letters which accompanied each set of questionnaires were signed by the members of the committee in the following order:

1. Dr. Vandel C. Johnson (the then Chairman of the Department and Professor of Higher Education, (MSU) and the Chairman of the Committee).

2. Dr. Melvin C. Buschman, Assistant Director; Professor, Continuing Education and Administration and Higher Education, (MSU) is the Director of this study.

3. Dr. Walter F. Johnson, (Professor Administration and Higher Education, counselor Personnel Service, MSU,) has not only served on an advisory capacity at the University of Nigeria, Nsukka, but was most instrumental in the supply of funds for the study.

4. Dr. Samuel A. Moore (Professor Administration of Higher Education and the present Chairman of the Department) provided a number of innovative formats and constructive ideas.

5. Dr. James F. Rainey, (Associate Dean, Academic Programs; Professor College of Business, Business Law and Office Administration MSU) replaced Dr. James Tolliver as the researchers cognate adviser, and

6. Cosy N. Barikor, the research fellow.

A special letter countersigned by all of the above, was addressed with 13 copies of the questionnaires and their covering letters to Dr. E.O. Odokara, the Director of the

Extra-Mural Division of the University of Nigeria, Nsukka, because of his national image in the field. It reminded him of the previous requests the researcher and Dr. Buschman made on him concerning the distribution and the return of the questionnaires in due course. It also gave him specific information on how they should be distributed and returned. Details of what he did and the individuals to whom he mailed the questionnaires in each university are also shown in (Appendix F).

Similarly, the second set of questionnaires, directed to the public, was sent with money in a registered parcel containing 76 questionnaires and their respective cover letters, and 76 self-addressed envelopes were addressed to to the researcher's nephew, Mr. Stephen Vilawa (now at the University of Ibadan, Nigeria). A cover letter addressed to him, bore the instruction on how they should be stamped and mailed out to the 76 respondents; identified in the 19 States of Nigeria. The return of the questionnaires, is an indication that he got the parcel and complied with all the instructions. It must be added that the mailing of the questionnaires was chosen as the most appropriate strategy for this study because of distance and financial problems that confronted the researcher. According to Oppenheim,[1] the mailed questionnaire has advantages among other survey research procedures that entail access to a population that is widely distributed geographically, a condition which applied to this study, dealing with the entire nation.

Efforts were also made to get responses from significant persons like the Rt. Hon. Lord Eric Ashby of Brandon at Cambridge University, England, whose recommendations, since 1960, is still venerated as Nigeria's most treasured single guideline for subsequent investment in Nigerian higher education till date; Dr. John Hannah the ex-Michigan State University President, Dr. Glen Taggart who served as the second principal of the University of Nigeria, Nsukka, both of whom are well-known in Nigeria for the initial transplantation of the American philosophy of higher education to the Nigerian soil. Quoted below are two paragraphs from the letters that were sent to them individually.

> In view of current Nigerian development efforts and her adaptations to your higher educational guidelines, in response to the nation's development needs, what, in your consideration are Nigerian higher educational institutions/government doing adequately, excellently, differently and poorly?
>
> With the present growth and differentiations, if you were asked to reconstruct your previous higher educational plans for the 1980's, which would you like to include?

Others who were contacted for various forms of information were Dr. K. Leton, the former Nigerian Federal Commissioner of Education; Dr. Abel I. Guobadia, Secretary National Universities Commission, Head Planning Division Nigeria; and Dr. J. Roby Kidd, Professor of Comparative and International Studies in Education, Department of Adult Education OISE, University of Toronto, Canada, (a famous international scholar in the field of Adult and Comparative Education); and the Nigerian Embassy, Washington. While the

services of Michigan State University Library (Archives and Circulation) personnel were instrumental in providing documentary information and non-MSU theses on related topics through inter-library loans. (Details of some of the above letters and questionnaires are shown in (Appendix F(3)).

Return of the Questionnaires

It must be mentioned that the return of the questionnaires, especially, from the universities was not only disappointing but greatly contributed to a temporary delay in the completion of this study. Additional efforts were made to collect the questionnaires by sending "reminders" to all the "directors" whose questionnaires were not returned. Personal friends, like Eugene Eriobu and Joana Bature were sent with fresh copies of questionnaires to most of the universiites, except the Universities of Nigeria, Nsukka; Maiduguri; Calabar; Sokoto; and Bayero, which returned theirs on time. By their effort, the Universities of Jos, Ife and Ibadan were able to return their respective questionnaires. On the other hand popular interest in the study, made the communities to return 73 out of the 76 questionnaires sent to the public sector, giving a 96.0 percent return rate.

Table 4.1 Numerical Count of the Administration and Return of Survey Questionnaires

Respondents	Number sent	Number returned	Percent returned
Universities	13	6	46.2
Urban Areas	38	35	92.1
Rural communities	38	38	100

As indicated in Table 4.1, the 6 questionnaires that returned from the universities represented 46.2 percent of the total number of questionnaires that were expected, while the 73 returned from the public sector, represented 96.0 percent of those sent to the communities. This invariably means that 46.2 percent of the universities and 96 percent of the population sample from the public sector participated in the study.

General Remarks

Inspite of the extra work which this research has brought to bear, the writer has received many supportive comments and wide-spread encouragement from Nigerians at home and abroad, including foreign professors and colleagues who were acquianted with the scope, the instruments and the ultimate objectives of this ambitious study.

The significance of this study and the validity of the questionnaires have been expressed by many including the respondents. The reaction of only one of the respondents would be published for obvious lack of space. To keep off personal names from the questionnaires, in the researcher's opinion, was an ethical consideration which could enable the respondents in the public sector, to be more outspoken. The manner in which this respondent affixed his name indicated that he might accept the apology for this publicity.

He is from Iree in Oyo State, Nigeria, 58 miles from the University of Ife. The following were his exact words:

Observation

Your questionnaire raises one of the greatest issues about the role of the university in society, especially, in a developing country like Nigeria.

The definite lack of visible usefulness to the society (apart from producing stereotyped graduates who see themselves as the boss of the tax-payer whose money they have spent in getting university education) bothers everybody and I think it is high time the role of universities and institutions be re-examined.

The only faculty from my experience of the Nigerian university situation with any service being rendered is the faculty of medicine and they also are more interested in their research on particular diseases, predominant in certain areas, rather than giving health education talk which could actually help in the prevention of diseases.

Nigerian universities produce Agricultural graduates who cannot farm, and Engineering students who dress up in suits and work in the offices even on site. In addition you find many more Nigerian Engineers being consultants than contractors or construction engineers.

Similarly, in their research operation the interest is satisfying an exclusive academic community rather than attempting solutions of local problems.

I hope I have not sounded too unfair on them being a product of the same graduate mill.

Thanks for the opportunity of being able to release some of my pent-up grievances against the universities.

Moses Olumbunmi Ajayi
B.Sc (Hons) Ibadan, M.T.C.P.
M.N.I.T.P. (Sydney)

This observation touches the key issues addressed in this study. The researcher is thankful for the donor's thoughtfulness.

Table 4.2 List of Universities that Participated in the Study - Their Community Out-reach Program When Created and Student Population in 1979.

Institution	Name of Out-reach Program	Year Created	Uni. Pop.	Dept. Pop.
U. of Calabar	Dept. of Adult Cont. Ed.	1977	3,000	80
U. of Jos	Dept. of Extra-Mural Studies & Comm. Service	1974	2,368	700
U. of Ife	Dept. of Continuing Ed.	1975	7,000+	2,023*
U. of Maiduguri	Dept. of Adult Ed. & Extension Services	1978	1,500	--
U. of Nig.,Nsukka	Division of Extra-Mural Studies	1962	7,000+	1,000
U. of Sokoto**	University Extension	1979		
U. of Ibadan	Dept. of Adult Education	1949		164

Key: *a) ist degree-20+; b) Post graduate -3;
c) sub-degrees 2,000+
**Just recruiting staff, see Appendix G - for details.

Statistical Procedures

The statistical procedures used in the analysis of the data from the universities and the public-sector differed slightly. Some descriptive analysis of frequency counts and percentages were mainly used for the data from the universities, since differences existed only between and not within groups, as only one questionnaire was expected from each university. But for the data from the public sector comprising of a number of rural and urban respondents,

further statistical analysis as chi-squares, test of significance, standard deviation and t-tests were used where necessary.

The four hypotheses of this study were tested as follows: a descriptive analysis of frequency counts and percentages were used for hypothesis I. For hypothesis II, further analysis using means, standard deviation, chi-square and t-test in addition to frequency counts and percentages were used since there was a fair representation of the rural and urban population. Similar statistical procedures were used in the third and fourth hypotheses to compare the rural and urban respondents in their perception of the universitys' orientation for public-service.

The alpha .05 level of significance was considered stringent enough for the rejection of the null hypothesis. The obtained data were coded, key-punched and computerized with the aid of the Statistical Package for the Social Science (SPSS).

The open-ended questions from both questionnaires were subjected to a descriptive statistical analysis in Part I, and especially, Part VI of Chapter five, as the study continued.

The Limitations of the Study:

Although higher education in Nigerian terms includes all post-secondary institutions like: the universities; polytechnics; colleges of technology and education; the Advanced Teacher Training Colleges; correspondence colleges;

et cetera, this study is confined to the thirteen universities of Nigeria. Even though the universities stand at the apex of the educational pyramid in Nigeria, it would be grossly misleading if they are considered as the only agents of change in Nigerian communities. In fact, the primary and secondary schools function more effectively, as agents of change, especially, in the rural communities than the few, distant, "urban-centered" universities in Nigeria. It would be equally misleading that the development of rural Nigeria alone would transform the country, a position, this study tends to take, as some Nigerian urban conditions are notoriously worse than some existing rural conditions.

Other limitations that impinge on this study are:

1) The absence of any previous research studies in this area on Nigeria, has created a serious knowledge gap.

2) Financial limitations greatly decreased the scope of the researcher's field-work for data and necessary first hand information.

3) This study, therefore, is based only on the responses and perception of the program directors of the departments of Extra-Mural services of the various universities in Nigeria, and those from the seventy-six randomly selected respondents in the thirty-eight rural and thirty-eight urban communities of the nineteen States of Nigeria.

4) Inspite of the widely distributed population which lends support to what tends to be almost an exclusive use

Table 4.3 List of States that Participated, Designating Total Number of Questionnaires sent, their Rural-Urban Returns and Remarks

Name of State	Total Sent	Total Returns	Area University	Representatives Location and Service Remarks	
				Rural Areas	Urban Areas
1. Anambra	4	4	Uni. of Nigeria	Isulo X; OraifiteX	Onitsha X; Enugu X
2. Bauchi	4	4	" of Maiduguri	Misau θ; Gar θ	Bauchi θ; Gombe θ
3. Bendel	4	4	" of Benin	Okpella θ; Oke θ	Benin City x; Warri X
4. Benue	4	4	" of Nigeria	Awe θ; Idah θ	Makurdi θ; Lafia* θ
5. Borno	4	3	" of Maiduguri	Potiskum θ; Gombi X	Maiduguri X
6. Cross River	4	4	" of Calabar	Ekori θ; Afia Nsit 11 θ	Oron θ; Calabar X
7. Gongola	4	4	" of Maiduguri	Gungu θ; Karlachi θ	Yola X; Numan X
8. Imo	4	4	" of Nigeria	Umuakpu θ; Mbaitoli θ	Umahia X; Owerri θ
9. Kaduma	4	4	Ahmadu Bello	Pantua X; Saminara X	Bindawa X; Kaduna X
10. Kano	4	4	Bayero Uni.	Gumel X; Dunbatta X	Kano X; Kazaure X
11. Kwara	4	4	Uni. of Ilorin	Oro-Ago θ; Omu-Aran θ	Kabba θ; Ilorin X
12. Lagos	4	3	" of Lagos	Odogbawojo X; Badagry θ	Lagos X
13. Niger	4	4	Ahmadu Bello	Agale X; Diko θ	Minna X; Salka θ
14. Ogun	4	4	Uni. of Ibadan	Owu-Ijebu X Ilishan X	Ijebu Igbo X; Ijebu-Ode X
15. Ondo	4	3	" of Ife	Ile-Oluji θ; Ado Ekiti θ	Ondo x
16. Oyo	4	4	" of Ife	Iree θ; Ibokun θ	Ibadan X; Ilesha θ
17. Plateau	4	4	" of Jos	Ganawuri θ; Sha θ	Jos X; Bukuru X
18. Rivers	4	4	" of Port Harcourt	Ogale X; Bomu θ	Port Harcourt X; Bonny X
19. Sokoto	4	4	" of Sokoto	Zuru θ; Yauri θ	Sokoto θ; Yelwa θ

Key: X: service rendered θ: No service rendered *In Benue, both Makurdi and Lafia reported some activity from the University of Jos instead of the University of Nigeria, Nsukka.

of questionnaires for this study, it cannot be ignored that written questions are sometimes too narrow, suggestive, or restrictive to the respondents. This can create possible confounding variables to the study.

5) An obvious limitation in this study is the question of sample size. This becomes more acute with the failure of some of the universities and the public respondents to participate.

6) Although the researcher was not overly biased in the selection process, it is possible that some form of unintentional bias must have crept into the study since the selection process was not perfectly controlled. This in turn, could further reflect on the results and conclusions of the study.

Summary

This chapter has presented the research procedures, designed to assess the effectiveness of the thirteen universities of Nigeria in their orientation to public-service. It described the research setting, the population sampled, the strategies for the preparation and administration of questionnaires, the difficulties experienced in the return of questionnaires, the statistical procedures, and the limitations of the study.

Chapter V will be devoted for the analysis and the results of the data. While the open-ended questions and other responses which were of a descriptive nature, would subsequently be treated descriptively.

Chapter V

DATA ANALYSIS AND RESULTS

To assess the universities more adequately, provide greater credibility and attempt any justifiable conclusion in relation to their orientation to public-service, effort was made in this chapter to test the four hypotheses indicated earlier in chapter one with the results of the selective data from the Nigerian universities and the public sector, and to provide some descriptive analysis for the non-testable open ended questions in both sets of the questionnaires.

For clarity and precision, this chapter will be presented in six parts. Part 1, includes the responses from the non-testable categories of data, intended for the provision of information on the distinctive characteristics of the respective respondents. Subsequently, Parts 2 and 5 would attempt to test-prove the four hypotheses of this study with the results of the data selectively analysed on the basis of their relevance to each hypothesis. Thus the responses to questions 2,5,15,16,18,25,26, and 37 of the university questionnaire and question 4a from the public sector will be used in testing hypothesis 1, while the responses to questions 4a, 4c and 5 from the public and questions 20,21,22, and 30 from the university questionnaire, will be used for hypothesis II. More from questions 4a and

4c including questions 6, and 7 from the public questionnaire would be used for hypothesis III. A comparative analysis of question 40 on the university survey scale with question 8 of that from the public sector, would be used in assessing the validity of hypothesis 4. Part 6 would be devoted to a descriptive analysis of the data from the open-ended questions on both sets of the questionnaires and would end with a summary.

Part I: Respondents Background Information

As indicated in Table 4.2; 100 percent of the six participating universities indicated that they have separate departments for community out-reach programs.

An outstanding feature of the out-reach programs across the universities (in question 3) is the variation in names that identify them. This might be indicative of the differential areas of emphasis in the respective delivery system. The name of the out-reach program in the University of Calabar is the "Department of Adult and Continuing Education," that of the University of Jos is the "Department of Extra-Mural Studies and Community Services." In the University of Ife, it is simply known as the "Department of Continuing Education," while the University of Maiduguri calls hers the: "Department of Adult Education and Extension Service." In the University of Nigeria, Nsukka, it is called the "Division of Extra-Mural Studies." In Ibadan it is called the "Department of Adult Education," while the University of Sokoto is just starting a "Department of Extension

Service," expeditiously, according to their letter, Ref. US/XS/3028/9 in Appendix G.

Similar variability is noted in the years they were created across the universities. While that of Ibadan created in 1949, is the oldest of them all, it started at the University of Nigeria, Nsukka in 1962. The program began at Ife in 1968 as the "Department of Adult Education" (as it is called in Ibadan) but changed to the "Department of Continuing Education" in 1975. For the remainder, that of Jos began in 1974, Calabar in 1977, Maiduguri in 1978 and Sokoto in 1979. Ife, with 2023,(20, first degree; 3 post-graduate and 2,000 sub degree) students, has the largest population in the program among the institutions represented, followed by Nsukka with 1,000; then Jos with 700; before Ibadan with 164, and then Calabar with 80 students in 1979.

Their responses to question 8 on the sources of funds for their respective out-reach programs reflected the following variations: While Nsukka indicated that 100 percent of its funds came from the Federal Government, Maiduguri on the other hand, stated that university appropriations provided 100 percent of its expenditure. Within these two extremes, Calabar indicated that 75 percent of its funds came from the students while only 25 percent was wrested from university appropriations. Similarly, Jos got 33 percent from students while 67 percent came from university appropriations. Only Ife got 30-40 percent of its funds

from the local clients and about 60 percent from university appropriations. In Ibadan, 75 percent was received from the Federal Government while students accounted for the remaining 25 percent. While 60 percent of the Universities that responded, indicated that they were funded by university appropriations, their responses showed that none received financial assistance from foundations and endowments as well as the State Governments.

Of the 5 that responded to question 9, the University of Nigeria, Nsukka with ₦375,000 in 1976-77 and ₦280,393 in 1978-79 academic years, showed consistently the highest total out-reach operational budget in comparison with the Ibadan and Ife having only ₦145,000 and ₦120,000 as well as ₦35,000 and ₦75,000 in the same years, respectively. Jos got ₦70,000 in 1978-79 and Calabar had only ₦2,000 in the same year. In response to question 10, Ife indicated that about 40 percent of its out-reach program was self-supporting (that is tuition and fees were being paid by program participants), while 60 percent was supported by other sources of funds. 30 percent in Jos, was self-supporting while 70 percent came from other sources of funds. The ratio in Nsukka was 10 percent self-supporting to 90 percent from other sources. While Maiduguri simply indicated that "both alternative sources of funds are in use," in both Calabar and Ibadan the program was 100 percent self-supporting.

In the area of control (question 11), except Maiduguri

which specified that the influence of the "Nigerian Universities Commission is strong," 100 percent of the respondents, including the University of Maiduguri, indicated that the university administration was the greatest source of control in their operational expenditure. Asked in question 12, to what extent they were under pressure (local, political and legislative) outside the university on how their funds and programs were administered, 50 percent (including the Universities of Ife, Calabar and Jos) indicated that they were under no pressure at all. While the University of Maiduguri was under "strong pressure", Nsukka and Ibadan were under the strongest pressure on how their funds and programs were administered. The fact that 100 percent of Nsukka's and 65 percent of Ibadan's total expenditure came from the Federal Government, as already indicated, must have contributed in part to this condition in both Nsukka and Ibadan. In question 13, 67 percent of the respondents, indicated that they were under "very strong" pressure from their respective universities on how their funds and programs were administered. Besides Calabar which had "occasional" pressure, Ife was the only exception with "no pressure at all," from within the university.

The response to question 14 showed a 50 percent unanimity in identifying "the university administration" as the greatest single source of control, exerting the highest magnitude of pressure that shaped their respective out-reach programs. The Universities of Ife, Nsukka, and Jos were of

this opinion. But they differed widely on the source that exerted the least control. Thus, Ife identified "popular pressure from the clientele," Nsukka checked "the departmental staff" and Jos identified the Federal Government, as the least controlling agencies in their respective outreach programs. Conversely, the University of Calabar identified the departmental staff as the most influencing factor, while the university administration, in its consideration, was the least source of influence. While Maiduguri did not respond to this question, Nsukka distinctively viewed both "the university administration" and "popular pressure from the clientele" as co-equal in exerting the highest magnitude of pressure that shaped her out-reach program. Ibadan identified the Federal Government as the greatest source of control and checked the State as the least controlling factor.

Characteristics of the Pubic

The responses to question 2 of the questionnaire from the public sector indicated that 94.3 percent of the 73 respondents were literates and less than 6 percent were illiterates. 75 percent of the illiterates were rural people while 25 percent lived in urban communities. Although the first statement above is not quite representative of Nigeria where over 60 percent of the population are still illiterates, yet it met one of the researcher's biases: the assumption that literates (who were likely to benefit from all the available media of information) would apparently

stand a better chance of being better informed of or involved in the events and other activities from the universities in their communities than the illiterates who would be limited to what they were told. Based on this informed judgment, the researcher advanced that the responses from the literates would be more representative of the activities of the universities in the communities than those from their illiterate cousins. This need for a better picture of the universities led to the increased use of the literate responses than the illiterates. This must have helped to account for the significant difference between their response margin as only 25 percent of the illiterates as compared to 42 percent of the literates admitted that the universities did render some form of service to them personally (question 4a).

The occupational distribution of the respondents, in question 3, ranged from petty trading to top administration in the civil service. There were 15 farmers constituting 20.6 percent of the total respondents; six different occupational categories of the civil service consisting of 26 percent of the respondents; teachers constituting 18.5 percent; while the remaining 34.9 percent were made of businessmen, security guards, church pastors, contractors, mechanics, carpenters, and fishermen. Majority of the respondents at the rural sector were both teachers and farmers accounting for 70 percent of the responses from the rural communities, while those from the urban sector

reflected a more heterogeneous occupational group, majority of whom were civil servants, accounting for 34.2 percent of the respondents in the urban communities.

Below, are summary tables of the selected questions on the questionnaires and the related statistical procedures of estimating the orientation of the universities to public-service, followed by a brief explanatory comment on the results of each analysis.

Part II: The Public-Service Posture of Nigerian Universities

Hypothesis I states:

> That all universities of Nigeria, and not only the University of Nigeria, Nsukka, by now have accepted the public-service posture of operating as academic service-stations for the good they can do, for the people they can serve, for the science they can promote, and for the civilization they can advance for the development of Nigeria.

In order to proceed, it must be added that even though only 6 of the 13 universities responded, the entire population of the universities, by implication is represented in this study since the questionnaires were sent to all on a one-to-one basis. The fact that the responses from the public sector have covered the information about the service posture of the particular university nearest to the respective communities, has made the inclusion of all the universities not only necessary but compulsory, including those constituting the missing values in the statistical analysis of this study. The statistical implication of such a representation is that it will yield no statistical

significance as there exists differences between and not within groups. A weighted average of means and frequency distribution would be used where necessary for analysing the data from the universities. While additional statistical procedure including chi-squares, t-tests, and levels of significance would be used where needed for the data from the public as the study progresses.

Provision for Community Out-reach Programs

To test the above hypothesis, question 2 was designed to find out if any of the universities still operated without a separate provision made for community out-reach programs. Table 5.1 is a summary of the findings.

Table 5.1: Department for Community Out-reach Programs

Categories under consideration	Number N = 7	Percentage
Universities with Out-reach programs	7*	100
Universities without Out-reach programs	0	0

Kay* here includes the University of Sokoto just starting the program.

As can be seen from the above table, the Null hypothesis that all the universities of Nigeria have accepted the public-service posture in the present development plan, is true, since 100 percent of the universities represented, have created separate departments for their respective Community out-reach programs.

