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ABSTRACT

A DESCRIPTIVE AND ANALYTICAL STUDY OF MINEX, 1965

By

Elaine E. Cherney

The general purpose of this study was to describe and analyze the component factors of the MINEX program and to evaluate these factors in terms of suggested criteria for successful overseas study programs. MINEX was the first student exchange program between an American and African Institution and occurred in the Summer of 1965. A combination of the analytical and descriptive methods was employed in this study with the complete records of the Office of International Extension at Michigan State University made available to the author. Additional data was obtained through student questionnaires and faculty interviews. The research indicated that any such future exchanges should be extended to a full academic year; that the primary student focus for MINEX should be at the undergraduate level; that the planning committee for MINEX should include representatives from all the colleges within the universities; that an appropriate means of permanently funding the program should be found; that the exchange be limited to University

of Nigeria and Michigan State University students; that the emphasis in student selection be placed on those students who are motivated toward careers which will involve them in overseas type professions; that a general education type seminar be developed to integrate classroom experiences and in-country travel; that the students who participate in the program should not be housed as a unit while at the university; that the group leaders should have prior experience in the culture to which they are bringing their students; that a continuing relationship between the MINEX program and the Office of Evaluation Services be established so that planned evaluation can be carried forth; that an alumni group of MINEX participants and group leaders be formed.

A DESCRIPTIVE AND ANALYTICAL STUDY OF MINEX, 1965

By

Elaine E. Cherney

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TABLE OF CONTENTS

| CHAPTER | Page |
|----------------------------------------------------------------------------|------|
| I. THE PROBLEM AND DEFINITION OF TERMS USED. . | 1 |
| Origin of the Study. | 1 |
| Statement of the Problem | 1 |
| Definition of Terms Used | 3 |
| The University of Nigeria Program . . | 3 |
| Study Abroad. | 4 |
| Importance of the Study. | 4 |
| Organization of the Remainder of the Thesis. | 5 |
| II. METHODOLOGY OF THE STUDY. | 7 |
| Basic Method | 7 |
| Accumulation of Data | 7 |
| Selection of Year. | 7 |
| Selection of Criteria for Evaluation of 1965 MINEX. | 8 |
| Criteria | 9 |
| The Student Questionnaire. | 10 |
| The Faculty Interviews | 11 |
| Summary of the Chapter | 11 |
| III. HISTORICAL DEVELOPMENT OF MINEX | 12 |
| The Origin of MINEX. | 12 |
| Problems | 15 |
| Cost. | 15 |
| Credit. | 15 |
| Students. | 16 |
| Michigan State University-University of Nigeria Student Interaction . . | 16 |
| The University of Nigeria Senate. . . | 16 |
| Visa Clearance. | 17 |
| Summary. | 17 |
| IV. ANALYSIS OF MINEX, 1965 | 18 |
| The Dates and Duration of the MINEX, 1965, Program | 18 |

TABLE OF CONTENTS--continued

| CHAPTER | Page |
|----------------------------------------------------------------------------------------------------------------------------------------|------|
| Promotion of the 1965 MINEX Program in the United States and Nigeria. | 18 |
| Criteria for the Recruitment and Selection of Michigan State University Students for Participation in the 1965 MINEX Program | 19 |
| Criteria for the Recruitment and Selection of Students for MINEX, 1965, at the University of Nigeria. | 20 |
| The Nature of the Participants Chosen for the 1965 MINEX Program--United States and Nigerian | 21 |
| The Nature of the Orientation Program for the 1965 MINEX Program | 22 |
| The Nature of the Program Planned for the American Students Participating in MINEX, 1965. | 24 |
| The Nature of the Program Planned for the Nigerian Students Participating in MINEX, 1965. | 26 |
| Accommodations for MSU and Nigerian MINEX Participants | 28 |
| Financial Arrangements for the 1965 MINEX Program. | 28 |
| Evaluation of the MINEX 1965 Program by the American and Nigerian Participants at the Conclusion of the Program . . . | 30 |
| Summary | 32 |
| V. ANALYSIS OF THE QUESTIONNAIRE RETURNS. | 35 |
| Summary | 49 |
| VI. INTERVIEWS WITH MSU STAFF INVOLVED WITH MINEX 1965. | 50 |
| Summary | 56 |
| VII. EVALUATION, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS | 58 |
| MINEX in Relation to Criteria for Successful Overseas Study Programs. | 58 |