Motivating Factor for Program Establishment

Asked in question 5 why the department for community out-reach programs was initially established. Table 5.2 provides a summary of their responses.

Table 5.2: Motivator for the Establishment of the Out-reach Program

Factor Variables	Preferences N = 6	Percentages
Federal Legislature	1	16.4
State Legislature	0	0
University adjusting to change	4	66.4
Popular demands	0	0
Other	1	16.4

The responses of the 6 universities in Table 5.2, skewed towards "university adjusting to change" which had 66.4 percent of the total responses, lending support to the claim that they have increasingly accepted an alternative stand to their previous "Ivory-Tower" posture, as implied by the above hypothesis. None chose State Legislature and popular demands. It is interesting to note that while the University of Maiduguri indicated that its reason for this establishment was because of the "National Universities Commission Policy for new universities" (representing "other" on the table), Ibadan held that she started it because of "federal legislature."

Incorporation of Community

Development Courses in Program:

To assess how well each of the universities has objectively implemented the public-service programs internally, question 15 was deliberately framed to determine whether the universities have set up definite instructional programs that can prepare the clients (students) for public-service. Their answers are summarized in Table 5.3.

Table 5.3: Availability of Community Development Courses in Program

Response Categories	Number N = 5	Percentage
Yes	5	100
NO	0	0

All the respondents according to Table 5.3, indicated that special courses designed for community and rural development programs were incorporated in their curriculums. In which case hypothesis I cannot be rejected. The university of Maiduguri was the only one that did not respond to this question as such, its position in this issue could not be determined from this data.

Allotment of Time

to University Services

In order to assess adequately the preferential priorities of the universities in their tripod responsibilities: instruction, research, and public-service, question 16 asked them to allot proportionally, the percentage of the total time an average departmental staff gives to the above

responsibilities. Table 5.4 provides a comparative picture of how the various universities dealt with this question.

Table 5.4: Allotment of time for Instruction, Research and Public-Service

Universities N = 5	Variables		
	Instruction	Research	Public-Service
Calabar	20%	30%	50%
Jos	10%	30%	60%
Ife	30%	30%	40%
Nsukka	10%	10%	80%
Ibadan	50%	25%	25%
Average	24%	25%	51%

Judged by their responses in Table 5.4, 80 percent of the universities on the average, gave greater time of their departmental staff to public-service than to instruction and research, respectively. Maiduguri failed to respond to this item too. It is interesting to note that Nsukka gave as high as 80 percent of the total time of its average departmental staff to public-service. Ibadan (with 50 percent for instruction) put greater emphasis on instruction but gave only 25 percent (the least in the ranking of time across the universities) to public-service. This shift in priority at Ibadan and the dichotomy between these two foundation institutions in public-service have been discussed in Chapters I and II of this study. (See more in Appendix H). It can be observed in the above table that public-service consistently has the highest total and average percentages within and across most of the universities when compared with those for instruction and research. This is indicative of the fact that Nigerian universities have

increasingly shifted their emphasis from "instruction" to public-service. Which is supportive of the above hypothesis that the universities have now accepted the public-service posture for the transformation of Nigeria.

Departmental Behavior to Community Service

Question 18 was intended to focus on the behavior of the universities when called upon to make their contributions in public-service, as to whether they team up directly with the communities or individuals on their own accord, or wait for permission and direction from the appropriate state/federal agency, responsible for the solution of the particular problem in question, before they move in. Table 5.5 below is a summary of what they do.

Table 5.5: Behavior to Community Problem-Solving

Involvement Variables	University N = 6	Percentages
Participated directly	6	100
Wait for government order	0	0
Other	0	0

Although the various departments of state government have traditionally been the commissioned agencies for community development, the present quest for public-service has made the universities to seek alternative means for greater involvement. Judged by their responses in Table 5.5 all the universities of Nigeria no longer wait exclusively for permission and complete direction from the appropriate

state/federal agencies as before, but team up directly with community groups and individuals in problem-solving. This direct deployment of members of the academic staff for the good they can do, for the people they can serve and for the development they can advance, prompted by a sensitivity to need, urgency and mission, is what hypothesis I is all about.

University: A Service-Station or an Ivory-Tower?

These alternative concepts of the university were presented in question 25. Some details of how both philosophies developed in the United States and Nigeria and the functional patterns of both approaches to higher education were covered in the first three chapters of this study. This item was added to determine whether the preference of Nigerian universities has shifted from the colonial tradition of limiting higher education to the talented few, or as a service-station for all citizens. Table 5.6 is the summary of their preference.

Table 5.6: University: Service-Station or "Ivory-Tower?"

Preference	N=5/University	Percentage
Service-Station	5	100
"Ivory-Tower"	0	0

As indicated by Table 5.6, all the respondents preferred a university functioning as the "servant of all" instead of an "Ivory Tower" for the talented few. This result lends support to the hypothesis that all have accepted, at

least in principle, that the universities should be academic service-stations for the Nigerian public. It is noteworthy that this was the only question that the university of Ibadan, by commission or omission, failed to address. Its response to this question could have been significant information since this institution (as discussed in Chapter II) was founded essentially on the "Ivory-Tower" philosophy. In the writer's opinion, the evidences from her previous responses to questions that addressed this issue are indicative of the adjustments it has made so far to open its door to the public instead of a talented few.

Methodology in Public-Service Delivery

Question 26 was an attempt to identify the practice in the respective universities as to their method of delivery. Included in the five options of this item were questions to identify whether their services were mostly left to native volunteers or professionals. Table 5.7 provides the details and their responses.

Table 5.7: Methodological Approaches to Public-Service Delivery

Delivery Options	University N = 6	Percentage
By independent departments	1	16.6
Pulling of resources together, conditional to projects involved	5	83.3
Staffed exclusively by members of ones Department	0	0
Mostly run by guided volunteers	0	0
Other	0	0

Five out of six of the universities indicated that the staff of the various academic departments are usually engaged according to their varied expertise and the nature of the project on hand. The University of Ife was the only one that did not approve the pulling of resources together, rather it preferred each department providing continuing education services to the public, independently. Although Ibadan supported the pulling together of resources, it did not rule out the use of the other three options including the use of native volunteers. Calabar in addition also endorsed the use of mostly native volunteers. Its inclinnation to this alternative is understandable for financial reasons. For, unlike the rest, its out-reach program is 100 percent self-supporting from the tuition and fees being paid by the program participants. Inspite of these minor

variations and the financial handicap at Calabar in particular, all have devised alternative methods of approach for effective public-service delivery, with majority supporting the pulling together of resources for a more effective and successful public-service delivery. This is in keeping with the null hypothesis above.

Inter-university Coordination and Cooperation in Public-Service

Question 37 was formulated in an attempt to know whether they will support inter-university coordination and cooperation or not in their public-service operations. Table 5.8 is a summary of their preference.

Table 5.8: Support of Inter-university Cooperation in Public-Service

Response Options	University N = 6	Percentage
Yes	6	100
No	0	0

The summary in Table 5.8 indicates that all of the universities in contemporary Nigeria, support inter-university coordination and cooperation in community development programs. Much has been said in Chapter III in favor of university cooperation within and across the universities, in keeping with the axium: "in union lies strength." Their unanimous support for inter-university coordination and cooperation in community out-reach programs in indicative of the growing favorable attitudes towards improving relationship to their

public-service responsibility. This is compatible with hypothesis I.

Public View of University Public-Service Trends

The observation from the responses to question 4a of the questionnaire from the public sector lends supportive evidence to the hypothesis that the universities of Nigeria are increasing their public-service responsibilities to more people now than ever before. The question asked: "Have personnels from the university (excluding your children and youth corps members) rendered you any form of service in 1977, '78 and '79? Table 5.9 is the result of their responses.

Table 5.9: Service Trends by the Universities 1977-1979

Year	Public Respondents	Served No.	%	Not Served No.	%	No Response No.	%
1979	73	30	41.1	42	57.5	1	1.4
1978	73	25	34.2	45	61.6	3	4.1
1977	73	17	23.3	50	68.5	6	8.2

As an index of the service trend of the universities, Table 5.9 shows that only 23.3 percent of the Nigerian public received some form of service in 1977, while over 68.5 percent were not served. In 1978, 34.2 percent were served while 61.6 percent were not. In 1979, while the number served increased to 41.1 percent, the number not served fell to 57.5. If the non-respondents represented dissatisfied persons, the result therefore, indicates that the number of

dissatisfied persons decreased from 8.2 percent in 1977 to 1.4 percent in 1979, in support of hypothesis I.

Even though nearly 60 percent of the Nigerian population in both the rural and urban communities have received virtually no form of service from the universities by 1979, the number served nearly doubled from 23.3 percent in 1977 to 41.1 percent in 1979, giving additional reason for retaining the above hypothesis in the null. A general observation in this question is that the respondents from states that have no universities of their own tend to indicate more frequently, that "the universities have not rendered them any form of service" than those from states that have universities. By the same token, communities that are distant from the universities, even within the same state, tend to get less services than those that are near the universities. Finally, communities from states having the older universities reported of more university service than those served by the younger universities. This could be due to the cummulative efforts of the older universities over the years, other than any latent motivation which they exhibit above their younger cousins.

Part III: Differential Attitude in Rural/Urban Services

Hypothesis II states:

> That the out-reach programs of the universities of modern Nigeria did not cater more to the urban minority than the rural majority of the Nigerian public.

The notion in the review of literature was that the fees which the universities charged, and the social conditions

they required were more affordable in the urban than in the rural communities. As a result of which, the urban communities got more than a proportionate share of the university services. This section would attempt to prove the above hypothesis in light of this conclusion.

Comparison of University Services in Rural/Urban Nigeria

To identify the existing differences in the out-reach services of the universities in the rural and urban Nigeria in terms of the second hypothesis, further statistical analysis was done on question 4a and 4c of the questionnaire from the public sector. A t-test was done on the information in Table 5.9 including those from question 4c which asked if the universities had ever helped them before 1977. Table 5.10 below is a summary of the results.

Table 5.10: University Differential Services in Rural/Urban Nigeria before 1977-1979

Communities	Responds	Mean	S. Dev.	F. Value	Probability
Rural	38	1.0789	1.650	1.10	.383
Urban	35	1.7714	1.734		

Judged by the results in Table 5.10, the cumulative mean services of the years before 1977 through 1979, received by the rural respondents was 1.0789. The cumulative mean services received by the urban respondent within the same period was 1.7714. Although the means and standard deviation between them differed, the difference was not statistically significant. The one tailed test of .385

probability is considerably greater than the .05 alpha level set as the decision rule for rejecting the null hypothesis. In which case we cannot reject the null hypothesis. It is probably true therefore, that the out-reach program of Nigerian universities did not cater more to the urban minority than the rural majority of the Nigerian public for the years under study. Judged by the results, both sectors were equally underserved.

Service Frequency in Rural vs. Urban Areas:

Question 5 for the public sector asked: "How often has university personnel held group lectures, demonstrations and conferences for community problem-solving in the area?" Table 5.11 is a summary of their response.

Table 5.11: University Service Frequency in Rural/Urban Areas

Choice Variables	Total Respondents							X^2	Alpha
	No.	Rel. Freq.	Adj. Freq.	Rural No.	Rural %	Urban No.	Urban %		
Never	32	43.9%	44.4%	22	30.6	10	13.9	3.02	.029
Not sure	11	15.1%	15.3%	6	8.3	5	6.9		
Sometimes	27	37.0%	37.5%	8	11.1	19	26.4		
Always	2	2.7%	2.8%	1	1.4	1	1.4		
Blank	1	1.4%	Missing	1	Missing	-	-		
Total	73	100.%	100.%		51.4		48.6		

Table 5.11 indicates that out of the 44.4 percent of the population which said the universities 'never' conducted any of the above programs in their areas, 30.6 percent of these came from the rural areas while only 13.9 percent

came from the urban sector. While 8.3 percent from the rural and 6.9 percent in the urban places were "not sure", 11.1 percent from the rural and 26.4 percent from the urban communities received the above service "sometimes", (that is once in a while). Only one community from each sector received the above programs "always", (that is frequently) from the neighboring universities. Although only a total of 12.5 percent of the rural as compared with the 27.8 percent from the urban sector indicated that they have received some form of service from the universities, the statistical result of .029 is considerably less than the .05 alpha level set as the criterion of significance for this study. The null, is therefore, rejected in favor of the alternative as the result is statistically significant at the .05 level of confidence. In which case, there is a significant difference between the rural and urban communities in the frequency of the overall programs conducted by the universities for community problem-solving. In other words, the urban sector received university services more "frequently" than the rural sector in question 5.

Further evidences from the results of the university survey questionnaires are symptomatic of existing differences between the rural and urban Nigeria in the frequency of programs conducted by the universities.

Questions 20 and 21 were meant to assess the universities in terms of the frequency at which they conducted

community development programs in the rural as compared with the urban areas of their task environment. Tables 5.12 and 5.13 below were their responses to both questions, respectively.

Table 5.12: Program Frequency in Rural Areas

Frequency Variables	University N = 6	Percentage
Frequently	2	33.3
Sometimes (once a month)	3	50.0
Seldom (except on call)	1	16.6
Never	0	0

The Response to question 21 followed the lay-out in Table 5.13.

Table 5.13: Program Frequency in Urban Areas

Frequency Variables	University N = 6	Percentage
Frequently	5	83.3
Sometimes (once a month)	1	16.6
Seldom (except on call)	0	0
Never	0	0

The comparative results of the above tables showed that the frequency of the out-reach programs conducted in the urban areas was noticeably greater than those conducted in the rural areas. In Table 5.12, only 33.3 percent of the

universities conducted their out-reach programs in the rural areas "frequently," while 83.3 percent of the universities indicated in Table 5.13 that their programs were conducted in the urban areas "frequently". This was more than twice the frequency of programs conducted in the rural areas. This is supportive of the alternative hypothesis that the out-reach programs of Nigerian universities cater more to the needs of the urban minority than the rural majority of the Nigerian public. Further more, while 50 percent of the universities conducted their out-reach programs once a month in rural areas, only 16.6 percent did so in urban areas. Similarly, while 16.6 percent of the universities would not conduct their out-reach programs in rural areas, except on call, no university exhibited such a behavior in the urban areas.

In addition, question 22 asked: "Which benefits more regularly from the out-reach programs - urban or rual areas?" Table 5.14 is the summary of their response.

Table 5.14: Which Benefits more Regularly from your Out-reach Programs?

Sector	University	Percentage
Rural	0	0
Urban	6	100

In Table 5.14, 100 percent of the universities indicated that urban communities benefited more regularly from their out-reach programs than the rural areas, thus confirming the alternative of hypothesis II.

Population Served:

Only three universities (Calabar, Ibadan and Jos) responded to question 30 which asked for the number of people served in the rural and urban sectors from 1977-1979. Inspite of obvious limitations the figures given by the three universities in Table 5.15 still lend support to the alternative hypothesis.

Table 5.15: Number of People Served from 1977-1979

University	People Served	Year 1977-78	Year 1977-79
Calabar	Rural	3,000	10,000
	Urban	6,000	12,000
Ibadan	Rural	1,000	1,500
	Urban	2,500	3,000
Jos	Rural	550	700
	Urban	30	50

It is noteworthy that the University of Calabar despite obvious staff and financial limitations, did reach by far a greater number of people consistently in its task environment than even Ibadan in the two-years under study.

Part IV: The Universities and the People They Serve

Hypothesis III states:

> That the number of respondents in the rural and urban sectors indicating that the universities are not serving them and their neighborhood is the same as those who feel they are.

The University and the Neighbrohood

A significant concern in this study has been to set up

a university model, philosophically motivated for public-service. To bring this message home to Nigerian universities, the above hypothesis was generated so that they could evaluate themselves in the light of public opinion about their public-service responsibility to the general public. To project the universities more objectively, the public was asked in question 6 to indicate if they have seen or heard of the universitys' service activities in the neighboring communities of their areas or not. Table 5.16 is a summary of their observation.

Table 5.16: Opinion Poll on University Services in the Neighborhood

Total Respondents				Rural		Urban		X^2	Alpha .05
Choice Variables	No.	Rel. Freg.	Adj. Freg.	No.	%	NO.	%		
No	23	31.5%	32.4%	15	21.1	8	11.3	1.628	.2019
YES	48	65.8%	67.6%	22	31.0	26	36.6		
BLANK	2	2.7%	Miss-ing	1	Miss-ing	1	Miss-ing		
Total	73	100.%	100.%	38	52.1	35	47.9		

Although nearly twice as many rural than urban communities (21.1 to 11.3 percent, respectively) said they have neither seen nor heard of any university activities in the other neighborhood communities, a total of 67.6 percent of all the responsdents indicated that they have, while only 32.4 percent of all the respondents said they have not. The observed probability of .2019 from the statistical process exceeds the .05 criterion of significance set for the study.

As such the null hypothesis is probably true. In which case one cannot conclude that the rural and the urban communities differ in opinion about the university services in the neighboring communities. It is probable that many of the respondents in both the rural and urban sectors have heard of the universities serving in their neighborhoods, a conclusion which is compatible to hypothesis III.

In reference to Table 5.9, it is probable that the increase in the population which have heard of the university services in neighboring communities (Table 5.16) can be accounted for by the increased effort of the universities in Table 5.9 to raise their service margin from 23.3 percent in 1977 to 41.1 percent in 1979.

Although this posture lends additional support to hypotheses I and III, the results indicated that the performance levels of the services were consistently below average for the three-years under study.

Part V. Popular Perception of the Service Package

Hypothesis IV states:

> There is no difference between the out-reach departments of the universities and the general public in their perception of the former's orientation to public-service.

University Extension Services and Their Implementation

In view of the motivation for public-service across Nigerian universities, this section attempted to outline the ideal and the actual extension services expected by the public from the universities with a view to assess how

well Nigerian universities implement them.

Question 40 of the university survey questionnaire outlined a number of selected extension service programs which all public-service oriented universities were expected to implement in their respective territories.

Table 5.17: University Extension Services and their Implementation

Extension Service Programs conducted	No. of University Conducting them	
	Number	Percentage
Extra-Mural division	6	100
Adult Education	5	83.3
Continuing Education	3	50.0
Cooperative Extension	-	-
General Extension Services	1	16.7
Field Research Stations	1	16.7
On-Campus programs	2	33.3
Radio and T.V. Programs	2	33.3
Off-Campus programs	3	50.0
Farmer's Week	--	--
Open House	--	--
In-service training	3	50
Institutes	1	16.7
Seminars	5	83.3
Workshops	6	100
Conferences	4	66.7 (43.75% average)

It has been established in the study that all the universities of Nigeria have set up, as a matter of policy, one form of out-reach program or the other in the present motivation for public-service. Hence the "Extra-mural division"

item in the above table had a 100 percent positive response. Similarly, 100 percent of the universities conducted work-shops, 83.3 percent conducted adult education classes and seminars, while 66.7 percent held conferences. Only 50 percent indicated that they provided continuing education services, off-campus programs and in-service training for the public. While none of the universities conducted "Cooperative Extension Services," "farmers' week," and "open house," only Nsukka provided "field research stations" and "general extension services," and only Ibadan provides "institutes," among the respondents, giving an average performance of 43.75 percent in program implementation.

By the same token, Question 7 of the public questionnaire contained similar items to those in Table 5.17 but were expressed in the concept of the needs and the "language" of the communities.

In view of the claims by the universities that they rendered the above services, this question was meant to assess how well the public at the receiving end were actually getting these services across. In other words, the aim was to see if the responses from the public sector would yield similar results with those from the universities. Table 5.18 is a summary of the public responses.

Table 5.18: Specific University Services in Nigerian Communities

Programs Expected	Responses	Respondents	Adjust. Freq.	S. Dev.
Adult Education Classes	NO YES	47 26	64.4% 35.6%	.482
Agricultural demonstration Centers	NO YES	45 28	61.6% 38.4%	.490
Cooperative Extension Services	NO YES	56 17	76.7% 23.3%	.426
Health & Agricultural Conferences	NO YES	52 21	71.2% 28.8%	.456
Socio-Econ. Development Centers	NO YES	54 19	74.0% 26.0%	.442
Technical Service Bases	NO YES	60 13	82.2% 17.8%	.385
Research Information Base	NO YES	57 16	78.1% 21.9%	.417
Education by Radio & T.V.	NO YES	48 25	65.8% 34.2%	.478
Readily available for Community problem solving	NO YES	64 9	87.7% 12.3%	.331
Invite the public to on-campus conferences	NO YES	57 16	78.1% 21.9%	.417
Conduct G.C.E.classes etc./External candidates	NO YES	43 30	58.9% 41.1%	.495
Award certificates of distinction for special performance	NO YES	62 11	84.9% 15.1%	.360
Work w/government to improve Communities	NO YES	52 21	72.2% 28.8%	.456
Average Performance	NO YES	56.30 19.38	73.5% 26.5%	.433

In general, not one of the thirteen specific services expected of the universities above had a higher positive than the negative result. The service which received the highest positive response from the public (41.1 percent) was conducting of classes for G.C.E., and other external examination candidates. This specific service from which the participating university personnel earned extra-income from participating clients had both the highest mean performance .411, and standard deviation .495 as well. On the other hand, their responses indicated that the universities performed most poorly in the aspect of being "readily available for community problem-solving," as only 12.3 percent of the public felt they were readily available while 87.7 percent said they were not. On the whole an average of 73.5 percent of the public indicated that the universities were not rendering them any of the above services while an average of 26.5 percent indicated that they were.

Besides yielding results that were supportive to hypothesis III, the comparative results from Tables 5.17 and 5.18 gave evidences that tends to support hypothesis IV in the alternative sense as the result showed that the public perception differed from that of the out-reach departments. While the universities claimed to have given an average performance of 43.75 percent in public-service (Table 5.17), the public claimed to have received only an average of 26.5 percent of the expected programs from the universities - almost half of that claimed by the universities. (Table 5.18) an overwhelming

majority of the public perceived the universities as rendering no services at all in their communities, while the universities claimed to have rendered more services than the public acknowledged even though they were below average in performance. Judged by these results we cannot claim that there is no difference in their perception as stated in the null. Rather the alternative hypothesis tends to be true, as the departments viewed themselves as serving while the public mainly perceived them as not serving.

The Best Serving Agency in the Public Perception

To assess the universities more objectively in terms of the above motivation for service, and the fourth hypothesis, question 8 of the public questionnaire was intended to identify the public perception of the universities, vis-a-vis other agencies of public-service as to which serves the communities best. The other public-service components designated in the question included: the state agencies, federal agencies, local schools and colleges, and youth corps members. Table 5.19 below is the summary of their response.

Table 5.19: Public Perception of the Best Serving Agency.

Service Agencies	Total Respondents Number	Adjust. Freq.	Rural No.	%	Urban No.	%	X2	Alpha.05
University	3	4.1 %	2	2.7	1	1.4		
State Agency	28	38.4 %	14	19.2	14	19.2		
Federal Agency	3	4.1 %	0	0	3	4.1		
Local Schools	32	43.8 %	20	27.4	12	16.4		
Youth Corps	6	8.2 %	1	1.4	5	6.8		
Other	1	1.4 %	1	1.4	0	0		
Total	73	100.0 %	38	52.1	35	47.9	8.89	.1135

Judged by the results in Table 5.19, the agencies that rendered the best services to the communities were the local schools and colleges, with 43.8 percent, followed by the State Agencies with 38.4 percent and the Youth Corps members with 8.2 percent of the total responses. With the 43.1 percent performance level acknowledged by the universities and the 4.1 percent perceived by the public, giving the universities an average performance level of 23.6 percent, it is sufficiently likely that the overall services performed by the universities were quantitatively low. The statistical result of .1135 is considerable larger than the decision criterion previously set at the .05 alpha level. Therefore, the null hypothesis above is probably true. That is, both the out-reach departments of the Nigerian Universities themselves and the general public equally perceived the orientation of the former to public-service in rural-urban Nigeria,

as considerably low in the period under study.

Other conclusions from Table 5.19 are: 1) rural communities perceived the local schools and colleges as their best servant while the urban sector perferred the state agencies. 2) Both rural and urban communities had similar perception of the state agencies. 3) While the rural sector perceived the federal agencies as not serving them at all, the urban sector perceived the university as their worst servant. 4) The "other" public service agency contributing 1.4 percent in the rural sector on the table, was identified by the "Diko" community (in Niger State, Table 4.3) as the "church."

It must be mentioned in passing that even though the communities in the Northern group of states did not differ significantly from those of the South in terms of the university services they received, there were strong and consistant indications that the communities in the North received less university services than their Southern counterparts (Table 4.3).

Part V : Analytical Description of the Open-ended Questions

Impact of University Programs on the Nigerian Communities

Question 17 asked the universities to comment on the three most significant improvements currently taking place in the areas of their operation as the result of their programs. Excluding the University of Maiduguri which did not respond to this item, the five responding universities

indicated that their activities have led to an increasing aspiration and success in higher education in the areas of their operation.

In a specific sense, the University of Ibadan indicated that its activities have greatly contributed to a "noticeable improvement in job performance and the reduction in illiteracy rate" in its area of operation. The University of Calabar noticed a "significant improvement in elementary school administration in the target areas; functional literacy expansion in urban areas with attendant improvement among administrative and clerical sectors of industries" and an increased "acceptance of improved methods in farming and use of fertilizers" in the Cross River State. The University of Jos observed that "secondary school dropouts are increasingly using (its) program as a second chance for post secondary education." To the University of Ife, its operation has helped many students to qualify for G.C.E. O/L and A/L and has led to improvement of skills and further training by university staff.

Public responses to questions 4b and 6b, including the finding on Table 5.17 confirm this notion that the most popular impact of the Nigerian universities across the communities is in the area of conducting G.C.E. and other external examination classes for external candidates. At Nsukka, their services have led to a general "appreciation of continuing education" and the increasing manifestation of and demand for university role in social leadership.

Asked in question 17b if there were any negative and positive impacts that these programs were making on the nation developmentally, all the universities identified only the positive impacts except the University of Calabar which considered "the unhealthy competition among neighboring communities which tend to make each go it alone instead of combining their resources," as a negative impact. On the positive side this thriving university observed that its effort has led to "an overwhelming interest in the Federal food production program" (the O.F.N. see p. 103) and an "increased awareness of community development projects" in the area. Ibadan stated that its programs have greatly helped to increase the manpower stock of the nation; worker's productivity; the number of better informed citizens and political awareness in its task environment. At Nsukka it has helped in the promotion of an "enlightened and informed citizenry." While Ife saw positive impacts on the neighboring States, Jos saw it as a national asset to the current Universal Primary Education, as it has helped in "absorbing some of the post-primary school "spill-overs."

The public was also asked, in question 9, to state three important changes now taking place in their communities because of the services by the universities. The three most important changes identified across the responses of the 67.6 percent (Table 5.16) that indicated that the universities were serving in their neighborhood were as follows: 1) increase in literacy and higher educational options of the

communities (was mentioned 95 percent of the time); 2) improved agricultural techniques and productivity (72 percent of the time); 3) improvement in the health and social life of the people (was mentioned 68 percent of the time). Some of the other changes that were mentioned included: increased political awareness, community development projects by self-help, and an improved method of educational administration.

In reply to question 11 which asked each community to state its greatest need, the responses did not differ widely from expectation. 61.5 percent of the 73 respondents said "education" of all kinds (formal and non-formal) for all in their communities. 15.6 percent said a more productive "agriculture." 12.5 percent said, health care services. 5 percent included all forms of infrastructure, while the remaining 5.4 percent, majority of whom were from the urban setting, simply said "technology."

Problems and Contributions
Towards Development Programs

Asked in question 23 to state the major problems plaguing their community education and development programs, the universities responded that their greatest problem is: lack of funds; inadequate facilities, and lack of skilled staff. In addition, the University of Jos observed a growing "lack of sufficient cooperation from existing government agencies." Ife included a "lack of consistency by student," as some of the major problems limiting their public-service efforts.

By the same token, the public was asked in question 10 to mention three major problems that made the universitys' services less receptive in their communities. The three most frequent complaints across the communities were the high fees the universities charged; irregularity of service; and that they sounded more academic than practical. Other responses indicated that they were unavailable and unapproachable for community problem-solving, in most of the communities.

Question 24, similarly, asked the universities to list three areas in which they were making their best contributions in the present Nigerianization of community development efforts. In this respect, Ife indicated that she is noted for "on-the-job training; extra-mural classes; (and) seminars and conferences." Ibadan's most significant contributions included the "promotion of self-help projects; better living standards and community education through literacy programs." Calabar is contributing most efficiently in the area of "elementary school administration, programs for secondary school dropouts and adults (and) courses for typists, secretaries, and practising farmers." In addition to "giving secondary education to all who are not in the formal system," the University of Jos embarks on "functional literacy programs" and is beginning "an apprenticeship training scheme in Bauchi State for roadside mechanics and other tradesmen and women," in its service area. Nsukka claimed: "Community Education Services,

Seminars, Workshops and Conferences and active research on educational needs," as her most significant contributions in the present Nigerianization of community development efforts.

The public was also asked in question 12 to give three suggestions that can help to improve the quality of the services by the universities for the development of their communities. The responses ranged from grave concern for the social and economic conditions of the rural people, to real fun, like asking "the university to throw a party to the people once in a while." The three most outstanding suggestions were: 1) that the universities should provide more educational opportunities indiscriminately to the Nigerian public irrespective of state of origin, financial ability and educational level (96.7 percent of the respondents mentioned this). 2) 82 percent recommended a greater devotion to a practical solution to Nigerian agricultural, social and health problems. 3) 63 percent indicated that they should be more accessible and readily available to render a free and more honest service to the public that supports them. Other suggestions that came up occasionally included, the provision of demonstration and resource centers for community problem-solving; more adult education centers; technical/agricultural research base in every division and improved communication, lectures, adequate text books and more non-formal educational programs for the communities.

Reasons for Inter-University Coordination and Cooperation

Asked in question 37b why they would support inter-university coordination and cooperation in community development programs, all the universities, except Ife responded variedly. Nsukka observed that it will help "to maximize the use of resources." Calabar indicated that it will prevent duplication and overlap of efforts and will contribute to organizational economy and efficiency." Maiduguri supported the idea on the ground that the universities that lack "expertise" can benefit from those which have them, and for the "cost" of unnecessary duplication. To Ibadan, "the practice can lead to better results for participants and sponsors." Finally, the university of Jos concluded that such practice would enable the universities "to share ideas and experiences and perhaps to standardize or harmonize university rural community programs in the country."

Suggestions for Future Nigerian Community Development

The suggestions they gave for the future of Nigerian community development in response to question 17c, were varied. Ibadan simply said "this project (that is the current study) needs adequate findings, especially for research, experimentation and evaluation which can be of immense value to the policy-makers." In its own words, the University of Calabar said:

> The people should select their priorities aright,

> and carry out a detailed, thorough study of the projects they want to embark upon. Failure to do this had resulted in many projects being abandoned and uncompleted. To approach or embarking on development projects for the sake of prestige other than the satisfaction of the people's real need should be avoided. Rural development should be need-directed, for the "People's" good and for the majority and not a few.
>
> Development should be community-inspired, and the agents of rural development must learn to involve local communities in the programs from inception, to maintain their interest and cooperation.

The out-reach services which the University of Jos endorsed for the future, is a cooperative kind. In its words:

> Extra-mural/extension agencies of state ministries and universities should intensify rural educational efforts in its widest perspective with the help of NYSC service men and women and other volunteers in a mammoth move to achieve visible results that will be a practical, lasting and remain on-going.

Maiduguri joined here by saying that:

> Nigeria has yet to adopt economic, social and educational policies truly relevant to rural development outside of large-scale costly schemes of doubtful economic validity.

It indicated that "there is need for a) coordination of efforts b) funds to improve existing programs and c) provide training programs for workers at various levels."

In conclusion, Nsukka observed that:

> Since the development of human and material resources of the nation remains its most important task, the idea that these can be achieved through education of all its citizens (continuing or life-long education of all its citizens) is recognized as a truth. It is hoped that this truth may be practically pursued and adopted as an essential goal of the nation no matter what government is in power.

Summary

The responses of the six universities and the seventy-three communities across Nigeria have been analysed in this chapter. The results of the analyses indicated that the universities of Nigeria are now giving increased attention to public-service. There were evidences that the urban areas across the states were getting relatively more university services than the rural communities. Even though the difference between them was not statistically significant the frequency rate was. Similar conditions were noted between states with universities and those without universities of their own. It was found that the average performance of Nigerian universities in public-service programs (from the university and the public perspective) was at 23.6 percent, indicating that the universities still have a lot more to do in extending their beneficial influence to the Nigerian public, especially, the rural communities.

Chapter Six will summarize the major findings of this study, draw relevant conclusions from the existing findings and would follow each conclusion with some recommendations before ending up with the implications and the conclusions of this study.

Chapter VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter will briefly review the highlights of the study in terms of its problems, purpose, significance, methodology and accomplishment. These would be followed by a selective summary of findings, conclusions and recommendations for selected research questions which are crucial to the purpose and the impact of the study.

Review of the Problem

The British parcel of higher education that Nigeria inherited unchanged has not only been symptomatic of endemic problems in Nigerian social, political, cultural and economic life, but a root cause for the continuing underdevelopment of Nigeria. As a result, the Nigerian higher educational system has been dominated by exclusive "Ivory-Towers" intended to propagate elitism at the expense of public-service, and theory in place of practice. Untouched by change and the shifting needs and problems of society, it could hardly extend adequately the benefits of higher learning to the factory, the farm and the home, especially, in the rural communities. This has placed Nigeria, especially, the rural sector, at a serious disadvantage and has contributed greatly to her being, essentially, a nation of consumers rather than producers.

Purpose and Signifiance

Using the philosophies of the American "Land-Grant"

universities as a model, the researcher's purpose of the study was to assess how far the universities of Nigeria have come in an effort toward the transformation of Nigeria into what it could become.

The fact that the Federal Republic of Nigeria has adopted higher education as the best instrument for the development of the nation, has added great credibility and significance to this study which is intended to assess the effort of each Nigerian university towards the realization of this national goal. Secondly, it is hoped that the alternative suggestions and recommendations of this study will help significantly to advance a symbiotic relationship among the universities, the government, and the Nigerian public in the present development effort.

Methodology

To assess the universities more adequately, effort was made to collect data from the Extra-Mural departments of the 13 universities of Nigeria, and 76 representative community samples randomly drawn from the 19 states of Nigeria. Of these, only seven of the universities and 73 of the representative communities (38 rural and 35 urban) responded. The purpose of this was to see how well the services indicated by the universities were getting through to the public, at the receiving end. As such, a descriptive stance to statistical analysis including comparison of frequency distribution, means, percentages, t-tests and chi-squares were adopted, while the responses to the open-ended questions

were objectively evaluated and descriptively treated accordingly.

Accomplishments

The highlights of the many accomplishments in this study includes: 1) an overview of the historical development and accomplishments of the public-service oriented philosophy in higher education in the United States and Nigeria, in the context of the "Land-Grant" universitys' model; 2) the description of the 13 universities of Nigeria and the magnitude of the debt they owe in public-service to every citizen, especially, in the rural areas of Nigeria; 3) the operational definition of a public-service model for the thirteen universities in contemporary Nigeria; 4) an assessment of the significant aspects of some international examples of development programs; especially, the beneficial roles of higher education in their accomplishments, and how they could be adapted to Nigerian situation; 5) the evaluation of the out-reach programs of 6 Nigerian universities in the light of the responses from the 73 communities; the identification of the areas of their success or failure; and 6) the use of the same as the basis of alternative conclusions, suggestions and recommendations for the current national development plan.

Major Findings Conclusions and Recommendations

The analyses of data from the two sets of questionnaires revealed a number of significant findings and consequent conclusions. Following these are recommendations drawn

in part from: the data collected; the researcher's extensive reading in contemporary public-service functions of the universities in Nigeria and in international development programs; and from the professional experiences of authorities in the subject area. It is hoped that the recommendations based on these sources of information would likely provide improved guidelines for the universities and the government of Nigeria in their present enthusiasm to serve the Nigerian public.

Out-reach Programs Across Nigerian Universities

Findings: 1) Results showed that 100 percent of the universities of Nigeria have, or are in the process of creating, separate departments for community out-reach programs (Table 4.2). 2) They all vary in the names that identify them, the year in which they were created, and in the population of the student.

Conclusion: There is substantial evidence that Nigerian universities are now aware of the importance of and are developing positive attitudes towards the development and the improvement of out-reach programs for Nigerian communities.

Recommendations: Because of the importance of the out-reach programs to the development of Nigeria, the government of Nigeria is urged to make mandatory sanctions and to take affirmative actions that will 1) extend community-service obligations to all post-secondary public institutions in Nigeria; and 2) discourage the temptation of operating a kind

of 'window-dressing' community service programs in all public funded institutions of higher learning.

Sources of Funds

Findings: 1) It is evident that the manner of funding the out-reach programs differs across the universities. In some, the government bears the total burden of expenditure. In majority of cases, the university bears the full responsibility while in some, greater burdens of taxation (up to 75 percent) is shifted to the clients, to the point of almost making the program self-supporting. Thus, while one institution would have as much as ₦375,000 (as analyzed in ques. 9, from the universities) mainly from the Federal budget, another would operate on only ₦2,000 by self-help. 2) 100 percent indicated that they received no financial assistance from Foundations and the State governments.

Conclusions: Three conclusions can be drawn from these findings: 1) There exists great disparities in the funding of out-reach programs in Nigerian universities. 2) Since power and sources of funds are closely related, the State governments and other benefactors would have minimal control and influence over the university out-reach operation. 3) There is need for a more equitable method of funding the out-reach programs of Nigerian universities.

Recommendations: 1) Funding of the university out-reach programs in the 1980's should be based on a more equitable formula by the Federal Government so that no community or area university bears greater cost of their own development

services than the other, as the present system tends to slow the development process in some areas but accelerates it in others. 2) Further research is required in this area to identify the principles upon which the funding formula should be based. 3) State governments, foundations, business organizations and other financial bodies should make the universities to work for them through their financial investments into university projects.

Control:

Findings: 1) The university administration is the greatest source of control in each of the universities, especially, in the area of their operational expenditure (ques. 11). 2) Outside the university (ques. 12) while 50 percent were under pressure as to how their programs were administered 50 percent were under no pressure at all. 3) none was under pressure from the clientele (the communities) as to how their programs were administered.

Conclusion: In Nigeria the public sector still plays only a marginal role in decisions affecting the university out-reach programs and the manner in which they are administered in their communities.

Recommendations: 1) The producers of the out-reach programs need not force them down the throat of the consumers, but it should be a joined endeavor based on consultation and articulation with the community. 2) It should be mandatory that the universities should be made accountable to the communities for the results of their services. 3) Further research on

the degree of accountability is recommended.

The Program:

Findings: 1) The main motivating factor for the establishment of the out-reach programs across the universities (as indicated in Table 5.2) is "university adjusting to change." 2) Neither "State legislature" nor "popular demands" led to their establishment. 3) The results in Table 5.3 prove that all of the universities have incorporated into their programs, "Community Development" courses. 4) As to allotment of time to public-service programs among the six universities, Nsukka (with 80 percent) devoted more time than any other, while Ibadan (with 25 percent) gave the least time to public-service. 5) (Table 5.4) the average time across the universities for instruction, research and public-service is 24, 25 and 51 percent, respectively.

Conclusion: Evidences show that Nigerian universities now have positive attitudes towards public-service and are devoting more time to public-service programs than to instruction and research, now than ever before.

Recommendations: 1) Since research is the most realistic means of identifying the people's need, the problems; and their solutions in the development process, Nigerian universities should demonstrate an increased awareness for research at this stage of their development. 2) They need to listen to popular demands and in those areas where the state in which they operate can do better than the Federal Government, they should seek and receive State support and

cooperation.

Current Behavior to Public-Service

Findings: 1) 100 percent of the universities team up directly with the communities or individuals, on their own accord, for community problem-solving (Table 5.5). 2) 100 percent preferred the university as a service-station for all citizens instead of an "Ivory-Tower" (Table 5.6). 3) As to their present method of approach to public-service, Table 5.7 shows that 83.3 percent of the universities pull together the resources of the various departments and engage them according to their expertise and the nature of the project on hand. 4) The results in Table 5.8 indicate that 100 percent of the universities would support inter-university coordination and cooperation in public-service operations. 5) The average service margin of the universities increased from .254 in 1977 to .417 in 1979.

Conclusion: All the universities of Nigeria have increasingly accepted the public-service posture of operating as academic service-stations, for the good they can do, for the people they can serve, for the civilization they can advance, in the development of Nigeria.

Recommendations: 1) Nigerian universities should extend their team work into establishing unified interdisciplinary research base within and across the universities, devoted exclusively for the solution of community development problems. 2) They should seek to apply their scientific skills, expeditiously to the requirements of industries, the homes and

communities. 3) They should back the promise of being the "service-station" for all citizens with establishing "community education and polytechnic centers" to serve as the clearinghouse for the development needs of each "authority area." 4) To promote inter-university coordination and cooperation in public-service, the universities should establish a "National Association," and a "National Public-Service Research Base" to coordinate public-service programs of the universities. This would minimize unnecessary duplications and would benefit the underserved communities, especially, in states without a university of their own. It would also help to maximize the use of the present scarce resources, concentrate them in priority areas, and help to bridge the gaps between and across the states, especially those between the northern and southern groups of States.

Rural vs. Urban Services:

Findings: 1) The cumulative mean services received by the urban communities was nearly twice as much as those received by the rural communities before 1977 and through 1979, (Table 5.10). 2) (Table 5.11) while 30.6 percent of the rural and 13.9 percent of the urban respondents have "never" been served by the universities; 11.1 percent rural and 26.4 percent urban population have some how been served. But only 2.8 percent of the communities in both sectors (1.4% rural and 1.4% urban) have "always" been served. 3) The results in Tables 5.12 and 5.13 indicate that while 33.3 percent of the universities provided services

frequently to rural areas, 83.3 percent did so in urban areas. 4) 100 percent of the universities indicated that the urban communities benefitted more than the rural areas, from their out-reach programs. 5) There were strong indications (Table 5.15) that few of the universities kept accurate records of their service programs and that the communities in the northern group of states received comparatively less university services than those of the south (Table 4.3).

Conclusions: 1) The out-reach programs of Nigerian universities catered more to the urban minorities than the rural majority although the difference between them was not statistically significant at the .05 level. 2) There were strong and consistent indications that both the rural and urban communities in Nigeria were generally underserved in university out-reach programs for the three years studied.

Recommendations: Additional data should be collected and analyzed to determine 1) the degree of efficiency/deficiency in the community service programs of Nigerian universities. 2) Further research should be conducted on how the universities and the government could bridge the existing gaps between rural and urban Nigeria and those between the rural/urban communities of the northern groups of states and those of the south, more expeditiously. 3) A move towards accountability for community service should be instituted in Nigerian universities, by making their allocations contingent to the volume of educative service, level of performance

and the level of transformation effected in their task environment. In other words, a system of matching funds with community educative projects should be established. 4) It should be enforced that all Nigerian universities should, as a matter of policy, maintain accurate records of their services for frequent inspection by the taxpayers, the States and Federal Governments.

Specific University Services in the Communities:

Findings: 1) In each of the thirteen specific university services on Table 5.18, an overwhelming majority of the general public indicated consistently that they were not getting any services from the universities. 2) Their worst performance with 87.7 percent negative response, was identified as "not being readily available for community problem-solving." Their best effort (showing as high as 41.1 percent performance level) was in "conducting G.C.E. classes etc. for external examination candidates" in which the participating mentors received extra financial rewards from their clients. 3) While an average of 73.5 percent of the public expressed dissappointment, only 26.5 percent of the communities had some confidence in the university services.

Conclusion: Judged by the above findings the universities of Nigeria are not serving an overwhelming majority of Nigerian communities.

Recommendations: Each State government, for the welfare of its people, should maintain a periodic inspection of the rural communities and forward a periodic report on the

university services in these communities to the central administration which should match their financial support with the kind of services generated in the communities, they are expected to serve. 2) Complementary to the new deal - "no service no funds," - is tied a re-accreditation package at the end of each development period, by which the universities, after a detailed inspection by the N.U.C., could lose or retain their accreditation by their own contribution to the development of the communities in the area of their operation. In which case the universities would not only work to earn their re-accreditation but should look on it as a reward for services well done.

Public Perception of the Best Serving Agency

Findings: 1) Although the university services (Table 5.18) gave a mean performance of 43.1 percent, the public perceived the "local schools and colleges" (Table 5.19) as the agencies that served them best. 2) Among the five agencies clearly designated for public-service the public perceived the "university" and the "Federal Agency" as serving them most poorly (each having only 4.1 percent approval from the public). 3) While the "local schools and colleges" were the best and the "Federal Agency," the worst serving agencies in rural perception, the "State Agency" was the best servant and the "university" was the worst servant in urban perception. 4) The rural and urban communities shared eqaul and complementary perception in the service of the "State Agency."

Conclusions: Plagued with a number of dificiencies, Nigerian communities have very little faith that the present rate of university services could solve their development problems. 2) Their local schools and colleges had greater credibility than the distant universities as far as community service was concerned.

Recommendations: 1) Further research should be done on; (i) the roles of public universities in community development; (ii) guidelines for effective community services in a developing nation; and (iii) strategies for successful out-reach programs in rural Nigeria. 2) Nigerian universities should seek improved ways of serving its public through effective communication, variety, empathy and continuity in service.

Impact of University Programs:

Findings: 1) The three most significant impacts of the university out-reach programs on target communities, according to the universities were: (i) a growing aspiration and success in post-secondary education; (ii) increase in functional literacy and an enlightened citizenry; and (iii) marked increase in the manpower stock of the nation. 2) The public identified: (i) a noticeable improvement in literacy and higher educational options in the communities; (ii) improved agricultural techniques and productivity; (iii) changes in health and social life and the general public. 3) The greatest need which the communities identified was "education."