TABLE OF CONTENTS--continued

| CHAPTER | Page |
|---------------------------------------------------------------------------------------------------------------------|------|
| Conclusions and Implications. | 63 |
| Recommendations for Future Exchanges Between Michigan State University and the University of Nigeria. | 65 |
| Recommendations for Additional Research . | 69 |
| BIBLIOGRAPHY. | 70 |
| APPENDICES. | 71 |
| A. Questionnaire Sent to American MINEX Partici- pants | 71 |
| B. Questionnaire Used for Faculty Interviews. . | 74 |
| C. Reading Lists for MINEX, 1965. | 75 |
| D. Evaluation of MINEX II by American Students. | 93 |
| E. Evaluation of MINEX by Nigerian Students . . | 104 |

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

Origin of the Study

The first student exchange between an American and African Institution occurred between Michigan State University and the University of Nigeria, Nsukka, in the summer of 1965. This writer was a close observer of MINEX and had the opportunity to witness its evolvement--its difficulties and successes. The program was construed to be a prototype by the Bureau of Educational and Cultural Exchange, Department of State, and by Michigan State University. It was hoped that other American universities would seek similar exchange relationships with African universities. Ultimately, such institutions might relate to one another more completely through the exchange of faculty, data, books, and other resources.

Statement of the Problem

The general purpose of this study was to describe and analyze the component factors of the MINEX program and to evaluate these factors in terms of suggested criteria for successful overseas study programs. From this evaluation

would stem recommendations for future programs of this type.

Specific questions which this study sought to answer were:

1. What was the origin of MINEX?
2. How were students expected to benefit from MINEX?
3. What criteria for overseas study programs were considered critical to the development of MINEX?
4. What was the nature of the program planned for the American students participating in MINEX, 1965?
5. What was the nature of the program planned for the Nigerian students participating in MINEX, 1965?
6. How were the students recruited and selected for MINEX, 1965, at Michigan State University?
7. How were the students recruited and selected for MINEX, 1965, at the University of Nigeria?
8. How was the MINEX, 1965, program implemented at Michigan State University?
9. How was the MINEX, 1965, program implemented at the University of Nigeria?
10. What were the principle difficulties encountered during the MINEX, 1965, program?
11. How did the American and Nigerian students evaluate MINEX, 1965, immediately after the experience?
12. How did American students evaluate MINEX, 1965, three years later?

13. How did certain faculty who participated in the program at Michigan State evaluate MINEX, 1965, four years later?
14. What implications and conclusions can be drawn from the findings of this study?
15. What additional MINEX research should take place?
16. What recommendations can be made for future exchanges between Michigan State University and the University of Nigeria?

Definition of Terms Used

The University of Nigeria Program

The University of Nigeria Program was established at Michigan State University in 1960 to implement the Agency for International Development's contract with Nigeria, designed to assist in the development of the University of Nigeria. This contract, renewable annually was projected for a period of ten years. During the fourth year of the contract, after the establishment of faculties of agriculture, education, engineering, law, science, and social science at the University of Nigeria, serious consideration was given to means by which the relationship between the University of Nigeria and Michigan State University might continue beyond the length of this agreement. One result of these conversations was the establishment of MINEX.

Study Abroad

Study abroad is "neither travel nor residence abroad, and the distinction between them must be discriminatingly drawn.... To be worthy of the name, study abroad must be like true academic study, a genuine and serious intellectual effort, with systematic and planned progress toward a body of knowledge, with a large measure of appropriate reading and discussion under professional guidance, looking to the formulation of wise judgments on the bases of adequate information; and finally a rigorous control and validation of results by examinations and reports, of the same level and quality as would be required of the same student at the home institution."¹

Importance of the Study

"A university that does not look outward to the wider horizons of the international community is not ... a university in the second half of the twentieth century."² Modern communications and transportation have shrunk the world and continual technological advances promise to shrink it further. Universities cannot afford to ignore nations and

¹The Institute of International Exchange, Undergraduate Study Abroad, New York, 1966, p. 12.

²U. N., The University's Responsibility in International Exchange, New York, 1967, p. 6.

cultures which play so prominent a role in our daily lives. They must guard against becoming landlocked. The college campus of the twentieth century ought to be a "floating" campus, teaching subjects, when possible, in their most natural settings.