Conclusions: Nigerian universities have certainly contributed towards the degree of improvement currently noted in Nigerian communities but it is conclusive from the previous findings of this study that they deserve only a little part of the credits.

Recommendations: 1) Nigerian universities should put forward increased dedication to make their community service programs focus on the training of the public to accomplish planned changes needed in the target communities. The effort to develop a compulsory adult scheme and the construction of residential adult colleges, especially, in populated agricultural communities deserve objective consideration by the government and the universities of Nigeria. This could help cater for the varied needs of adults in their bid to adjust to the demands of change in modern Nigeria.

Problems in University Services

Findings: 1) The three major problems plaguing Nigerian community services and development programs as noted by the universities were lack of funds, facilities, and cooperation from existing government agencies. 2) The problems that made Nigerian university services less receptive to the public were: (i) high service charges (ii) irregularity of services (iii) inaccessibility (iv) the tendency for academic rather than practical impression and (v) outright discrimination . These have left States without universities of their own no choice than being grossly underserved.

Conclusions: The frequent complaints by Nigerian universities for lack of funds and facilities; and the fact that "only ₦6.9 million out of a total allocation of ₦2,000 M. for education in general, was earmarked...for adult literacy"[1] in the Third National Development Plan, are evidences that lack of funds constitutes the greatest threat to the country's out-reach programs. Because of which, the programs have suffered from high fees, irregularity, and poor equipment for practical demonstrations.

Recommendations: 1) "The fact that adults account for about 70 percent of the population"[2] coupled with the immediate and multiplier effects which adult education could produce in the present hurry for development, the Federal Government of Nigeria should allocate at least one-third of the total education budget to adult education programs. 2) The universiites should ask and get whatever they need for funds, facilities and support from the Federal, State and Local Governments for their out-reach programs. 3) All forms of non-formal education and every community service program should be made lifelong, compulsory, and free to all citizens. 4) Their educative services should be provided indiscriminately to all Nigerians irrespective of state of origin, proximity, financial ability and educational standing. 5) The plan to provide each State with a university in the next Development Plan deserves some objective consideration and feasibility research study.

Reasons for Cooperation:

Findings: The reasons why the universities were supportive of inter-university coordination and cooperation in community service programs included 1) to avoid costly duplication 2) for maximum use of resources and 3) for complementary and supplementary use of expertise, skills and ideas.

Conclusion: Inter-university coordination and cooperation is in the best interest of the universities and the nation and should be encouraged.

Recommendations: 1) Research should be conducted to determine when, how, what, where and under what circumstances such cooperation would be advantageous and necessary to the communities, the universities and the nation at large. 2) There is need for increased cooperation and communication among the Local, State and Federal Government and the universities and the people they are intended to serve.

Suggestions for the Future

The significant contributions from the universities and the general public in this section of their questionnaires deserve the researcher's consideration as "further recommendations for the future of Nigerian out-reach programs."

Among the suggestions from the universities, the most significant were: 1) future community development programs should be need-directed, non-prestigeous, community inspired projects, and well planned in order of priority. 2) They should be made a cooperative venture of the universities,

government agencies, the target communities and other allied bodies. 3) They should adopt economic, social, political and cultural strategies that are practical, relevant and on-going. 4) They should be equipped with adequate funding, training programs, and built-in self-corrective mechanisms for self-renewal. 5) Since the future will make new demands on skills; greater flexibility, stringent evaluation procedures, and quality control, Nigerian universities should prepare themselves and the public to avoid these "future shocks" by increasingly making Continuing and Life-Long Education for all citizens a matter of urgency in every State of Nigeria.

The public added: 6) that the universities should make their services free of charge, regular and practical and without discrimination as to State of origin, financial ability, distance, and level of education. 7) That they (the clientele) should be increasingly consulted by the universities in every matter that affects them. 8) That the universities should engage their best effort in research for community development and the industrial transformation of Nigeria. 9) That they should increase their off-campus educational services and extend them especially, to the rural sector. It must be added that the North (the nation's "bread belt") including States without universities of their own should be the target areas for university services in the 1980's.

Acknowledged in this study (pp. 54, 55, 211) was the fact

that Ashby's commissioned recommendations in 1960, among other things, led to the present Nigerian higher educational system: including more universities, in service of the nation's manpower needs, the "National Universities Commission", and the "Inter-Regional Manpower Board." In light of the fact that the life of his report was to end in 1980, he was asked in his letter (Appendix I) to make recommendations based on 1) what Nigerian higher educational institutions/governments are doing adequately, excellently, differently, and poorly in their efforts to follow his educational guidelines; and 2) what he would include, if he were asked to reconstruct his previous higher educational plans for the 1980's. The following are extracts from his recommendations in response to the above requests. They surely deserve some objective consideration. (The numbers are the researcher's).

10) He recommended the creation of only a few new universities instead of the present "multiplication of universities," for quality control in teaching, facilities and research concentration, and for national unity. 11) Greater concentration on agricultural and technical subjects in higher education through appropriate wage incentives for experts with agricultural and technical skills. 12) That Nigeria for the 1980's should "phase out sixth forms" in university admission because "their standard is uneven over the country." He recommended the acceptance of 0-Level G.C.E. and high school graduates as an acceptable alternative, if

they would be given "an extra year at the university before graduating." And, 13) for the fact that Nigeria's need is "achievement on a broad front for all (and) a few specialists," he recommended strongly "that the American pattern...of higher education is far better suited to Nigerian needs than...the English pattern...without any sacrifice of standards." (For details of Ashby's recommendations, see (Appendix I).

Equally acknowledged in the study (pp. 58, 211) was the fact that the recommendations of the "Hannah-Taggart-Cook's" delegation in concert with Dr. Azikiwe in 1958, led to the development of the Land-Grant philosophy in Nigerian higher education. Among other things which were gathered in conference and interviews with Dr. Hannah in his contribution to this study included, greater insight into the historical development, the problems and the triumphs in the orientation of the Nigerian higher educational system to the public-service philosophy.

In his recommendations, he held similar views with Lord Ashby.[3] 14) He recommended that Nigeria, in their bid to adapt the "Land-Grant" philosophy, should only open new universities that they can best handle academically, administratively and financially. 15) That the universities should so attack the nation's agricultural problems with all their facilities in the 1980's that they could be able to "change the size of their turkeys" feed the nation, and help other nations of Africa as well.[4]

Implications of the Study

There is little doubt about possible implications in this revolutionary study which emphasizes the democratization of Nigerian higher education, by alerting Nigerian universities to the magnitude of responsibilities they owe in public-service in the present Nigerian development plan. To achieve this objective, it has, by implication argued admittedly to the fact that Nigerian universities can no longer insulate themselves from the economic, social, political and cultural problems of the Nigerian public without hurting the nation and their own justification for existence in the present scheme of things. This does not imply that the universities should function as automations of decision making, merely reacting to societal problems, but like wise guardians of the people, they are expected to make prudent decisions that are foresightful, deliberating, discretionary, rational and reflexive enough to forestall the constraints which the nation must face, the contingencies that must be met, and the variables which must be controlled in the present quest for development.

The proper performance of these functions calls for a new breed of patriotism in Nigerian universities and a supportive government. It calls for an increased motivation for effective public-service programs of the "Land-Grant" calibre; for a missionary university system that can endure the present pressure to bridge the gaps between the rural and urban communities and those existing between

Nigeria and the developed nations within a limited time; and for institutions that can truly make the boundaries of the States, the boundaries of the campuses, through a highly motivated, practical, and active services that can bring the scientific skills of higher learning into the homes, the farms and the industries.

A recent study by Brown to determine the extent of local participation in the rural development programs of Kaduna State (in Northern Nigeria), identified among other things that the communities "generally felt that the development projects did not satisfy the felt needs of the people and the local communities." Instead it created at best an "over-dependence" syndrome which "might inhibit the development of local self-confidence and self-reliance for an efficient ...rural development program".[5]

Nigerian higher education should rise as her counterparts in the developed nations, to work for Nigerian communities, to attack the "enemies" of her development effort with what Hannah called "the best of all her facilities,"[6] and to restore the people's self-conficence in its leadership in this development decade. It is hoped that they would make an ever stronger assault on the conditions which limit the worth of human existence in Nigeria and Africa, a truly most exciting focus in the 1980's.

The proven paucity of plan, financial allocation and moral support by the Federal, State and Local Governments in Nigeria for out-reach programs, by implication means that

they (the incumbents) are among the first class of citizens who are in most need of the out-reach programs, to re-educate them at the functional level through a combination of pre-service, in-service, continuing/adult and functional services of the universities. Such retraining programs could help to provide them with new direction in planning, the recognition of the importance of Adult and Continuing Education and the need for developing a prudent and a more comprehensive national policy for public education programs. The extension of these services to the "Center" is not only expedient therefore, as their functions indicate that they have been out of touch with many major elements in the field, but would likely breed a new form of partnership that could bring out the much needed funds from the government and a highly motivated public-centered service from the universities in future development plans.

The need for such a partnership becomes more acute, with the current Universal Primary Education (UPE) program. According to the Blueprint for Education-III

> By 1996, on the projection that 5 percent of school leavers will go to the university, it is estimated that 600,000 university places will be required. Already,... newer universities are falling behind schedule "for lack of essential facilities and resources, particularly in the professional areas such as medicine and engineering." Older universities, as a result of dwindling funds are also unlikely to meet projected enrollment target...
>
> By September, 1984, it is expected that enrollments will be 100,000 and that recurrent-costs of the universities will reach ₦400 M a year...[7]

If the government had such difficulties in providing the ₦242 million that the universities requested in 1978/79, it can be

advanced that they will have more problems in 1984 and would probably collapse in 1996, if there is no reinforced, long-term planning and a heaven-sent wisdom to change the present attitude in the discharge of public functions. Besides meeting the demands of the 5 percent which would be university materials, the 95 percent (the unfortunate ones) in the pipeline must be catered for.

"The fact that adults account for about 70 percent of the country's population," coupled with the greater number of potential "dropouts" from the U.P.E. program, will certainly pose a most challenging problem to the government, the people, and the universities of Nigeria in the 1980's. They will eventually make adult and remedial education a top priority in Nigeria in this decade, for which objective plans should be underway.

The researcher hopes that he has not been too critical of the "great" British education system with its venerated "standard" which has perfectly served Britain for hundreds of years; nor has he sounded as a "prophet of doom" to the Nigerian higher educational system, which, like other educational systems, is coping significantly with the problems of its own making, those imposed by it on society and those imposed on her by its task environment. He has certainly not meant that the American "Land-Grant" system of higher education is without flaws, nor a perfect fit for Nigeria. The only uncompromising position in this study is the fact that neither the British nor the American higher educational

system should be exported unchanged to Nigeria, and that by comparative advantage, the "Land-Grant" philosophy of extending the blessings of higher education to all citizens and all occupational interests, would serve Nigeria better at her present stage of development. Lord Ashby and Dr. Hannah also attested to this fact in their recommendations.

Complementary to the "Land-Grant" philosophy is the multiplicity of educational options and institutions to maximize their accessibility to the general public, a position which this study recommended for Nigerian development plan. It goes without indicating that Ashby's recommendation for the creation of only a few new universities is an acceptable contradiction which should be resolved by empirical research findings.

It must be admitted that the disproprotionate emphasis given to the signifance of practical application of knowledge, research, and public-service in this study has placed "theory" and "instruction" at a great disadvantage. It is also admitted that their place in education is complementary and not supplementary to research and public-service.

Conclusion

It is hoped that the universities and the governments of Nigeria will accept objectively their praise and criticism in this ambitious study, by developing new attitudes towards their public-service responsibilities. That the universities in Nigeria and other developing countries would find in this study, their responsibilities, challenge, and

the significance of making the education of all citizens their most exciting focus in this development decade. That they would find within its text the best formula for promoting the self worth of the neglected masses in Nigeria and other developing nations of the world. It is hoped that its findings and recommendations would be tools in the hands of the Nigerian government and the universities for the formation of policies affecting future educational plans for the betterment of the out-reach programs of Nigerian universities, so that they can truly operate for the good they can do; for the people they can serve, for the science they can promote and for the civilization they can advance in Nigeria and Africa at large, thus, reflecting an educational "banner without stain."[8]

APPENDICES

Appendix A

JONATHAN BALWIN TURNER
on
"INDUSTRIAL EDUCATION"
in 1851

The progress which the people of the United States, and especially of our own State, are continually making on the great subject of education, must be gratifying to every patriotic and philanthropic mind.

This progress relates to the ENDS, INSTRUMENTALITIES, and MODES of all mental and moral culture, and is most apparent in the condition of our best Common Schools-at once the pride and hope of our country.

The END of all education should be development of a TRUE MANHOOD, or the natural, proportionate and healthful culture and growth of all the powers and faculties of the human being-physical, mental, moral and social; and any system which attempts the exclusive, or even inordinate culture of any one class of these faculties, will fail of its end--it will make mushrooms and monks, rather than manhood and men. For similar reasons, any system of education adapted to the exclusive or unequal and inordinate culture of any one class or profession in the State, is defective: it generates clans and castes, and breaks in upon that natural order, equality and harmony which God has ordained. It will create a concentration of intellectual power in the educated head of the body politic--cold, crafty, selfish and treacherous, which will sooner or later corrupt its heart--will exhaust and overlabor and overtask its weak, uncultured and undeveloped, subordinate powers and organs, and produce a bedlam rather than a kingdom on earth--a despotism either of the tyrant, the church or the mob, or of all these combined; not a government.

And this effect will inevitably follow, as sure as God lives and reigns, even though a nation write its soil and sea over with parchment, declarations and manifestoes, and rend air and sky with clamorous shouts of "Equality, Liberty and Fraternity." "Be not deceived: God is not mocked." "That which a man soweth, shall he also reap."

In former times not very remote from our own day, mere learning--book knowledge --scholasticism, was considered the great end of education, and all such systems of culture direct the mind too much towards books, and too little towards facts. The pupil is taught to think of letters and words rather than of things and events--to remember on what part of the book page he saw the form of words, better than he knows on what part of the world's page, the events took place, if at all. All the way along from a-b, ab, and long a in hate, and a seven years' war at spelling up through spelling books, grammars and dictionaries, English, Latin and Greek, till he at last took his diploma, it was one everlasting agonism at verbiage, as though God, angels and men-the sky above and the earth beneath, were all moonshine; and spelling, grammar, talk--the prime properties of man's utterance facile and precise-were the only realities in the universe. A real, grammar school-boy of such schools, can brave no other idea than that God made the world out of the nine parts of speech, and in English, at least, spelled it all wrong. And so throughout the whole course, books, books, books, form the great staple and instruments and ends of culture; and the living voice, speaking of living facts and presenting living realities to the mind of the pupil, but a very small part of it. By such methods the mind is trained to undue deference to the authority of the book, with little capacity to look after the fact-and men's opinions and usages, instead of God's laws and ordinances govern the world: and generally in those communities where this mere book learning is most dominant, the minds of men are most depressed and enslaved to tyrant custom. For example--compare Germany and England, and New England and Illinois. It engenders an undue deference to mere learned authority, a spirit of effeminate timidity, and pedantic servility, rather than one of true wisdom, true freedom, and true manhood, such as has shone in the prophets, apostles and martyrs of every age.

It does not produce mind, but mere learning,--not intellect but scholarship--not thinkers, but plausible and sophistical debaters; SCHOOLMEN, (as of old,) who can prove either side of any proposition, but not real men who can discharge the hard side of every single duty.

A proper remedy for such a state of things, wherever it may be found, would, of course, consist in drawing our resources of culture, less from books and the laws of verbiage, and more from facts and the laws of God. Less than nature destorted into abstractions, propositions, prisms and triangles, as seen in ordinanry books, and more from nature, as it comes all radiant and instinct with life, beauty and glory from the Hand Divine. What a monstrosity was that which some years since took little boys and girls, not even seven years old, out of God's clear sunshine, away from the birds and breezes, the flowers and the trees, and set them, for six hours in the day, bolt upright on a wooden bench, to look at big letters and traingles made of cotton rags and lampblack!!--and all this, only to educate them!!!

Well, this absurdity has passed away; and all others similar to it are fast departing.

But the great instrumentalities of education are--the FAMILY, the SCHOOL, the CHURCH and the STATE: and in order to the best results, it is indispensable that order, virtue, wisdom and freedom should direct, pervade, enlighten and control each and all these several departments of human culture with a simultaneous energy and power. The apostasy, or corruption, or perversion of any one of these if sufficient to cripple and distort, if not to utterly annihilate all the good that can be educed from the other three. The vanity, selfishness, pride and vice of the household--the pedantry and folly of the school--the bigotry and superstition of the church, or the tyranny and corruption of the State, are, each one of the, adequate to pervert or destroy, in a single generation, all the real good of the other three, if, indeed, the phenomena of the existence of such vices in either quarter, does not show a previous latent corruption in all departments alike. Hence, a watchful care over all these interests alike, is as indispensable to the proper education of our youth, as it is to their after security in life.

But in the narrow and pedantic view of the subject, schools of literature and science are usually considered the great, if not the sole instruments of education;

and sometimes, in accordance with this view, the brain or the mind, the mere intellectual powers of man, are the only powers really sought to be educated. Whereever this fatal delusion prevails, the necessary result must be a monstrosity, not a manhood; a monk, rather than a man; and it will be found, at last, to give the world pedants and pettifoggers for priests and teachers, rowdies and robbers for rulers, and only old vices under new names, for all the abandoned and discarded virtues of their forefathers.

This pedantic and shallow view of the subject of education, also leads to another most fatal error in the minds of both the old and the young. Instead of regarding education as the great life-long process--the great life-business of every human being here on earth, it limits it to the quarter days of the school-room, and calls even the most corrupt, effeminate, useless and senseless of men, educated, it forsooth, they have overmastered a certain quantum of a prescribed course of mere book-learning, though turned loose upon the world without either the capacity to take care of themselves or the disposition to leave the best interests of their fellows untouched.[1]

A young boy or girl, under this idea, obtains a smattering of language, literature and science, perhaps, in the schools, and then, forsooth, as it is very pertinently and significantly said. "he has finished his education." It is, but too often, strictly true;-it is finished; and all true manhood has, also, been crucified in the process. It is all ended with him, and you have before you your plausible sophist, your accomplished idler, or your educated hireling-another relentless donkey to hold back the great car of social and moral progress, and bray at every new idea that dawns upon the world for the good of man and the glory of God.

But motion-progress-is the law of matter and of mind; and all civilization, all true christianity, all true education and all true manhood, are nothing else but one everlasting progress in true knowledge, wisdom and virtue.

It is obvious that the instruction of the schoolroom should be constantly based upon this idea. That it should aim to put every pupil in such a position that his whole life afterward may be but one continuous, natural and easy progress from one stage of mental and moral development and power to another. Nature's order and God's law, when observed, is, that the child should become the youth, the youth the man, the man the angel; and so, onward and upward forever--ever developing--ever progressing, but never finished. A true process of education, therefore, can never stop; it can never be either remitted or finished; and all systems of scholastic learning constructed on that idea, are minkish, preposterous, delusive and false; and just so far forth, a curse instead of a blessing to mankind, ever begetting a spirit of pedantic idleness, frivolity and the supercilious pride of a conceited monk or an Indian Brahman, instead of that brave, generous and steadfast heroism that should characterize the true man.

It is self-evident that in order to reach this end, and to avoid these antagonistic evils, our systems of public instruction should all have due reference to the varied employments of men in after life; so that each class may be placed in a position which shall enable them to develop a LITERATURE OF THEIR OWN, and acquire a mental as well as moral discipline, in connection with their own occupations, interests and pursuits. In other words, the effort should be to make each man an intelligent, thinking man, in his own profession in life, rather than out of it; to teach him, first, to understand his own business rather than other people's. Then he will be better able to govern and take care of himself, and need less expenditure from the State and the church in controlling and taking care of him.

This principle has, in theory, become fully recognized, and applied with more or less perfection to some four or five varied pursuits of men, and obviously, ought to be applied in the same way and on the same principle to them all.

[1]. Josiah Holbrook, in the "National Era," of June 16th, states, that "in one State's prison of our Union are twelve graduates of colleges--a greater proportion to the whole number of convicts in one prison, than the entire number of college graduates in our country to the whole population. Everybody knows," says he, "that the most depraved beings in our country are among those upon whom most is expended for their education; and that thieves, midnight assassins and incendiaries have come from our schools by hundreds and thousands."

If this is true, and other prisons show similar statistics, the whole number of graduates of colleges in all the prisions, must exceed the relative proportion furnished to the same honors by the industrial classes, many hundred percent.

Does not this denote something wrong in our schemes for the mere culture of the tongue and the brain? But suppose all who have been under the regimen of the drill, but never graduated, were reported, the ratio would be even more frightfully swollen, and we would find that no class of persons disgorge so great an annual percent into our prisons and almshouses and the drunkard's ignoble grave, as those who have attempted to seek a liberal education, while under our more rational and practical common school system, in which practical knowledge is sought in connection with domestic duties and industrial pursuits, the facts are exactly the reverse. Has a tree that bears such fruit, true christianity, or heathen mythology at its roots? Is practical duty, or pedantic display, its life and its aim? The fearful loss of life which these systems of monkish and distorted culture annually produce, is well known to all. But the annals of the crimes and criminals it has generated, is a chapter in our history not yet fully developed.

Mr. Bramwell, an English writer and traveler, is reported to affirm that the universities of Great Britain have contributed more to the pride, aristocracy, vice and debauchery of the empire, and furnished more sots and penitentiary criminals, in proportion to their numbers, than any other class of English society.

Did the schools of the Carpenter and fishermen of Galilee, or even those of Socrates and Plato exhibit such results?

Will not the patrons and defenders of those systems of education answer?

The divines, the lawyers, the physicians, the teachers, and the military men of our country, each and all, have their specific schools, libraries, apparatus and universities, for the application of all known forms of knowledge to their several professions in life. Hence the suprising intelligence and power which these classes now exhibit, since the founding of universities and schools for their special uses, compared with that manifested by the same classes in the times of the monks, barons, quacks,schoolmen and crusaders of the middle ages. Hence the eloquence and power of our pulpits, and our courts and senates--the efficiency of our medical and military skill.

It is true that the laws of God are everywhere, and to all persons and classes, the same; and that all science is based upon these uniform laws; but it is equally true that their application to the pursuits of life, and the consequent natural discipline and development of mind is infinitely various.

No man, in his senses, imagines if all our divines had been trained at West Point, all our lawyers, physicians and generals at Mount Holyoke or Andover or Princeton, that there would have been either the same energy of effort and success, or the same discipline of mind in these professions that now exist. Skill, and a proper knowledge of the laws of projectiles--the chainshot and the bombshell will hardly make a divine; and adroitness with the dishcloth or with the frolics of the fathers, would scarcely have achieved the conquest of the empire of the Montezumas.

So far forth as discipline of mind is concerned, all know that the greater part of it is procured in all these professions, not at their several schools, however excellent and appropriate in themselves, but by the continued habits of reading, thought and reflection, IN CONNECTION WITH THEIR SEVERAL PROFESSIONAL PURSUITS IN AFTER LIFE; and if not so acquired, it is never, in fact, acquired at all.