Michigan State University has been concerned about its internationalization and recently published a guideline for international studies.¹ Among the recommendations made for students was one for a wide range of quality study-abroad opportunities including options in the developing countries. Such programs were to be of sound academic quality and integrated into the total academic career. Thus, it seems essential that Michigan State University's first student exchange with an African university (MINEX) be described, analyzed and evaluated to obtain guidance for similar programs to be held in the near future.

Organization of the Remainder of the Thesis

This chapter on the statement of the problem will be followed by a description of the methodology and procedures of the study. The next chapter will describe the historical development of MINEX. Then, an analysis of MINEX, 1965, will be presented. Following this, evaluations of MINEX, 1965, by participating students and faculty will be

¹The International Focus at Michigan State University, 1967.

considered. Finally, implications and conclusions will be drawn from the MINEX, 1965, data and recommendations will be made for future exchanges between American and Nigerian institutions.

CHAPTER II

METHODOLOGY OF THE STUDY

Certain choices were made with regard to the procedure to be followed in this study. The bases for these decisions, as well as a description of the steps undertaken, are presented in this chapter.

Basic Method

A combination of the analytical and descriptive methods was employed in this study.

Accumulation of Data

The complete records of the office of International Extension at Michigan State University dealing with the MINEX program were made available to the author. Additional data was obtained through questionnaires and interviews described later in this chapter.

Selection of Year

Althouth the MINEX program was initiated in 1964, only a one-way exchange took place, i.e., Michigan State University students went to the University of Nigeria. By 1965, additional financial support resulted in a two-way program.

Because the first bona fide exchange occurred in 1965 and because complete records of the exchange were available, 1965 was chosen as the primary focus for this study.

Selection of Criteria for Evaluation
of 1965 MINEX

In order to establish criteria for evaluating MINEX, the author consulted documents which were published by the two major national organizations involved in overseas study and international exchange.¹ One, the Institute for International Education is a private, non-profit organization which develops and administers programs of education exchange for foundations, private organizations, governments, universities and corporations in the United States and abroad. Approximately 7,5000 students, teachers, technicians, and specialists from about 125 countries study or train through these programs each year. The other organization, the Council of International Educational Exchange, created in 1947, is a cooperative organization of 150 North American colleges, universities, secondary schools, youth-serving agencies, and educational and religious groups. The organization was formed to assist the sponsoring members in the planning and operation of the educational exchange programs they sponsor.

¹These were: The Institute of International Exchange, Undergraduate Study Abroad, New York, 1966, and Euwema, Ben, Undergraduates Overseas, A Look at US Programs, 1966.

Michigan State University is a member of the Council. An additional document, "Criteria for Evaluating Foreign Study Programs for High Schools," written by Dr. Stephen Freeman, Vice President Emeritus of Middlebury College, also proved most helpful in the establishment of criteria.¹

Criteria

- I. Are the objectives of the sponsoring academic agency legitimate? Accomplishable?
- II. A. Does the program accept any student who applies and pays the fees or are there appropriate bases for selection such as:
 - 1. Character, maturity, dependability, self-control, adaptability
 - 2. High academic achievement
 - 3. Some knowledge of the foreign country, its language and culture
 - 4. Interest and involvement with foreign students on home campus
 - 5. Absence of physical or psychological disabilities or handicaps.
- B. Are the students homogeneously grouped?
- III. Does the group leader have some familiarity with the foreign country, its culture and mores? Is he

¹Stephen A. Freeman, Criteria for Evaluating Foreign Study Programs for High Schools, 1967.

willing to devote nearly his entire time to the group? Is he a mature adult?

IV. Is there something about the student's academic experience which does not duplicate his experience at home--course work which is taught much better abroad because of its relevancy to that environs?

V. What academic control will there be?

VI. Will the students live and take their meals with foreign students?

VII. If travel is mixed with study, what integration or relevancy exists?

VIII. Is the program evaluated regularly in terms of its objectives? How effective is the instrument employed?

The Student Questionnaire

Students who study abroad invariably return with very positive feelings regarding their experiences. Therefore, this questionnaire, which was sent to all the United States participants in the 1964, 1965, 1966 MINEX programs in order to get a more complete sampling, was designed specifically to get some hard data and to test specific hypotheses regarding the impact of MINEX.¹ It was hoped that a questionnaire sent from two to four years after an overseas experience

¹The student questionnaire may be found in Appendix A.

might be answered less romantically and more realistically by respondents.