The young graduate from all these schools, alike, is generally pronounced green, raw, undisciplined and sophomorical, and shows himself to be so. But his university or his school has done one thing for him of immense value and importance, and only one; it has neither duly informed, nor disciplined his mind, as it sometimes pretended; but IT HAS SHOWN HIM HOW THAT MIND CAN BE DISCIPLINED, IN CONNECTION WITH THE PROFESSIONAL PURSUITS OF HIS AFTER LIFE, if he will attend to it: but if not, it cannot be. This is the most universities or schools of any sort can, as a general rule, do for any man; they give him a start in that course, which, in after life he is to pursue. To this end, the peculiar literature appropriate to each of these professions, is quite as important as the universities and schools which created it: for as a general rule, men will not read and reflect on subjects totally disconnected with their daily duties and interests, so as to derive that needful discipline of mind, from other pursuits, which nature teaches should be derived from their own. -- Some few minds, it is true, in all professions, have an appetency for universal knowledge, just as some men seem to have skill in universal art, but the great majority of men obtain all the real discipline and development of mind which they ever do obtain, in immediate connection with their own individual pursuits and duties in life, and not outside of these.

The sun which they see, is only the one which lightens their own world; and from this, alone, the light of life must come to them, if it come at all; all beyond is, to them, starlight, and must remain so till they quit their present sphere of action and duty.

Now, our industrial classes, although much more numerous than all the others combined, are, to a vast extent, to say the least, alone, of all others, left entirely without the indispensable means of applying this same knowledge or science to their several pursuits, to teach them, also, how to read, observe and think, and act so as to derive this same needful and wholesome mental discipline from their pursuits in life, which the professional and military classes are taught to derive from theirs. Of course, they are also equally destitute of the needful literature for such ends, and must, of necessity, remain so, till universities are endowed for creating it in the same way it has been created for others. They are all, in this country now, so far as appropriate educational and scientific privileges are concerned, where the professional and military classes, themselves, were, in the days of the monks and schoolmen, with no appropriate schools, apparatus, or teachers, or literature suited to the proper application of knowledge to their several pursuits and callings.

Is it said that farmers and mechanics do not and will not read?

Give them a literature and an education then, suited to their actual wants, and see if it does not reform and improve them in this respect, as it has done their brethren in the professional classes. As a matter of fact, all know they now have no such practical, congenial literature to read; and still, as a rule they read more, and know more about the proper pursuits of the professional classes, than those classes do about theirs, in proportion to the opportunities they have.

Suppose you should supply the libraries of the divine and the lawyer with practical treatises on the raising of crops, the resuscitation and improvement of soils, and the management of stock, or the navigation of the polar seas, instead of books treating of the peculiar nature and duties of his own profession, does any man suppose that these professions would exhibit the same love of reading and study, or attain the same mental discipline which they now do? The idea is absurd.

Give a divine or a lawyer a book on agriculture, and how soon it is thrown aside! And is it suprising that the farmer and mechanic treats other books on the same principle, and in the same way, for the same reason? But how greedily they devour, in all our periodicals and pamphlets the few scraps that directly pertain to their own interests, and how soon new implements of life and power start up from their practical and creative minds out of every new idea in philosophy that dawns upon the race and claims its place in the crystal palaces, and its reward at the industrial fairs of the world? And are such minds on this great continent to be longer left, by the million, without a single university

or school of any sort, adapted to the peculiar wants of their craft, while the whole energies of the republic are taxed to the utmost to furnish universities, colleges and schools adapted to the wants of the professional and military classes, who constitute not the one-hundredth part of the population, and represent not the thousandth part of the vital interests of any civilized and well ordered community?

Are these pursuits, then, beneath the dignity of rational and accountable man? God, himself, made the first Adam a gardener or farmer, and kept him so till he fell from his high estate. The second Adam, sent to repair the ruin of this fall, he made a poor mechanic called "the son of a carpenter," who chose all his personal followers from the same humble class. Diety has pronounced his opinion on the dignity and value of these pursuits, by the repeated acts of the wisdom and grace, as well as by the inflexible laws of his providence compelling industrial labor as the only means of preserving health of body, vigor, purity of mind and even life itself.

Where did Socrates, the wisest of the Greeks, and Cincinnatus, the most illustrious of the Romans--Washington, the father of America, and Franklin, and Sherman, and Kossuth, and Downing, and Hugh Miller, and a whole host of worthies, too numerous to mention, get their education? They derived it from their connexion with the practical pursuits of life, where all other men got theirs, so far as it has proved of any practical use to themselves or the world.

What we want from schools is, to teach men, more dull of apprehension, to derive their mental and moral strength from their own pursuits, whatever they are, in the same way, and on the same principles, and to gather from other sources as much more as they find time to achieve. We wish to teach them to read books, only that they may the better read and understand the great volume of nature, ever open before them.

Can, then, no schools and no literature, suited to the peculiar wants of the industrial classes, be created by the application of science to their pursuits? Has God so made the world, that peculiar schools, peculiar applications of science, and a peculiar resultant literature, are found indispensable to the highest success in the art of killing men, in all states, while nothing of the kind can be based on the infinitely multifarious arts and processes of feeding, clothing and housing them? Are there no sufficient materials of knowledge, and of the highest mental and moral discipline in immediate connexion with these pursuits? This is to suppose that God has condemned the vast majority of mankind to live in circumstances in which the best and highest development of their noblest facilities is a sheer impossibility, unless they turn aside from those spheres of duty to which his Providence has evidently consigned them. Such an assumption is as pedantic and shallow as it is wicked and blasphemous. For what, but for this very end of intellectual discipline and development, has God bound the daily labors of all these sons of toil in the shop and on the farm, in close and incessant contact with all the mighty mysteries of his own creative wisdom, as displayed in heaven above, and on earth beneath, and in the waters and soils that are under the earth? Why are there more recondite and profound principles of pure mathematics immediately connected with the sailing of a ship, or the moulding and driving of a plow, or an axe, or a jack-plane, than with all three of the, so-called, learned professions together, if it be not intended that those engaged in these pursuits should derive mental culture as well as bodily sustenance and strength from these instruments of their art and their toil? Why has God linked the light, the dew drop, the clouds, the sunshine and the story, and concentrated the mighty powers of the earth, the ocean and the sky, directed by that unknown and mysterious force which rolls the spheres, and arms the thunder-cloud--why are all these mystic and potent influences connected with the growing of every plant, and the opening of every flower, the motion of every engine and every implement, if he did not intend that each son and daughter of Adam's race should learn through the handicraft of their daily toil, to look through nature up to nature's God, trace his deep designs, and derive their daily mental and moral culture, as well as their daily food, from that toil that is ever encircled and circumscribed on all hands, by the unfathomed energies of his wisdom and power? No foundation for the development and culture of a high order of science and literature, and the noblest capacities of mind, heart and soul, in connexion with the daily employments of the industrial classes! How came such a heathenish and apostate idea ever to get abroad in the world? Was God mistaken when he first placed Adam in the garden, instead of the academy? Or when he sentenced him to toil for his future salvation, instead of giving him over to abstract contemplation? When he made his Son a carpenter instead of a rabbi? Or when he made man a man instead of a monk? No: God's ways are ever, ways of wisdom and truth; but Satan has, in all ages, continued to put darkness for light--sophistry and cant, for knowledge and truth--cunning and verbiage, for widsom and virtue--tyranny and outrage, for government and law--and to fill the world with brute muscles and bones, in one class--luxurious, insolent and useless nerves and brains, in another class, without either bodies or souls, and to call the process by which the result, in the latter case, is reached, education. And from the possibility of such an education as this, God has, in his mercy, hitherto sheltered his defenseless poor. And if such hot-bed processes are, alone, to be dignified with the name of education, then, it is clearly impossible that the laboring classes should ever be educated; God has interdicted it. Or, even if no other system of education is ever to be devised, or attempted, except that alone which is most fit for the professional and military man, it is equally clear that this cannot be made available to any considerable portion of the industrial classes.

But the idea has got abroad in the world, that some practical, liberal system of education for the industrial classes, suited at once to their circumstances and their wants, can be devised, and this idea is not likely soon to be stopped; it seems to work beneath the surface of human thought with the energy of a volcanic fire, and we think it will soon burst forth, into an out-birth to purify what is good, and overwhelm and annihilate whatever there may be that is evil in our present educational ideas and processes.

In order to excite a proper interest in this department of education, the public are already aware that several conventions have been held in this State.

The first convention was held at Granville, Putnam County, November 18th, 1851.

The report of the convention was, in due time, published by the committee and presented to the public. It has since been reprinted, and commented upon in nearly all the leading agricultural and horticultural journals of the several States, and especially those of the North and West. It was also copied into the patent office reports at Washington, and has received the favorable regard of nearly all the leading minds in the agricultural and mechanical classes, and their associations and institutes throughout the Union. While great numbers of addresses, resolutions, reports, and newspapers and periodical articles--all aiming to elucidate the same general idea, have been presented to the public, in all parts of the Union, showing that this is the great felt want of the mind and heart of the nation.

This report was as follows:

Proceedings
of the
Farmers' Convention at Granville
Held November 18, 1851

In accordance with previous notices, a convention of farmers was held at Granville, Putnam County, on Tuesday the 18th day of November, 1851. The attendance was quite large, and from various parts of the State.

A lively discussion was then commenced on various subjects, in which Powell, of Mt. Palatine, Butler, of Spoon River, Greble, of Putnam County, Weston, of LaSalle County, Gilmer, of Granville, Reddick, of Ottawa, and others participated.

After which the convention adjourned until half past six o'clock in the evening.

EVENING SESSION

The convention was called to order by the chairman.

Prof. Turner, as chairman of the Committee on Business, reported the following resolutions for the future action of the convention:

Resolved, That we greatly rejoice in the degree of perfection to which our various institutions, for the education of our brethren engaged in professional, scientific, and literary pursuits, have already attained, and in the mental and moral elevation which those institutions have given them, and their consequent preparation and capacity for the great duties in the spheres of life in which they are engaged; and that we will aid in all ways consistent, for the still greater perfection of such institutions.

Resolved, That as the representatives of the industrial classes, including all cultivators of the soil, artisans, mechanics and merchants, we desire the same privileges and advantages for ourselves, our fellows and our posterity, in each of the several pursuits and callings, as our professional brethren enjoy in theirs; and we admit that it is our own fault that we do not also enjoy them.

Resolved, That, in our opinion, the institutions originally and primarily designed to meet the wants of the professional classes as such, cannot, in the nature of things, meet ours, no more than the institutions we desire to establish for ourselves could meet theirs. Therefore,

Resolved, That we take immediate measures for the establishment of a University, in the State of Illinois, expressly to meet those felt wants of each and all the industrial classes of our State; that we recommend the foundation of high schools, lyceums, institutes, &c., in each of our counties, on similar principles, so soon as they may find it practicable so to do.

Resolved, That in our opinion such institutions can never impede, but must greatly promote, the best interests of all those existing institutions.

After reading the above resolutions, Prof. Turner proceeded, in an able and interesting manner, to unfold his plan for the establishment and maintenance of the Industrial University.

Appendix B

THE MORRILL ACT

ACT OF 1862 DONATING LANDS FOR AGRICULTURAL COLLEGES.

AN ACT donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there be granted to the several States, for the purposes hereinafter mentioned, an amount of public land, to be apportioned to each State a quantity equal to thirty thousand acres for each Senator and Representative in Congress to which the States are respectively entitled by the apportionment under the census of eighteen hundred and sixty: Provided, That no mineral lands shall be selected or purchased under the provisions of this act.

SEC. 2. That the land aforesaid, after being surveyed, shall be apportioned to the several States in sections or subdivisions of sections, not less than one quarter of a section; and whenever there are public lands in a State subject to sale at private entry at one dollar and twenty-five cents per acre, the quantity to which said State shall be entitled shall be selected from such lands within the limits of such State, and the Secretary of the Interior is hereby directed to issue to each of the States in which there is not the quantity of public lands subject to sale at private entry at one dollar and twenty-five cents per acre, to which said State may be entitled under the provisions of this act, land scrip to the amount in acres for the deficiency of its distributive share; said scrip to be sold by said State and the proceeds thereof applied to the uses and purposes prescribed in this act, and for no other use or purpose whatsoever: Provided, That in no case shall any State to which land scrip may thus be issued be allowed to locate the same within the limits of any other State, or of any Territory of the United States, but their assignees may thus locate said land scrip upon any of the unappropriated lands of the United States subject to sale at private entry at one dollar and twenty-five cents, or less per acre: And provided further, That not more than one million acres shall be located by such assignees in any one of the States: Any provided further, That no such location shall be made before one year from the passage of this act.

SEC. 3. That all the expenses of management, superintendence, and taxes from date of selection of said lands, previous to their sales, and all expenses incurred in the management and disbursement of the moneys which may be received therefrom, shall be paid by the States to which they may belong, out of the treasury of said States, so that the entire proceeds of the sale of said lands shall be applied without any diminution whatever to the purposes hereinafter mentioned.

SEC. 4. That all moneys derived from the sale of the lands aforesaid by the States to which the lands are apportioned, and from the sales of land scrip hereinbefore provided for, shall be invested in stocks of the United States, or of the States, or some other safe stocks, yielding not less than five per centum upon the par value of said stocks; and that the moneys so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminsed (except so far as may be provided in section fifth of this act), and the interest of which shall be inviolably appropriated, by each State which may take and claim the benefit of this act, to the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

Sec. 5. That the grant of land and land scrip hereby authorized shall be made on the following conditions, to which, as well as to the provisions hereinbefore contained, the previous assent of the several States shall be signified by legislative acts:

First. If any portion of the fund invested, as provided by the foregoing section, or any portion of the interest thereon, shall, by any action or contingency, be diminished or lost, it shall be replaced by the State to which it belongs, so that the capital of the fund shall remain forever undiminsed; and the annual interest shall be regularly applied without diminution to the purposes mentioned in the fourth section of this act, except that a sum, not exceeding 10 per centum upon the amount received by any State under the provisions of this act, may be expended for the purchase of lands for sites or experimental farms, whenever authorized by the respective legislatures of said States.

Second. No portion of said fund, nor the interest thereon, shall be applied, directly or indirectly, under any pretense whatever, to the purchase, erection, preservation, or repair of any building or buildings.

Third. Any State which may take and claim the benefit of the provisions of this act shall provide, within five years, at least not less than one college, as described in the fourth section of this act, or the grant to such State shall cease; and said shall be bound to pay the United States the amount received of any lands previously sold, and that the title to purchasers under the State shall be valid.

Fourth. An annual report shall be made regarding the progress of each college, recording any improvements and experiments made, with their costs and results, and such other matters, including State industrial and economical statistics, as may be supposed useful, one copy of which shall be transmitted by mail free, by each, to all the other colleges which may be endowed under the provisions of this act, and also one copy to the Secretary of the Interior.

Fifth. When lands shall be selected from those which have been raised to double the minimum price, in consequence of railroad grants, they shall be computed to the States at the maximum price and the number of acres proportionately diminished.

Sixth. No State while in a condition of rebellion or insurrection against the Government of the United States shall be entitled to the benefit of this act.

Seventh. No State shall be entitled to the benefits of this act unless it shall express its acceptance thereof by its legislature within two years from the date of its approval by the President.

SEC. 6. That land scrip issued under the provisions of this act shall not be subject to location until after the first day of January, one thousand eight hundred and sixty-three.

SEC. 7. That the land officers shall receive the same fees for locating land scrip issued under the provisions of this act as is now allowed for the location of military bounty land warrants under existing laws: Provided, Their maximum compensation shall not thereby be increased.

SEC. 8. That the governors of the several States to which scrip shall be issued under this act shall be required to report annually to Congress all sales made of such scrip until the whole shall be disposed of, the amount received for the same, and what appropriation has been made of the proceeds.

Approved, July 2, 1862.

Appendix C
The Land-Grant Universities

Institution	Land Acres Received	Acres Rec. in Scrip	Sale Price for Land or Scrip	1862 Land Grant Endowment Fund	Income from Fund	Acres Unsold	Value of Unsold Acres
Auburn University	—	240,000	$216,000	$253,500	$20,529	—	—
University of Alaska	123,000	—	—	16,256	275	26,561	undetermined
University of Arizona	150,000	—	—	71,585	29,351	149,408	$489,200
University of Arkansas	—	150,000	135,000	133,000	6,633	—	—
University of California	150,000	—	732,233	990,632	29,642	280	undetermined
Colorado State University	91,600	—	185,956	722,909	38,507	30,000	undetermined
University of Connecticut	—	180,000	135,000	135,000	6,799	—	—
University of Delaware	—	90,000	83,000	84,426	2,505	—	—
Federal City College	—	—	7,800,000[1]	—	—	—	—
University of Florida	—	90,000	80,000	157,385	7,750	—	—
University of Georgia	—	270,000	242,202	242,202	6,535	—	—
University of Guam	—	—	3,000,000[1]	—	—	—	—
University of Hawaii	—	—	6,000,000	—	—	—	—
University of Idaho	90,000	—	129,615	2,591,663	72,707	38,185	381,850
University of Illinois	—	480,000	648,442	649,013	32,451	—	—
Purdue University	—	390,000	212,238	340,000	7,996	—	—
Iowa State University	240,000	—	686,817	589,754	20,086	—	—
Kansas State University	97,682	—	391,746	672,064	18,147	—	—
Kentucky State College	—	—	—	20,325	1,256	—	—
University of Kentucky	—	330,000	164,746	144,075	8,645	—	—
Louisiana State University	—	210,000	182,630	182,313	9,115	—	—
University of Maine	—	210,000	116,356	118,300	5,915	—	—

Institution	Land Acres Received	Acres rec. in Scrip	Sale Price for Land or Scrip	1862 Land Grant Endowment Fund	Income from Fund	Acres Unsold	Value of Unsold Acres
University of Maryland	—	210,000	112,504	132,400	3,310	—	—
University of Massachusetts	—	360,000	236,287	146,000	7,300	—	—
Massachusetts Institute of Technology	—	—	—	73,000	3,650	—	—
Michigan State University	240,000	—	991,673	1,059,379	74,175	—	—
University of Minnesota	120,000	—	579,430	45,701,377	1,283,018	25,524	127,619
Alcorn A & M College	—	—	—	96,296	12,592	—	—
Mississippi State University	—	210,000	188,928	98,575	5,914	—	—
University of Missouri	330,000	—	363,441	545,406	22,916	18,235	72,940
Montana State College	140,000	—	533,148	1,130,647	60,807	63,337	633,778
University of Nebraska	90,800	—	560,072	705,992	34,224	3,844	116,630
University of Nevada	90,800	—	107,363	134,282	4,445	—	—
University of New Hampshire	—	150,000	80,000	80,000	4,800	—	—
Rutgers, the State University	—	210,000	115,945	116,000	5,800	—	—
New Mexico State University	250,000	—	—	1,311,737	155,739	210,445	631,335
Cornell University	—	989,920	688,576[2]	688,576	34,429	—	—
N. Carolina State University	—	270,000	135,000	125,000	7,500	—	—
N. Dakota State University	130,000	—	455,924	2,275,828	89,190	13,172	131,718
Ohio State University	—	629,920	340,906	524,177	31,451	—	—
Oklahoma State University	350,000	—	835,637[3]	—	—	—	—
Oregon State University	90,000	—	202,113	246,865	6,746	182	182
Pennsylvania St University	—	780,000	439,186	500,000	25,000	—	—
University of Rhode Island	—	120,000	50,000	50,000	2,164	—	—

Institution	Land Acres Received	Acres Rec. in Scrip	Sale Price for Land or Scrip	1862 Land Grant Endowment Fund	Income from Fund	Acres Unsold	Value of Unsold Acres
Clemson University	—	180,000	130,500	95,900	5,754	—	—
S. Carolina State College	—	—	—	95,000	5,754	—	—
S. Dakota State University	160,000	—	128,804	1,305,864	92,069	88,364	883,640
University of Tennessee	—	300,000	271,875	400,000	10,870	—	—
Texas A & M University	—	180,000	174,000	209,000	27,620	—	—
Utah State University	200,000	—	194,136	385,520	27,343	31,528	157,638
University of Vermont	—	150,000	122,626	122,000	7,320	—	—
University of the Virgin Islands	—	—	6,000,000[1]	—	—	—	—
Virginia State College	—	—	—	473,892	6,470	—	—
Virginia Polytechnic Ins. and State University	—	300,000	285,000	344,312	13,722	—	—
Washington State University	90,000	—	847,608	7,027,608	227,211	64,276	2,571,040
West Virginia University	—	150,000	90,000	126,900	3,622	—	—
University of Wisconsin	240,000	—	303,594	303,595	7,199	—	—
University of Wyoming	90,000	—	73,355	478,512	38,536	73,529	735,292

[1]Direct cash appropriation instead of land or scrip
[2]Scrip bought by Mr. Cornell yielding later through resale $5,660,038 for institution
[3]$103,482 in cash and $732,155 in deferred payments on lands sold

Institution	Date State Accepted Morrill Act	Date College was Authorized	Date College Opened to Students	Enrollments 1960	1970	1974
Alabama A & M University	1891	1873	1875	1,265	2,129	4,046
Auburn University	1867	1872	1872	7,333	15,217	19,155
University of Alaska	1929	1922	1922	781	4,770	11,548
University of Arizona	1910	1885	1891	11,772	26,123	29,241
University of Arkansas	1864	1871	1872	5,086	17,053	25,498
University of Arkansas, Pine Bluff	1891	1873	1882	1,436	3,353	2,341
University of California	1866	1868	1869	42,617	147,279	122,606
Colorado State University	1879	1877	1879	5,305	17,045	18,133
University of Connecticut	1862	1881	1881	8,774	20,028	23,024
Delaware State College	1891	1891	1892	336	1,393	2,058
University of Delaware	1867	1867	1869	2,694	15,730	18,486
Federal City College	—	1966	1968	—	5,646	7,783
Florida A & M University	1891	1887	1887	2,574	5,024	6,871
University of Florida	1870	1870	1884	11,353	23,958	23,332
Fort Valley State College	1890	1891	1891	787	2,338	1,807
University of Georgia	1886	1785	1801	8,190	21,181	23,146
University of Guam	1972	1952	—	—	2,349	—
University of Hawaii	—	1907	1908	7,738	12,960	46,502
University of Idaho	1890	1889	1892	3,658	7,007	7,676
University of Illinois	1867	1867	1868	24,442	58,002	61,168

Institution	Date State Accepted Morrill Act	Date College was Authorized	Date College Opened to Students	Enrollments 1960	1970	1974
Purdue University	1865	1869	1874	13,173	38,314	39,098
Iowa State University	1862	1858	1859	9,252	19,620	20,412
Kansas State University	1863	1863	1863	6,507	13,847	16,422
Kentucky State University	1893	1866	1887	611	1,754	2,174
University of Kentucky	1863	1879	1880	8,045	28,235	34,297
Louisiana State University	1869	1874	1874	10,974	35,031	43,479
Southern University	1892	1880	1881	4,344	9,722	12,226
University of Maine	1863	1865	1868	3,668	22,576	25,696
University of Maryland	1864	1856	1859	19,130	52,225	56,464
University of Massachusetts	1863	1863	1867	5,424	24,989	31,976
Massachusetts Institute of Technology	1863	1861	1865	6,270	7,557	8,050
Michigan State University	1863	1855	1857	20,930	44,092	46,794
University of Minnesota	1863	1851	1851	26,538	68,709	68,899
Alcorn A & M College	1892	1871	1872	822	2,520	2,386
Mississippi State University	1866	1878	1880	4,272	9,605	11,664
Lincoln University	1891	1866	1866	1,364	2,411	2,537
University of Missouri	1863	1839	1841	12,203	48,896	52,062
Montana State College	1889	1839	1893	3,404	8,230	8,425
University of Nebraska	1867	1869	1871	7,969	34,895	22,428
University of Nevada, Reno	1866	1873	1874	3,704	6,709	7,085*
University of New Hampshire	1863	1866	1868	3,370	15,169	16,254
Rutgers, the State University	1863	1766	1771	14,426	32,600	44,750

Institution	Date State Accepted Morrill Act	Date College was Authorized	Date College Opened to Students	Enrollments 1960	1970	1974
New Mexico State University	1896	1889	1890	2,654	10,065	12,639
Cornell University	1863	1865	1868	10,705	19,600	16,208
N. Carolina A & T State Univ.	1891	1891	1891	1,998	3,797	4,937
N. Carolina State University	1866	1887	1889	7,959	14,408	16,609
N. Dakota State University	1889	1890	1891	3,300	7,471	8,034
Ohio State University	1864	1870	1873	20,487	50,547	57,790
Langston University	1890	1897	1898	591	1,109	1,153
Oklahoma State University	1890	1890	1891	9,566	20,793	21,431
Oregon State University	1868	1865	1865	6,923	15,361	15,915
Pennsylvania State University	1863	1855	1859	19,109	55,403	64,777
University of Puerto Rico	—	1903	1903	13,153	42,516	47,533*
University of Rhode Island	1863	1888	1890	3,150	15,066	16,385
Clemson University	1868	1869	1893	3,649	7,888	10,586
S. Carolina State College	1868	1895	1896	1,388	2,148	3,152
S. Dakota State University	1889	1881	1884	2,926	6,791	6,590
Tennessee State University	1868	1912	1912	2,963	4,804	4,977
University of Tennessee	1868	1794	1794	10,040	38,500	45,440
Texas A & M University	1866	1871	1876	6,376	14,316	21,368
Prairie View A & M University	1891	1876	1876	2,320	4,575	6,870
Utah State University	1888	1888	1890	4,957	9,091	9,850
University of Vermont	1862	1791	1801	3,097	9,214	10,475
College of the Virgin Islands	1972	1962	—	—	1,446	617
Virginia State College	1870	1867	1868	2,409	3,178	4,176

Institution	Date State Accepted Morrill Act	Date College was Authorized	Date College Opened to Students	Enrollments 1960	1970	1974
Virginia Polytechnic Institute and State University	1870	1872	1872	4,826	12,014	17,470
Washington State University	1889	1890	1892	5,981	14,667	15,694
West Virginia University	1863	1867	1868	5,957	19,858	20,975
University of Wisconsin	1863	1848	1849	24,311	70,582	142,852
University of Wyoming	1889	1886	1887	3,301	8,800	9,639

*Enrollment figures given are for Fall 1973 since 1974 figures were not available
*Enrollment figures given are for Fall 1972 since 1973 and 1974 figures were not available.

Appendix D

The Multiversity

President Clark Kerr depicted the University of California as the Embodiment of the New "Multiversity." in 1963. Extract from "The Reforming of General Education" by Daniel Bell, 1966. pp.95-96.

The University of California last year had operating expenses from all sources of nearly half a billion dollars with almost another 100 million for construction; a total employment of 40,000 people, more than IBM and in a far greater variety of endeavors; operations in over a hundred locations, counting campuses, experiment stations, agricultural and urban extension centers, and projects abroad involving more than fifty countries; nearly 10,000 courses in its catalogues; some form of contact with nearly every industry, nearly every level of government, nearly every person in its region. Vast amounts of expensive equipment were serviced and maintained. Over 4,000 babies were born in its hospitals. It is the world's largest purveyor of white mice. It will soon have the world's largest primate colony. It will soon have 100,000 students - 30,000 of them at the graduate level; yet much less than one third of its expenditures are directly related to teaching. It already has 200,000 students in extension courses -including one out of every three lawyers and one out of every six doctors in the state.

Appendix E
Projections of the Newer Universities

BAYERO UNIVERSITY COLLEGE, KANO - PROJECTION OF FIRST DEGREE ENROLLMENT BY DISCIPLINE — 1976/84

(Choice of Disciplines based on the Tentative Agreement of the Academic Planning Group at its Meeting of June 1 and 2, 1976)

Disciplines	1976/77	77/78	78/79	79/80	80/81	81/82	82/83	83/84
1. Education	300 (20	400 (20)	500 (25)	700 (35)	950 (48)	1,150 (58)	1,140 (70)	1.700 (85)
2. Engineering	--	--	50 (10)	100 (20)	200 (30)	300 (40)	350 (45)	500 (50)
3. Humanities	400 (30)	500 (40)	550 (50)	600 (50)	700 (58)	800 (67)	900 (75)	1,000 (92)
4. Law	--	--	50 (5)	100 (10)	100 (15)	200 (20)	300 (25)	400 (35)
5. Medicina	--	--	--	100 (10)	200 (15)	300 (40)	450 (70)	600 (90)
6. Natural Sciences	100 (20)	200 (30)	300 (50)	400 (55)	650 (80)	850 (100)	1,150 (120)	1,600 (160)
7. Social Science Business Studies	100 (10)	200 (15)	400 (30)	650 (35)	800 (40)	1,000 (60)	1,200 (68)	1,600 (80)
8. Total Enrollment/ All Disciplines	900 (80)	1,300 (105)	1,850 (170)	2,450 (215)	3,600 (286)	4,600 (385)	5,650 (478)	7,500 (592)
9. New Entrants	350	550	650	750	1,350	1,500	1,650	2,100
10. Science-Based New Entrants	100	150	200	300	550	600	750	1,000
11. Art-Based New Entrants	250	400	450	450	800	900	900	1,100

Notes:

1. Entries in parentheses are the recommended numbers of teachers in the Faculties. For every department in a Faculty, reckon one Professor and two Senior Lecturers for every establishment of ten.

2. The projections assume a mix of entry students with O-level and A-level qualifications. The degree programme for the A-level entrants is of three years duration in the basic academic disciplines of Arts, Social Science, and Science; and also in Law, Education, and Agriculture. For A-level entrants, the degree course in Human Medicine is 5 years.

O-level entrants spend four or five years for the degree in the basic disciplines depending on their academic standing. For each students, the degree course in Medicine is 6 or 7 years.

3. All students admitted with O-level qualifications (into pre-degree courses) in the Science-based disciplines of Natural Sciences, Medicine, and Science Education should normally take all their two-year or one-year pre-degree courses in the Faculty of Sciences. Similarly those admitted into the Arts-based disciplines such as Business Administration take their two-year or one-year pre-degree courses in the Faculty of Arts.

4. The implication of the above is that in the Faculties of Science and Arts students course registrations are high and the FTE numbers far exceed the actual students' registration in these Faculties.

5. In the basic academic disciplines, the last three years of the degree programme are normally spent on the degree work in the university. During the period the students take the majority of their courses in the Faculties in which they are registered. Education is an exception, the degree students spend about 1/2 to 2/3 of their lecture time in the Faculties of Arts and Science.

6. All students will take General Studies course.

Source: National Universities Commission

UNIVERSITY OF CALABAR - PROJECTION OF FIRST DEGREE ENROLLMENTS BY DISCIPLINE - 1976/84

(Choice of Disciplines Based on the Tentative Agreement of the Academic Planning Group at its Meeting of June 1 and 2, 1976)

Disciplines	1976/77	77/78	78/79	79/80	80/81	81/82	82/83	83/84
1. Agriculture	--	--	--	50 (10)	150 (20)	250 (30)	400 (45)	650 (50)
2. Education	150 (10)	300 (15)	450 (20)	600 (25)	850 (30)	950 (35)	1,200 (45)	1,600 (50)
3. Humanities	225 (40)	280 (40)	380 (40)	450 (45)	550 (50)	700 (60)	900 (70)	1,200 (95)
4. Law	--	--	--	50 (10)	100 (20)	150 (25)	300 (40)	500 (75)
5. Medicine	--	--	100 (10)	200 (20)	300 (50)	400 (70)	550 (90)	750 (110)
6. Natural Sciences	475 (50)	500 (50)	520 (60)	550 (70)	700 (90)	800 (90)	1,000 (100)	1,250 (110)
7. Social Science & Business Studies	250 (30)	350 (40)	370 (40)	450 (45)	550 (50)	700 (60)	950 (75)	1,250 (100)
8. Total Enrollment/ All Disciplines	1,100 (130)	1,400 (145)	1,820 (170)	2,500 (220)	3,300 (310)	3,950 (310)	5,300 (475)	7,200 (600)
9. New Entrants	400	450	650	765	1,225	1,200	1,850	2,425
10. Science-Based	150	200	300	380	625	600	1,000	1,300
11. Arts-Based New Entrants	250	250	350	385	600	600	850	1,125

Notes:

1. The entries in parentheses are the recommended number of teachers in each Faculty. For each department in a Faculty, reckon one Professor and two Senior Lecturers for every ten teachers.

2. The projections assume that approximately 10 percent of each years' new entrants will be A-level holders, 50 percent O-level holders of high academic standing and the rest less qualified O-level holders.

3. All O-level entrants spend one or two years in pre-university courses which are based in the:

I. Faculty of Art for those students whose future degree goals are in the Arts-based disciplines.

II. Faculty of Science for those students whose degree goals will be Science-based.

4. The degree courses are normally taken in the students' Faculty or major subject. Education, however, is an exception. Education students spend from 1/2 to 2/3 of their lecture time in the Faculties of Arts or Science.

5. All students will take General Studies Course.

Source: National Universities Commission

UNIVERSITY COLLEGE, ILORIN - PROJECTION OF FIRST DEGREE ENROLLMENTS BY DISCIPLINE - 1976/84

Disciplines	1976/77	77/78	78/79	79/80	80/81	81/82	82/83	83/84
1. Education	100 (5)	250 (10)	450 (25)	750 (35)	800 (35)	1,000 (40)	1,100 (50)	1,400 (70)
2. Engineering	--	--	--	50 (5)	100 (15)	250 (25)	350 (35)	600 (60)
3. Humanities	100 (10)	200 (25)	350 (30)	500 (45)	550 (50)	750 (60)	1,050 (90)	1,200 (100)
4. Natural Science	100 (20)	200 (30)	300 (50)	500 (55)	650 (80)	800 (90)	1,000 (100)	1,300 (130)
5. Medicine	1 (6)	100 (10)	200 (20)	300 (45)	400 (80)	550 (120)	700 (150)	800 (175)
6. Social Science/ Business Studies	--	100 (10)	250 (25)	400 (30)	550 (35)	650 (50)	900 (60)	1,300 (100)
7. Total Enrollment/ All Disciplines	300 (41)	850 (75)	1,550 (150)	2,900 (215)	3,050 (305)	4,000 (385)	5,000 (485)	6,600 (635)
8. New Entrants	300	550	700	900	1,100	1,200	1,800	1,700
9. Science-Based New Entrants	150	250	300	450	550	650	800	900
10. Art-Based New Entrants	150	300	400	450	550	550	1,000	800

Notes:

1. The entries in parenthese are the recommended numbers of teachers in the Faculties. For each department in a Faculty, reckon one Professor and two Senior Lecturers for every ten teachers, i.e., 30 percent of the teachers should be Senior Lecturer Grade and above.

2. The projections assume a mix of entry students with O-level and A-level qualifications. The degree programme for the A-level entrants as of three years duration in the basic academic disciplines of Arts, Social Sciences, and Science and also in the professions of Law, Agriculture, and Education. For A-level entrants, the degree course in Human Medicine is 5 years.

O-level entrants will spend four or five years for the degrees in the basic disciplines depending on their academic standing at the time of admission. For such students the degree course in Medicine is 6 or 7 years.

3. All students admitted with O-level qualifications (into pre-degree courses) in the Science-based disciplines of Natural Sciences, Medicine, and Science Education should normally take all their two-year or one-year pre-degree courses in the Faculty of Sciences. Similarly those admitted to the Arts-based disciplines such as Business Administration take their two-year or one-year pre-degree courses in the Faculty of Arts.

4. The implication of the above is that in the Faculties of Science and Arts, students course registrations are high and the FTE numbers far exceed the actual students' registration in these Faculties.

5. In the basic academic disciplines, the last three years of the degree programme are normally spent on the degree work in the University. During this period, the students take the majority of their courses in the Faculties in which they are registered. Education is an exception; the degree students spend about 1/2 to 2/3 of their lecture time in the Faculties of Arts and Science.

6. All students will take General Studies course.

Source: National Universities Commission

UNIVERSITY OF JOS - PROJECTION OF FIRST DEGREE ENROLLMENTS 1976/84

(Choice of Disciplines Based on the Tentative Agreement of the Academic Planning Group at its Meeting of June 1 and 2, 1976)

Disciplines	1976/77	77/78	78/79	79/80	80/81	81/82	82/83	83/84
1. Education	200 (10)	300 (15)	400 (15)	600 (20)	700 (25)	900 (30)	1,100 (35)	1,500 (40)
2. Environmental Design	--	--	50 (5)	100 (10)	150 (15)	200 (20)	350 (35)	500 (50)
3. Humanities	200 (25)	300 (30)	400 (40)	550 (50)	550 (50)	650 (60)	750 (64)	1,100 (90)
4. Law	--	--	50 (10)	150 (10)	250 (15)	400 (15)	550 (25)	700 (30)
5. Medicine	50 (6)	150 (15)	250 (20)	350 (60)	500 (90)	650 (100)	800 (110)	900 (130)
6. Natural Science	150 (20)	300 (35)	450 (50)	600 (70)	700 (90)	850 (100)	1,000 (110)	1,300 (140)
7. Social Science/ Business Studies	--	150 (20)	300 (30)	450 (40)	600 (45)	650 (50)	750 (50)	1,000 (60)
8. Total Enrollment/ All Disciplines	600 (61)	1,200 (115)	1,900 (170)	2,800 (260)	3,450 (330)	4,100 (375)	5,300 (419)	7,000 (540)
9. New Entrants	600	600	650	850	1,150	1,300	1,650	2,400
10. Science-Based New Entrants	300	300	300	350	600	650	850	1,150
11. Arts-Based New Entrants	300	300	350	500	550	650	800	1,250

Notes:

1. The entries in parentheses are the recommended number of teachers in the Faculties. For each department, reckon one Professor and two Senior Lecturers for every staff establishment of ten.

2. The enrollment projections assume a 5-year integrated degree programme for some 0-level entrants (about 40 percent) and a 4-year integrated degree programme for 0-level entrants of high academic standing, the rest of the new intake (about 20 percent A-level).

3. All 0-level entrants take their pre-degree courses full time in the Faculty of Arts or Science depending on whether their future degree goals are Arts-based or Science-based.

4. After the successful completion of the pre-university courses, students' lecture loads are normally concentrated in their departments or Faculties of major emphasis in which they are registered for degrees. Education is an exception, the degree students spend about 1/2 to 2/3 of their lecture time in either the Faculty of Arts or the Faculty of Science depending on their choice of academic subjects.

5. The duration of the degree in the disciplines of Arts, Social Science, Education, Science, Law is 3 years post A-level or 4 years post 0-level of high standing, 5 years for weaker 0-level entrants.

6. All students will take General Studies Course.

Source: National Universities Commission

UNIVERSITY OF MAIDUGURI - PROJECTION OF FIRST DEGREE ENROLLMENTS BY DISCIPLINE - 1976/84

(Choice of Disciplines based on the Tentative Agreement by the Academic Planning Group at its Meeting of June 1st and 2nd 1976.)

Discipline	1976/77	77/78	78/79	79/80	80/81	81/82	82/83	83/84
1. Agriculture	--	--	100 (5)	200 (10)	300 (20)	450 (30)	600 (40)	700 (50)
2. Education	200 (10)	400 (10)	600 (20)	800 (25)	1000 (30)	1100 (30)	1200 (35)	1200 (35)
3. Humanities	100 (15)	200 (25)	300 (30)	400 (40)	500 (45)	550 (50)	600 (60)	650 (60)
4. Law	--	50 (5)	150 (10)	200 (15)	300 (30)	400 (40)	500 (50)	600 (60)
5. Medicine	--	50 (10)	150 (15)	250 (40)	350 (60)	500 (80)	550 (90)	800 (105)
6. Natural Science	--	300 (35)	450 (50)	600 (70)	750 (95)	850 (100)	950 (110)	1100 (130)
7. Social Science/ Business	--	300 (30)	450 (40)	600 (45)	750 (50)	800 (60)	800 (60)	850 (65)
8. Veterinary Medicine	--	--	--	--	--	250 (20)	350 (30)	450 (50)
9. Total Enrollment/ All Disciplines	300 (25)	1300 (115)	2200 (170)	3050 (250)	3950 (330)	4900 (380)	5650 (475)	6350 (555)
10. New Entrants	600	650	800	950	1000	1300	1350	1500
11. Science-Based New Entrants	250	300	450	500	550	800	700	750
12. Arts-Based New Entrants	350	350	350	450	450	500	600	750

Notes:

1. The entries in parentheses are the recommended number of teachers in the Faculties in each department within a Faculty, reckon one Professor and two Senior Lecturers for every staff establishment of ten.

2. The projections assume a mix of entry students with O-level entrants are about 20 percent of the total and O-level entrants of high standing (one-year pre-university courses) accounting for another 30 percent. The rest are O-level entrants admitted into two-year pre-university courses.

3. All O-level science-based entrants take their pre-university courses full-time in the Faculty of Science and the Arts-based O-level entrants take their pre-university courses full-time in the Faculty of Arts.

4. In the basic academic disciplines, the last three years of the degree programme are normally spent on the degree work in the University. During this period, the students take the majority of their courses in the Faculties in which they are registered. Education is an exception, the degree students spend about 1/2 to 2/3 of their lecture time in either the Faculty of Arts or the Faculty of Science depending on whether they are Arts-based or Science-based.

5. All students will take General Studies Course.

Source: National Universities Commission

UNIVERSITY OF SOKOTO - PROJECTION OF FIRST DEGREE ENROLLMENTS BY DISCIPLINE - 1976/84

(Choice of Disciplines based on the Tentative Agreement of the Academic Planning Group at its Meeting of June 1 and 2, 1976)

Discipline	1977/78	78/79	79/80	80/81	81/82	82/83	83/84
1. Agriculture & Forestry	--	--	--	50 (4)	100 (8)	200 (12)	300 (20)
2. Education	150 (5)	350 (10)	550 (15)	750 (20)	950 (25)	1,000 (30)	1,200 (35)
3. Humanities	100 (15)	250 (25)	400 (30)	550 (46)	700 (60)	750 (63)	800 (68)
4. Law	100 (5)	250 (10)	400 (15)	550 (20)	700 (25)	750 (30)	750 (40)
5. Medicine	--	100 (10	200 (15)	300 (40)	400 (60)	550 (80)	750 (100)
6. Natural Science	100 (20)	250 (32)	400 (50)	550 (70)	700 (90)	750 (95)	1,000 (125)
7. Social Science	--	--	50 (15)	150 (20)	250 (25)	350 (35)	550 (50)
8. Veterinary Medicine	--	--	--	50 (4)	100 (6)	200 (12)	300 (20)
9. Total Enrollment All Disciplines	450 (50)	1,200 (87)	2,000 (140)	2,950 (244)	3,900 (291)	4,650 (357)	5,650 (458)
10. New Entrants	450	750	800	950	950	1,200	1,650
11. Science-Based New Entrants	200	350	350	450	450	700	950
12. Arts-Based New Entrants	250	400	450	500	500	500	700

Notes:

1. The entries in parentheses are the recommended number of teachers. For every department in a Faculty, reckon one Professor and two Senior Lecturers for every establishment of ten.

2. The projections assume a 5-year integrated degree programme for some 0-level entrants, or a 4-year programme for 0-level entrants of high standing (about 10 percent). Some of the new intake (about 10 percent) in any one year may be A-level entrants for the traditional 3-year degree programme.

3. All students admitted with 0-level qualifications (into pre-degree courses) in the Science-based disciplines of Natural Science, Medicine, Agriculture, Veterinary Medicine, Engineering, Environmental Design and Science Education should normally take all their two-year or one-year pre-justice courses in the Faculty of Science. Similarly those admitted into Arts-based disciplines such as Law and Business Administration take their two-year or one-year pre-degree courses in the Faculty of Arts.

4. The implication of the above for, say, the Faculty of Science is as follows:

According to the projection, in the academic year 1979/80, there are 400 students registered (Preliminary and Degree) in the Faculty of Science for degree goals in that Faculty. However, as can be seen from Row 11, there are about 200 other Science-based new entrants who should take their pre-degree courses full-time in the Faculty of Science.

If some of the 0-level entrants admitted in the previous academic year 1978/79,) take pre-degree courses for two years, their number must be added to the 1979/80 new entrants to obtain the total number of preliminary students taking courses full-time in the Faculty of Science.

5. In the basic academic disciplines, the last three years of the degree programme are normally spent on the degree work in the university. During this period the students take the majority of their courses in the Faculties in which they are registered. Education is an exception, the degree students spend about 1/2 to 2/3 of their lecture time in the Faculties of Arts and Science.

6. The degree programmes in certain professional disciplines take longer than 5 years (in the case of 0-level entrants). A good example is Medicine lasting 7 years, or 6 years, or 5 years depending on the entry qualifications being 0-level of high academic standing or A-level.

7. All students will take General Studies Course.

Source: National Universities Commission

UNIVERSITY COLLEGE, PORT HARCOURT - PROJECTION OF FIRST DEGREE ENROLLMENTS BY DISCIPLINE 1976/84

(Choice of Disciplines Based on the Tentative Agreement of the Academic Planning Group at its Meeting of June 1 and 2, 1976)

Disciplines	1977/78	78/79	79/80	80/81	81/82	82/83	83/84
1. Agriculture	--	50 (5)	100 (15)	150 (25)	250 (35)	350 (40)	450 (50)
2. Education	--	200 (10)	400 (20)	650 (30)	850 (40)	1,050 (45)	1,250 (50)
3. Engineering	--	--	--	100 (10)	200 (20)	300 (30)	450 (45)
4. Humanities	100 (15)	200 (25)	400 (40)	600 (50)	750 (60)	850 (70)	1,000 (90)
5. Medicine	--	--	50 (10)	150 (15)	250 (40)	400 (70)	550 (90)
6. Natural Science	150 (20)	300 (35)	450 (50)	650 (65)	750 (90)	900 (100)	1,000 (110)
7. Social Science/ Business Studies	--	100 (10)	200 (15)	350 (30)	550 (35)	800 (40)	950 (60)
8. Total Enrollment/ All Disciplines	250 (35)	850 (85)	1,600 (180)	2,650 (200)	3,600 (285)	4,650 (355)	5,700 (445)
9. New Entrants	250	550	700	925	1,100	1,200	1,400
10. Science-Based New Entrants	150	250	300	455	550	650	700
11. Art-Based New Entrants	100	300	400	470	550	550	700

Notes:

1. Entries in parentheses are the recommended numbers of teachers in the Faculties. For every department in a Faculty, reckon one Professor and two Senior Lecturers for every ten staff positions.

2. The projections assume a mix of a 3-year, or 4-year integrated degree programme in the basic academic disciplines for entry student with A-level qualifications, or O-level qualification at high academic standing respectively and 5-year integrated degree programme for less qualified O-level entrants.

3. All O-level entrants take their pre-degree courses in the Faculties of Arts, or Science, depending on their degree goals. O-level students of high academic standing spend one-year on the pre-degree courses. Less qualified O-level entrants will be expected to spend two-years on the pre-degree courses.

4. Because of the presence of the large numbers of preliminary students, student registration in the Faculties of Arts and Science are normally large.

5. In the basic academic disciplines, the last three years of the degree programme in the case of O-level entrants or the three-year degree programme in the case of A-level entrants are normally spent on the degree work in the University. For the degree course, the students take the majority of their courses in the Faculties in which they are registered. Education is an exception, the degree students spend about 1/2 to 2/3 of their lecture time in the Faculties of Arts and Science.

6. In the professions, such as Medicine, the duration of the degree programme is 5-year for A-level entrants and 6 or 7 years for O-level entrants. Since, however, the period of pre-university courses is normally spent in the Faculty of Science, the time which the O-level entry students spend in the Faculty of Medicine is also 5 years.

7. All students will take General Studies Course.

Source: National Universities Commission

Appendix F(1)

Addresses of the Directors of the Departments of Extension Service of Nigerian Universities

UN/DEMS/20/S.I

Division of Extra-Mural Studies
University of Nigeria
Nsukka.

May 23, 1979

The Heads/Directors
Dept. of Continuing Education/Adult Education
Extra-Mural Studies of Nigerian Universities

SUBJECT: Filling of the Attached Questionnaire

S/NO	Ref. No.	Subject of letter	Addresses
1.	UN/DEMS/20/S.I	Filling of Attached Questionnaire	Prof. G. Brian Stapleton, Dept. of Adult Education & Extension University of Maidugiri
2.	"	"	Dr. A.A. Moemeka/Alhaji Gidado Bello, Dept. of General Ext. & Adult Ed., Ahmadu Bello University, Zaria
3.	"	"	Director, Div. of Continuing Education, University of Jos
4.	"	"	Head/Director, Dept. of Adult Ed./Cont. Education, University of Port Harcourt
5.	"	"	Prof. Abiri, Fac. of Ed., University of Ilorin
6.	"	"	Dr. Nwanwene, Dept. of Extra-Mural Studies, University of Benin
7.	"	"	Prof. Lalage Bown, Dept. of Adult Ed., University of Lagos
8.	"	"	Dr. L.E. Amadi, Dept. of Adult and Cont. Ed., University of Calabar
9.	"	"	Dr. J.A. Akinpule, Dept. of Adult Education University of Ibaban
10.	"	"	Dr. A. Fajana, Dept. of Continuing Education University of Ife
11.	"	"	Alhaji A.M. Eshak, Dept. of Adult Education & Com. Svcs. Bayera University
12.	"	"	Head/Director, Dept. of Adult Ed./Cont. Education University of Sokoto

All are registered or delivered as indicated above with a self-addressed 25K stamp on an enclosed envelope. Our letter UN/DEMS/20/S.I of May 23, 1979 attached too.

MICHIGAN STATE UNIVERSITY EAST LANSING · MICHIGAN 48823

COLLEGE OF EDUCATION · DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL

April 23, 1979

Dear Sir,

Your institution as one of the thirteen universities of Nigeria has been selected for a study on "The Land-Grand Philosophy of Higher Education With Implication for Nigerian Rural Development" at the above university.

As you well know, traditionally, the three main functions of higher education are instruction, research, and public service. This study deals only with the public service aspect, especially the extra-mural services which includes out-reach programs as adult/ continuing education and extension services of the universities of Nigeria, among the rural populations in the areas of their operation.

A common feature of all developed nations is a tendency towards the extension of higher education and its blessings to all citizens rather than to a talented few. This tends to be the present commitment of the Nigerian universities in the "Third Development Plan" with the Federal and State governments as the underwriters. The objective assessment of the efforts of each university in the commitment of extending its blessings to the rural populations in the area of its operation is what this study is all about.

The attached questionnaire has been prepared to address this issue objectively. Our dependence on your professional ethics, knowledge, practice and contribution in responding to and returning the questionnaire by June 10 is very significant to the success of this study and will be sincerely appreciated by our committee.

It is hoped that you will consider this study of value and that the head of the department of Extra-mural Studies/Adult Education etcetera in charge of external programs will take a few minutes from his busy schedule to respond to the questionnaire as best as he can. A self-addressed, stamped envelope is enclosed for your convenience in mailing the completed items to Dr. E. O. Odokara (the coordinator) at the University of Nigeria, Nsukka.

Thanks for your prompt attention and cooperation by readily adding this patriotic duty to your very occupying assignment.

Sincerely yours,

Dr. Vandel C. Johnson, Chairman
and Professor, Department of
Administration and Higher Educ
Michigan State University

Dr. Melvin C. Buschman
(Director of Studies)
Assistant Director, Professor
Continuing Education
Administration & Higher Educ
Michigan State University

Dr. Walter F. Johnson, Professor
Administration & Higher Educ
Counsellor Personnel Service
Michigan State University

Dr. Samuel A. Moore, Professor
Administration & Higher Education
Michigan State University

Dr. James F. Rainey, Assoc Dean
Academic Program, Professor
College of Business, Business
Law and Office Administration
Michigan State University

Cosy N. Barikor
Research Fellow

Division of Extra-Mural Studies,
University of Nigeria,
Nsukka.

UN/DEMS/20/S.1 May 23, 1979

The Heads/Directors,
Dept. of Continuing Education/Adult Education/
Extra-Mural Studies of Nigerian Universities.

Filling of the Attached Questionaire

I am forwarding the enclosed documents to you which are letters from Michigan State University and questionaire in which you are requested to complete and return to me for onward transmission to the senders as soon as possible.

In reading through the covering letter dated April 23, 1979 with which the questionaires were sent, you will realize that this study is an important study being undertaken by a person who is interested in identifying relevant factors that will make contribution to the growth of Universities' efforts in promoting human development. As adult educators, we are constantly being called upon to give this help to others who intend to grow in this field and I pray you in the name of academic excellence to help in completing the questionaire and returning it to me to enable me forward the completed questionaires back to the senders on time so that they may find them useful for the purpose they intend to use it.

Unfortunately for me, the Executive Committee on Nigerian National Council On Adult Education has been scheduled on May 26, 1979 at Port Harcourt in Rivers State. Being the National President of the Council, I have found it impossible to attend the Committee of Heads of Adult Education Departments which is scheduled to hold at Ife the same day eventhough I am a member of the Committee.

I am therefore sending a member of our staff Mr. M. A. Awah to bring these documents to you as to hand them over to those of you whom he will meet at Ife during the meeting. It is my wish that every Head of a unit that carries out the University's programme of Adult Education will be willing to help in making the necessary sacrifice in filling this form as to make this study a success.

Let me thank you in advance for your cooperation. I also expect to thank you personally when we meet either in the Committee of Heads of Adult Education or National Council On Adult Education.

Rev. Prof. E. O. Odokara
DIRECTOR

Enc.
I enclose a self-addressed, stamped and registered envelope for return of the completed questionaire.

QUESTIONNAIRE ON:

THE PUBLIC-SERVICE ORIENTED PHILOSOPHY OF HIGHER EDUCATION WITH IMPLICATIONS FOR NIGERIAN RURAL DEVELOPMENT.

As an expert in the area of your operation, your contribution will be very significant to this study. So kindly respond to all the questions as best as you can.

Section A: PROGRAM CHARACTERISTICS AND CONTROL

1. What is the name of your institution?_____
2. Has your university a separate department for community out-reach programs? YES____ NO____
3. (IF YES) Name the department_____
4. When was the department created? 19_____
5. Check any of the following responses that initiated its establishment:
   a) __Federal legislature
   b) __State legislature
   c) __University adjusting to change
   d) __popular demands
   e) __other(specify) _____
6. What is the student population of
   a) your university?_____ b)your department:_____
7. What are the minimum admission requirements to the program for:
   a) the staff_____
   b) the students_____
   c) the rural clients_____
8. What percentage of funds comes from these services?
   a) Federal government_____% b) State government____%
   c) Students_____% d) Local clients_____%
   e) Foundations & endowments_____% f) Uni. appropriations_____%
9. Kindly indicate your total out-reach operational budget for:
   a) 1976-77 ₦_____ b) 77-78 ₦_____ c) 78-79 ₦_____
10. About what percentage of your out-reach program is:
    a) self-supporting (tuition and fees paid for by program participants)?_____%
    b) Funded by other sources of funds _____%
11. Who controls your expenditure? check (√)
    a) ___Federal government
    b) ___State government
    c) ___the Uni. administration
    d) ___purely departmental decision
    e) ___other (SPECIFY) _____
12. To what extent are you under pressure (local, political, legislative, etc.) outside the university on how your funds and programs are administered?
    __very strong __strong __occasional __no pressure (at all)
13. To what extent are you under pressure in the university on how your funds and programs are administered?
    __very strong __strong __occasional __no pressure

14. List in descending order of magnitude the sources of control on your out-reach program (as it applies to you). Use 1,2,3,4,5, in space provided (KEY:1=highest).
a) ___federal government b) ___state government
c) ___university administration d) ___popular pressure from the clientele.
e) ___your departmental staff

Section B: PROGRAM CONTENT

15. Are special units on community and rural development incorporated in your existing undergraduate/graduate programs ___yes ___no
16. Approximately what percent of the total time of your average departmental staff goes to 1) instruction____% 2) research____% 3) public service____%
17. Please, as an expert in this area, kindly comment on:
a) the three most significant improvements that are currently taking place in your area of operation as the result of your program.
1.

2.

3.

b) The negative and positive impacts these programs are making on the nation, developmentally.

c) Any suggestions for the future of Nigerian rural development. (use extra paper if necessary)

18. Check the spaces provided:
    a) Do your organizational staff members team up directly with community groups and individuals in rural problem solving? ___yes ___no
    b) Do they wait for permission and direction from the appropriate state/federal agency responsible for the particular problem? ___yes___no
    c) If you act differently, specify _____
    _____

19. Do other departments engaged in activities designed to benefit the community directly or through your own department?
    a) they act directly_____
    b) they act through my dept._____
    c) they do differently (specify)_____

20. How often is your program conducted in rural areas?
    a) frequently___ b) sometimes (say once a month)____
    c) seldom (except on call)___ d) never ___.

21. How often is your program conducted in urban areas?
    a) frequently___b) sometimes (say once a month)____c) seldom (except on call)_____d) never_____.

22. Which benefits more regularly from your out-reach program?
    a) urban areas_____ b) rural areas_____

23. Please state briefly the three major problems plaguing your community education and development programs (e.g. lack of funds, lack of skilled staff, etc.)
    1._____
    2._____
    3._____

24. Similarly, list three areas in which you are contributing the most in the present Nigerianization of community development effort.
    1._____
    2._____
    3._____

25. Which do you prefer: a university as an academic service-station for all or an "Ivory Tower" for the talented few?
    a) servant of all_____ b) for the talented few_____

26. Check the statement that applies to your own institution.
    a)____Each department provides continuing education services to the public independently.
    b)____The staff of various academic departments are engaged according to their varied expertise and the nature of project involved.
    c)____Your own departmental staff, man the whole program.
    d_____It is mostly run by native volunteers directed by assigned members of staff and paraprofessionals.

e). Other (specify)_____

27. The term that best describes the nature of your out-reach program is:
a)___centralized b)___decentralized
c)____other (specify)_____

28. Please list briefly three major goals of your out-reach program in order of priority
1._____
2._____
3._____

29. Indicate your estimated operational staff size in the spaces provided below.

	1976-77	1977-78	1978-79
Administrative	_____	_____	_____
Field Staff	_____	_____	_____
Paraprofessional	_____	_____	_____
Volunteers	_____	_____	_____
Other(s) specify _____	_____	_____	_____

30. Number served in the rural and urban areas (excluding radio and TV services)

	1976-77	1977-78	1978-79 (so far)
urban	_____	_____	_____
rural	_____	_____	_____

31. State the kinds of certificates issued to participants:_____
_____

32. How many obtained the certificates in the rural and urban areas of your operation (totals only).

	1976-77	1977-78	1978-79 (so far)
urban	_____	_____	_____
rural	_____	_____	_____

33. In running your rural programs, do you charge fees?
___yes ___no

34. Do you have rural program advisory boards or committees in the area of your operation? ____yes ___no

35. To whom are you directly accountable in your rural operations?
a)___the federal government b)___the state government
c)___the university d)___the local people

36. Is there a state wide coordination of rural development services in the area of your operation?
___yes __no

37. a) Will you support inter-university coordination and cooperation in rural development programs?
___yes ___no
b) Why?_____

38. To what extent does your out-reach units exchange ideas with the out-reach units in the other universities for rural problem solving?
____always_____sometimes____hardly ever_____never

39. Show in percentages how you determine the initiation of new program development.
a) ___ % by the federal b) ___ % by the state
c) ___ % the university in collaboration in your dept.
d) ___ % the local people according to their needs.

40. Check each information that applies to you and supply the rest of the information in the spaces provided for the ones you checked. Have your public-service operations extended to include the following out-reach devices on a regular basis for the local areas?

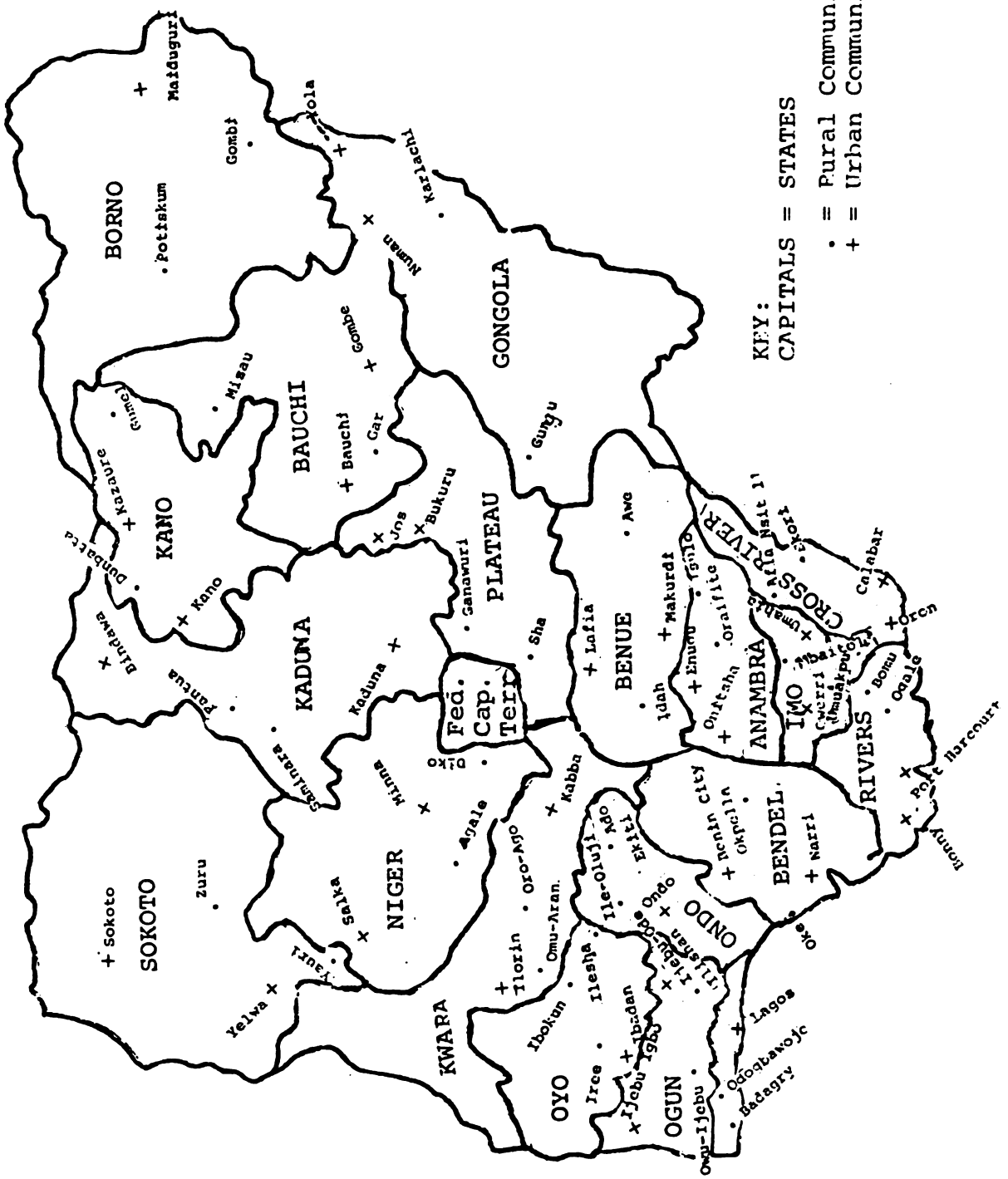
Out-reach devices	check (✓)		when it began (year)	
Extra-mural division	_____		_____	
Cont. ed. service	_____		_____	
Adult education	_____		_____	
Co-operative ext.	_____		_____	
General extension	_____		_____	
Field research stations	_____		_____	
Radio programs	_____		_____	* _____
T.V. programs	_____		_____	* _____
On campus programs	_____	How many? _____		How often in 1978?
Off campus programs	_____		_____	
Farmers' week	_____	_____	_____	
Open house	_____	_____	_____	
Inservice training	_____	_____	_____	_____
Institutes	_____	_____	_____	
Seminars	_____	_____	_____	_____
Workshops	_____	_____	_____	_____
Conferences	_____	_____	_____	_____

*frequency/channel

41. Please attach:
a) a copy of the organizational chart of your out-reach program
b) the annual report of your activities for 1977/78
c) your program outline for 1978/79
d) any information that would best portray the image of your program that is not covered by the above questions (optional)

You are done.
(Thanks for your time and contribution)

The 73 Communities that Participated
Their States and Locations



MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48824

CONTINUING EDUCATION SERVICE • KELLOGG CENTER C/O Dr. Van Johnson

Dear Sir:

May 22, 1979

Universities in all nations today are increasingly trying to extend their services to the rural people in the area of their operation. Such has helped to bring about noticeable improvements in many rural communities in most nations.

A study is being conducted in Michigan State University on how the Nigerian Universities can be more responsive in serving the rural communities in the areas of their operation.

It is hoped that this study would provide some suggestions for the universities and the government of Nigeria on how best the rural people of Nigeria could be served.

To this end, you have been personally selected on the basis of your influence, trust and experience in this local authority area to help in assessing the university nearest you. Others, equally responsible and patriotic like you have been selected in other rural areas of Nigeria for this same service. Your contribution, as the representative of this area, therefore, would be very significant to this study.

Attached is a questionnaire which you as well as others are expected to fill. So kindly respond to every question from your best judgement of what the university is doing in serving your own community.

Enclosed, is a self-addressed stamped envelope which you will use in mailing the completed questionnaire back. We would, therefore, appreciate your mailing it back to the university urgently so that the study can be completed according to schedule.

Thank you for living up to your trust in serving your community in this patriotic way.

Yours sincerely,

QUESTIONNAIRE FOR SELECTED NIGERIAN
COMMUNITY RESPONSE

Fill in the blanks with answers that best describe the activities of the nearest University in your own community.

1. My village/city_____in_____ local authority area in_____state,_____miles from the nearest university called the University of _____.
2. Can you read and write?_____yes _____no.
3. What work do you do for a living?_____
4. a) Have personnels from the University (excluding your children and youth corps members) rendered you any form of service in: 1979 ____yes ____no 1978___yes____no; 1977___yes___no. b) What kind of service did they render?_____ c) Have they ever helped you in the past (before 1977) _____yes____never.
   If yes, how often?_____always, _____once in a while.
5. How often have the university personnels held group lectures, demonstrations and conferences for rural problem-solving in your area? ____sometimes_____not sure ____never.
6. Have you seen or heard of the university's service activities in other neighboring communities in your area? (a)____yes ___no, (b) If yes, what did they come to do?_____
   _____

7. If the university is actively serving you, put a check mark (√) against each service being performed by the university in your own community and the year it began.

University Service Activities	CHECK	YEAR
Conduct adult education classes	_____	_____
Provide demonstration centers to improve agricultural techniques	_____	_____
Conduct health and agricultural conferences	_____	_____
Provide economic, social and political development programs	_____	_____
Provide technical services when and where needed	_____	_____
Promote cooperative extension services	_____	_____
Maintain a research information base	_____	_____
Provide education by radio and T.V.	_____	_____
Are readily available to help in local problem solving	_____	_____
Invite you to on-campus conferences, etc.	_____	_____
Conduct classes for G.C.E., School certification and other external examination candidates	_____	_____
Award certificates of distinction for special performances	_____	_____
Works with the government to improve your community	_____	_____

8. Which serves you the more (a)___the university, (b)____ state agencies (c)_____federal agencies, (d)_____local schools and colleges (e)___Youth corps members (f) Other-specify_____

9. What three important changes are now taking place in your community because of these services by the university?

1._____

2._____

3. _____

10. What three problems make their service less receptive in your community? (e.g. They charge fees; irregularity of service; they sound more academic than practical)

1. _____

2. _____

3. _____

11. What is the greatest need of your community? _____

_____

12. Give three suggestions that can improve the quality of their service for the development of your community.

1. _____

2. _____

3. _____

Thank you for your time and contribution.

You can now mail this questionnaire back in the self-addressed envelope to Michigan State University.

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48824

CONTINUING EDUCATION SERVICE • KELLOGG CENTER

914B Cherry Lane
Michigan State University
East Lansing, MI 48824

March 2, 1979

Dr. E. O. Odokara
National President of the NNCAE
Division of Extra Mural Studies
University of Nigeria
Nsukka, Nigeria

Dear Dr. Odokara,

In the hope that you received our letter of February 16, 1979 requesting your favor for and cooperation with Mr. Barikor in the study of "The Land Grant Philosophy of Higher Education With Implication for Nigerian Development Program," we greatly appreciate your kind acceptance.

For a more comprehensive review of literature, we would like to follow that up with the request for copies of:

1. current information booklets that can best describe the extra-mural/adult education programs of each university

2. governmental policy for the program (if any)

3. two organization charts for adult education activities, one for 1979 and the second for the year when the program began in each university.

We would appreciate it if they could arrive here by April 6, 1979. Kindly include the total cost for mailing them.

You were one of the distinguished scholars about whom we read this week in one of the publications through the African Studies Center of the University. Accept our high regards and keep up the good work. Professor Olisa has, himself, added to our knowledge of you for good.

Accept our thanks and greetings.

Yours sincerely,

Cosy N. Barikor

Melvin C. Buschman

914 B. Cherry Lane
M.S.U. E. Lansing
Michigan, 48824
April 27, 1979

Prof. E.O. Odokara,
Division of Extra-Mural Studies
University of Nigeria
Nsukka

Dear Sir:

Please accept the thankfulness of my family and I by accepting to do us this great favour. Whenever and wherever the story of this degree effort is told your name must always be remembered.

I intended to request on a separate page that you should please do me the favour of attaching a copy of the covering letter with which you will be forwarding the questionnaires to your colleagues in the rest of the universities in the same cover with the returned parcel of questionnaires. It will go to the appendices of the thesis.

This is to my benefit, so if you call in the questionnaires by long distance phone calls or do anything that cost additional funds, please, do not hesitate to add the bill to the document you will be forwarding.

The facts that the stamps from here will be useless in Nigeria, and that the available University Directories here, do not show this division in most of the universities, make me dependent on even your secretary to address the envelopes. To this end I thought your official self-addressed envelopes would be more convenient and faster, so let her pay for them from the enclosed sum.

Thanks ever

Sincerely yours,

Cosy N. Barikor

MICHIGAN STATE UNIVERSITY EAST LANSING · MICHIGAN 48824

CONTINUING EDUCATION SERVICE · KELLOGG CENTER

April 23, 1979

Prof. E. O. Odokara
National President NNCAE
Division of Extra-Mural Studies
University of Nigeria,Nsukka

Dear Dr. Odokara,

In the hope that you received Mr. Barikor's letters of February 16 and March 2 counter-signed by Dr. M. Buschman, we the undersigned friends of yours now join hands with Mr. Barikor (for financial reasons) in forwarding these questionnaires to you. We sincerely urge you to assist us in this aspect of the study.

Please, kindly forward each set of questionnaires with a stamped self-addressed envelope to the appropriate personnel in charge of the Extra-mural or off-campus programs of each of the remaining twelve univiersities of the nation. You have a free hand at setting some kind of deadline when they should be mailed back to you, since we understand you will be closing earlier for the soon coming election.

The idea of asking you to coordinate the distribution of the questionnaires is due to the fact that your national position in the field would certainly make your colleagues in the universities to respond more urgently; secondly, you will be more likely to send the questionnaires to the appropriate persons, especially in the newer universities which may yet be functioning on a small scale; and thirdly, your mailing it collectively is more likely to minimize the risks involved in differential mailing.

Sorry for expecting all these of you on short notice. In case we get them later than our deadline, we would certainly understand.

Enclosed is a check for $20.00 for stamps and envelopes since the stamps from here would not serve the purpose within Nigeria. Kindly mail them back first class and registered. Your reimbursement for any extra mailing cost is guaranteed.

Thanks for your time, effort, and prompt cooperation to make this study a success.

Sincerely yours,

Dr. Vandel C. Johnson, Chairman and Professor, Dept of Administration and Higher Education

Dr. Melvin C. Buschman (Director of the Studies) Asst Director, Professor, Continuing Education, Admin and Higher Education

Dr. Walter F. Johnson, Prof Admin. and Higher Education Counsellor Personnel Service

Dr. Samuel A. Moore, Professor Administration and Higher Education

Dr. James F. Rainey, Dean Academic Program Professor College of Business Law and Office Administration

Cosy Bavikor Research Fellow

Division of Extra-Mural Studies,
University of Nigeria,
Nsukka.

June 1, 1979

Mr. Cosy N. Darikor,
914 S Cherry Lane,
N.S.U.E., Lansing,
Michigan 48824

Dear Darikor,

We received your letter with the questionaires and the complementary letter and the sum of 20 dollars.

I have taken the following action since I received the letter on behalf of the Division.

(1) Luckily, it was possible for us to send the questionaires with a member of our staff who was carrying message on behalf of the Division to Committee of Heads of Adult Education of Nigerian Univereities who met at Ife on May 26, 1979. We discovered that only few of the people attended the meeting and the attached photo-copy of the paper they signed when they received the questionaires will show you the names of those who received the questionaires at Ife.

(2) We have also made available money which has been used in registering the questionaires to the following people who were not present during the meeting.

I am attaching a copy of the letter with which we delivered these letters to them so that you may see the extent we have stressed the urgency of their acting on the questionaires as soon as your Committee indicated. I am also enclosing my own completed questionaire for you while I wait for the ones from other Heads of Adult Education/Extra-Mural/Extension Services of Nigerian Universities.

The total expenditure which we incured in forwarding these materials to others will be made known to you.

We here are anxious to do everything we can to help anybody in promoting higher education. I appreciate your confidence in me to co-ordinate this your study here. I must let you know that this period is a difficult period to carry out this type of study bearing in mind that we are approaching Election period and the fact that most staff of the Universities will soon be on leave or travel outside the country.

I am leaving instruction in our office here and also money for forwarding these questionaires back to you any time they arrive in case I am not readily available.

Yours faithfully,

Prof. [illegible] Eduvora

914 B Cherry Lane
Michigan State University
East Lansing, MI 48824
June 27, 1979

Dr. John Hannah
Room 220 Nisbet Building
M.S.U.
East Lansing, MI 48824

Dear Sir:

A dissertation study titled "The Public Service Oriented Philosophy of Higher Education with Implication for Nigeria Development" is currently being conducted in the Department of Higher Education here at Michigan State University.

The evidences in the available records on Nigerian development indicate that your report and consistent institutional contributions greatly injected the traditional British curriculum of Nigerian Higher Education with a broader public service philosophy. The assessment of how this proposal is being generated by the universities of Nigeria in service of the people, is what this study is all about.

In view of current Nigerian development efforts and her adaptations to your higher educational guidelines, in response to the nation's development needs, what, in your consideration are Nigerian higher educational institutions/government doing adequately, excellently, differently, and poorly?

With the present growth and differentiations if you were asked to reconstruct your previous high educational plan for the 1980's what would you like to include?

For your information, a copy of your responses to the above questions would be included in the appendix of the study when completed.

Thank you for the precious time you have spared in your extremely busy office for this assignment on short notice.

Sincerely yours,

Dr. Vandel C. Johnson, Chairman and Professor, Department of Administration and Higher Education

Dr. Walter F. Johnson, Prof. Administration and Higher Education, Counsellor Personnel Service (Acting Chairman)

Dr. Melvin C. Buschman Prof. Continuing Education, Administration and Higher Education (Director of Study)

Dr. Samuel A. Moore, Prof. Administration and Higher Education (Committee Member)

Dr. James F. Rainey, Dean Academic Program, Prof. College of Business, Law and Office Administration (Cognate Adviser)

Cosy N. Barikor (Research Fellow)

914 B. Cherry Lane
Michigan State University
East Lansing, Mi. 48824
December 12, 1979

The Commissioner
Education Department
Lagos, Nigeria

Dear Sir:

I have chosen for my dissertation, a study of "The Public-Service Orientation of Higher Education with Implication for Nigerian Rural Development."

It intends to investigate the Extra-Mural services of the 13 universities of Nigeria and to assess these from the responses of 76 sample communities in the 19 states of Nigeria (4 from each state), to see if the communities are receiving the above services adequately.

Enclosed is a copy of the letter from the United Nations requesting your recommendation or approval before they could process my application for some financial aid for travels and other related costs of the study.

In view of proposed deadlines, I would appreciate your forwarding a copy of your approval with a copy of the enclosed U.N. letter to the underlined address on the top page of the U.N. letter as soon as possible.

Thanks so much.

Yours sincerely,

Cosy N. Barikor

Appendix G

UNIVERSITY OF SOKOTO
FACULTY OF EDUCATION
SOKOTO, NIGERIA.
(DEAN'S OFFICE)

THE DEAN

P M B 2346
Telephone Sokoto 2048, 2049
Telegram UNISOK

Your Ref

Our Ref: US/XS/3028/9

18th June, 1979

Rev. Prof. E.O. Odokara,
Director,
Division of Extra-Mural Studies,
University of Nigeria,
Nsukka.

Dear Rev. Prof. Odokara,

FIELD WORK, RESEARCH AND SURVEYS.

Thank you for your letter No.UN/DEMS/20/S.1 of 23rd May, 1979 which I received on 6th June.

2. The University of Sokoto is just starting its Department of Extension Services. I took up appointment as Director of University Extension and am now trying to produce guidelines for the Extension Services to be approved by the University, as well as recruit staff. So, practically, there is no Extension Services activities yet. We have no staff and no students yet.

3. In view of the foregoing I regret that I cannot fill the questionaire. I actually started filling but discovered that the questions relate to an already functionning department.

With best regards.

Yours sincerely,

(HAMIDU ALKALI)
Dean, Faculty of Education,
&
Director of Extension Services.

UNIVERSITY OF IBADAN, IBADAN, NIGERIA
DEPARTMENT OF ADULT EDUCATION

TELEPHONE: IBADAN 62550-62579 (30 Lines)
Acting Head of Department
J. A. AKINPELU, M.A. (Lond.), Ph.D. (Columbia, N.Y.)

CABLES & TELEGRAMS: UNIVERSITY, IBADAN
OUR REF.:.....

22nd, November, 1979.

Mr, Cosy N. Barikor,
Research Fellow,
914 B. Cherry Lane,
Michigan State University,
E. Lansing, Mi. 48824
U.S.A.

Dear Mr. Barikor,

Questionnaire on the Land-Grant Philosophy of Higher Education with Implication for Nigerian Rural Development

I have a great pleasure in informing you that the above questionnaire has been filled. Therefore, a filled copy is hereby enclosed in this mail. I am also forwarding the following publications to you in support of the questionnaire.

1. Annual Report of Extra-mural Studies of the Department (1976/77, 1977/78).

2. J.T. Okedara, The Nigerian Adult Education Directory (1970/71). Ibadan: Department of Adult Education, University of Ibadan.

3. J.T. Erinle, A Directory of Social Work Training Courses at Higher Institutions of Learning in some African and Overseas Countries. Ibadan: Dept. of Adult Education, University of Ibadan, Ibadan, 1977.

4. The Organisation of Functional Literacy at the Local Government Level. Proceedings of the 8th National Seminar on Functional Literacy. Ibadan: Department of Adult Education, 1979.

Kindly send us a copy of your report. I wish you a very successful study.

Sincerely yours,

J. T. Okedara

J.T. Okedara,
for O. Sonubi,
Acting Head of Department.

Appendix H

University Traditions in Profile: Nsukka and Ibadan--A Contrast

Institutions:	Ibadan	Nsukka
Variables		
Origins	i) Decision to establish the institution made by imperial government in metropolitan capital, London. Preceded by two Royal Commissions.	i) Decision to found the university made by indigenous government in power in home capital, Enugu. Preceded by a three-man feasibility study team, neither Royal nor political.
	ii) Founded as a colonial university college, on "special relationship" arrangement with mother institution in metropolitan country, and on which it depended heavily for its major policies.	ii) Founded as a post-colonial, full-fledged university, on "sponsorship" association with two other universities, hence independent and autonomous in its policy decisions.
	Ibadan	**Nsukka**
Goals	i) To advance learning and research and to provide instruction in all branches of liberal education.	i) To seek knowledge, to teach and to preserve it.
	ii) To promote research and the advancement of science and learning.	ii) To promote research and the advancement of science and learning.
	iii) To hold forth to all classes and communities without any distinction whatsoever an encouragement for pursuing a regular and liberal course of education.	iii) To hold forth to all classes and communities without any distinction whatsoever an encouragement for pursuing a regular and liberal course of education.
	iv) To organize, improve, and extend education of a university standard.	iv) To organize, improve, and extend education of a university standard.
Social Philosophy	i) To provide training in leadership preparatory for responsible government, hence emphasis on the education of a small elite, of intellectual and aristocratic temper.	i) To provide training for participation in the task of nation-building, hence opposition to university education that produces "an upper class of parasites that preys upon a stagnant and sterile class of workers and peasants."
	ii) The ideal graduate is the erudite and scholarly man, hence the emphasis on values and style of thinking, and less on knowledge for what it can do. Greater disposition to light teacher-student ratio and to the tutorial system than to the lecture system	ii) The ideal is the practical, all-purpose man, oriented to problem-solving, hence the effort to create equal opportunity for all youth and to accommodate within the same institution as such a much wider pool of talent and aptitudes. Greater disposition to

	Ibadan	Nsukka
Social Philosophy (cont'd)	in the hope of producing scholars.	large enrollment, partly to discourage social stratification in the society and to train a large body of men and women capable of putting knowledge to use.
	iii) Focuses more on specialized education with an emphasis on classical education largely centering around the more limited functions of universities: maintains that more applied knowledge necessary for a particular line of work should be obtained through in-service training or separate special schools.	iii) Focuses on more liberal education both the professional, the vocational, and the traditional areas of study with an accompanying emphasis on vocational applicability of knowledge. Maintains that applied knowledge should be offered to the student along with theory in order to give the student an opportunity to develop his capacity for independent critical thinking just as well as exposure to theory can. Upholds that universities have a social obligation to produce a variety of qualified, educated persons for many different callings in society. Hence the need for a comprehensive curriculum and the work-study program.
Academic Policies and Interpretation of Standards	i) Emphasis on depth and one subject specialization. ii) Allows Lernfreiheit or the freedom of the research worker and student to learn what and how they wish, on a lesser scale. Regards	i) Emphasis on breadth and more general education. ii) Allows more Lernfreiheit as shown by the elective system which gives students the opportunity to choose their courses of study even
Academic Policies and Interpretation of Standards (cont'd)	self as in loco parentis towards the student; prescribes courses student has to study, the curriculum to follow; number of years to complete the course; intervals at which he is obliged to sit for exams. Leaves him with little freedom to vary them.	from outside their majors, to change their areas of interest easily and to transfer their credits from one specialty to another with less difficulty.
	iii) Narrow admissions policy as shown by much emphasis on examination, especially the "A Level", performance as condition for admission of new students. Greater emphasis on grading, especially by external examiners, who set papers or else approve them and in so doing insure "high standards."	iii) Broader admission policy as shown by performance in "A Level" or School Certificate exams; college entrance tests, and such other personal qualifications as leadership capacity. Greater emphasis on accumulation of units and credit averages. Less emphasis on external examiners. Insists on equal academic award for equal performance.

	Ibadan	Nsukka
	iv) High standards measured in terms of ideal cherished by London or Ox-bridge as reflected in one's level of performance--Honors or General, 1st, 2nd, or 3rd level. Veneration for thin stream of excellence and esoteric studies.	iv) High standards measured in terms of relevance of course of study to Nigerian needs and problems: vitality of curriculum viewed in pragmatic and utilitarian terms, as vindicated by their applicability to and appropriateness for the aspirations of the people the institution serves.
	v) Less sensitive (initially at least) to important social needs; more or less "cultivated	v) More sensitive to important social needs; readily responds to demands from the society,
Academic Policies and Interpretation of Standards (cont'd)	as a garden flower of no more significance to the State's economy than the court musician."[2] Rate of change slow for fear of lowering standards. Inward looking.	and more disposed to experimentation and innovation. "Cultivated under the patronage of a government as an intensive crop, heavily manured and expected to give a high yield essential for the nourishment of the State."[3] Outward looking.
Faculties	i) (a) Arts: Classics, History and Theology. (b) Science: Physics, Chemistry, Botany, Zoology, Geography, Mathematics, Agriculture, Engineering. (c) Social Science: Economics, Social Studies, Education, Political Science, Librarianship. (d) Medical Science: Anatomy, Physiology, Clinical Courses, Veterinary Medicine.	i) (a) Arts: Classics, History and Theology. (b) Science: Physics, Chemistry, Botany, Zoology, Geography, Mathematics, Agriculture, Engineering. (c) Social Science: Economics, Social Studies, Political Science, Librarianship. (d) Medical Science: Anatomy, Physiology, Clinical Courses, Veterinary Medicine.
	ii) Considers many subjects sub-university standard, hence have to be left to special institutions such as colleges of Arts, Science, and Technology, which too are below the university	ii) Teaches the following also: Business Administration, Domestic Science, Fine Arts, Journalism, Physical Education, Medical Technology, Music, Secretarial Studies, and Surveying. Maintains that

[2] Ibid., pp. 8-9.

[3] Ibid., pp. 8-9.

	Ibadan	Nsukka
Faculties (cont'd)	level. Maintains that non-traditional subjects should not be introduced into the university except at the risk of maintaining standards and desecrating their pristine purity.	every area of human concern is legitimate for academic interest, and that subjects of modest intellectual content should be equally studied in an objective way in the liberal environment of the university in order to enhance their dignity and professional standards.

Appendix I

914 B Cherry Lane
Michigan State University
East Lansing, MI 48824
June 27, 1979

Rt. Hon. Lord Ashby of Brandon
Cambridge University
Clare College Cambridge
CB2 ITL Cambridge, England

Dear Sir:

A dissertation study titled "The Public Service Oriented Philosophy of Higher Education with Implications for Nigerian Development" is currently being conducted in the above university.

The evidences in the available records on Nigerian development indicate that yours has been a most significant single contribution to Nigerian higher education today. Your recommendations have led, especially, to the opening of more universities in the country.

Central to this study is the concept that higher educational emphasis and direction, must of necessity, keep pace with time, change, progress and the need of the people it is intended to serve.

To this end, the advisers of this study have recommended that you and a few other key persons be contacted for some suggestions that would be fed into the recommendations of this study.

In view of current Nigerian development efforts and her adaptations to your higher educational guidelines, in response to the nation's development needs, what, in your consideration are Nigerian higher educational institutions/government doing adequately, excellently, differently and poorly?

With the present growth and differentiations, if you were asked to reconstruct your previous higher educational plans for the 1980's, what would you like to include?

Kindly accept this letter, also, as you respond to the above questions, as a request for permission to use whatever information from your book and reports that are relevant to this study.

A copy of your responses to the above questions would be included in the appendix of this study when completed.

Thank you for the precious time you have spared in your extremely busy office for this assignment on short notice.

Sincerely yours,

Dr. Vandel C. Johnson, Chairman and Professor, Department of Administration and Higher Education

Dr. Walter F. Johnson, Prof. Administration and Higher Education, Counsellor Personnel Service (Acting Chairman)

Dr. Melvin C. Buschman Prof. Continuing Education, Administration and Higher Education (Director of Study)

Dr. Samuel A. Moore, Prof. Administration and Higher Education (Committee Member)

Dr. James F. Rainey, Dean Academic Program, Prof. College of Business, Law and Office Administration (Cognate Adviser)

Cosy N. Barikor (Research Fellow)

Norman Cottage, Manor Road, Brandon, Suffolk IP27 0LG

Tel.: 0842-810695

3 January 1980

Dear Mr. Barikor,
Your letter of 19 December reached me yesterday. I'm sorry you have had so much trouble getting comments from me. The fault lies partly with the mail system, for a week ago I got back the letter I sent six months ago addressed to Dr. Vandel Johnson, with "No longer at this address" written on it!

To turn to your request. I have not been back to Nigeria since 1965; so I don't have any first hand knowledge of the way Nigerian higher education has developed. All I know is what I have been told by other people.

From what I have been told, I would make the following comments to your questions.

1. Nigerian universities have done well in keeping the degree on a "gold standard" of scholarship, so that a Nigerian degree is readily accepted as a qualification for graduate work in American and British universities. They have resisted pressure to lower academic standards.

2. It has, in my view, been a mistake to create so many new universities in Nigeria. Two bad effects are likely to follow from this multiplication of universities. (1) The quality of teaching and the facilities available for research would have been better if the money for higher education had been concentrated in a relatively few centres, i.e. 4 universities with 6,000 students each rather than 8 or 10 universities with 3,000 students each. (2) An advantage of fewer universities would have been that students would have to migrate from their local communities and mix with students from other communities during their undergraduate education. This would have helped to unite the tribes of Nigeria more securely into one nation. In the 19th century it was a great benefit to England that most of her political leaders had met each other at Oxford or Cambridge; government was by people who understood one another. Of course that is no longer true (or desirable) but a similar phase of bringing into three or four centres the future leaders of Nigeria when they were students would have been a great benefit.

3. One disappointment I have about Nigerian post-school education is that there was so little response from the people to take further education in agriculture and technical subjects. This has led to a shortage of experts in agriculture and in technical skills. This is

not the fault of those who plan higher education: it is a fault of the inappropriate wage-rates. Thus an assistant lecturer in (say) French or history was - when I was in Nigeria - being paid five times as much as a highly skilled technician in (say) telephone maintenance or glass-blowing.

4. The main change I would make if I had to reconsider our report of 1960 would be to phase out sixth forms in schools, and to accept students after O-level GCE, and to give them an extra year at university before graduating. Small sixth forms are inefficient, and their standard is uneven over the country; so pupils in some areas are at a disadvantage compared with pupils from (say) Lagos or Ibadan. Also I would have wanted to make stronger recommendations than I did make, that the American pattern (such as you have at MSU) of higher education is far better suited to Nigerian needs than is the English pattern. This could be done without any sacrifice of standards; one has to distinguish between the level of achievement (which is just as high in American as in English universities) and the amount of specialisation, which is higher in English than in American universities. It is achievement that matters - and in Nigeria the need is for achievement on a broad front for all except a few specialists.

I hope these hurried comments are of some use in your work.

With good wishes for your own future - which I hope will be in Nigeria.

Yours sincerely

Eric Ashby.



6th November 1979

Dear Cosy Barikor,

Thank you for your letter of October 18. I replied to the letter sent to me on 9 July last, giving replies to the questions you asked. You should have received this letter before the end of July. It was addressed to Dr Vandel Johnson as the first signatory of the letter.

Yours sincerely,

Eric Ashby

Cosy N Barikor
914 B. Cherry Lane
Michigan State University
East Lansing
Mi. 48824
USA

Chapter I

Footnotes

1. Robert Rue Parsonage, "The Public Service Function of Higher Education in the United States as Related to the Crisis in the Cities: A Discussion of Power and Responsibility" (Ph.D. dissertation, Hartford Seminary Foundation, 1975), pp. 1-2.

2. Harry G. Good and D. James Teller, ed., A History of Western Education, 3rd. ed. (New York: MacMillan Publishing Co., 1969), p. 473.

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4. Report of the State of Vermont: Morrill Land-Grant Centennial Committee, by C. Wm. Berghorn, Chairman (Land-Grant Colleges & State Universities, 1962), pp. 14-15.

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26. Dupe Olatunbosun, Nigeria's Neglected Rural Majority (Ibadan: Oxford University Press, 1975), pp. 5-22.

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29. Yakubu Gowon, Address: Formal Launching of the Third National Development Plan 1975-1980 (Lagos: National Hall, Tafawa Belewa Square, (1975)), p. 18.

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Chapter II

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