The Faculty Interviews

A questionnaire was developed to expedite the faculty interviews.¹ Some of the questions utilized for the interviews resulted directly from the responses obtained from the student questionnaire. The author maintained a sympathetic attitude toward the faculty interviewees but urged them to take a critical objective stand toward MINEX.

Summary of the Chapter

A combination of the analytical and descriptive methods was employed in this study. Data on MINEX was available from the Office of International Extension at Michigan State University and was obtained through student questionnaires administered to MINEX participants and through interviews with MSU faculty who participated in MINEX. Criteria were established for evaluating the MINEX program.

¹The faculty questionnaire may be found in Appendix B.

CHAPTER III

HISTORICAL DEVELOPMENT OF MINEX

This chapter will deal with the historical development of MINEX.

The Origin of MINEX

In 1960, under a contractual agreement with the Agency for International Development,¹ Michigan State University began assisting in the development of the University of Nigeria at Nsukka. This contractual relationship between Michigan State University and the University of Nigeria was to continue until 1970. Hopefully, a significant continuing relationship between Michigan State University and the University of Nigeria would develop to last beyond the contractual agreement. With this in mind, MINEX was initiated.

MINEX began in the summer of 1964² with some financial assistance from the Bureau of Educational and Cultural Affairs. It was hoped that MINEX would accomplish the following goals:³

¹"Preliminary request for Bureau of Educational and Cultural Affairs Grant to Assist the MINEX Program," p. 1.

²Ibid.

³MINEX, Report of Committee Meeting, February 6, 1964.

1. That a student exchange program would be one means of establishing a long-term reciprocal relationship between the University of Nigeria and Michigan State University.
2. That MINEX would provide certain Michigan State University and University of Nigeria students with some cross-cultural experiences.
3. That MINEX would increase the MSU students' awareness of the University of Nigeria and Nigeria.
4. That MINEX would result in additional feedback to the MSU student body about the University of Nigeria and Nigeria.
5. That MINEX would enable the MSU student to take certain courses unavailable at MSU as well as to take certain courses in more authentic settings.
6. That MINEX would permit young "Africanists" who have never been abroad to test their real interest in pursuing such careers.

The pilot Minex program consisted of 31 Michigan State University students who undertook a five week educational program at the University of Nigeria.¹

Approximately one year prior to the pilot effort, Dr. George Axinn, the coordinator of the MSU University of Nigeria Program, and Dr. Sheldon Cherney, the Associate

¹"Preliminary Request," loc. cit.

Coordinator, readied plans for MINEX.¹ Their hopes were communicated to various offices on campus, including International Programs, the African Studies Center and the World Affairs Center, and advice was sought from all these quarters. Eventually, a MINEX Committee was formed with representation from the organizations above and enthusiasm began to build.

Letters were written to administrators of the University of Nigeria Advisory group at Nsukka and their initial response was, predictably, quite neutral. They were concerned with daily emergencies in the development of Africa's first land grant university. Several factors resulted in their final support of the program. These were: (1) The Continuing Education Centre at the University of Nigeria had developed a seminar program for teachers from the United States which was similar, in many respects, to the MINEX request. Thus, the effort needed to mount MINEX was considerably reduced, (2) The Dean of International Programs at Michigan State University, who advocated the development of institutional ties between the University of Nigeria and Michigan State University, strongly supported the initiation of MINEX; (3) Dr. George Ferns, MSU advisor at Nsukka, agreed to coordinate MINEX.

¹The ensuing data in this chapter resulted from an interview with Dr. Sheldon Cherney on March 5, 1969. His comments were verified in the University of Nigeria Program correspondence of this period.

Problems

Cost

Although over one hundred students sought interviews with the associate coordinator of the University of Nigeria Program to discuss the MINEX program, few could afford the cost of approximately \$1,000. Fortunately, Dr. Rolin Jacobs, head of the Africa division in the Bureau of Educational and Cultural Affairs in the United States Department of State, was able to arrange for the utilization of excess currency funds in Nigeria to pay the MSU students' tuition, room and board costs at the University of Nigeria. Student costs were thus lowered substantially, resulting in some democratization of the program.

Credit

Relevant MSU departments agreed to accept University of Nigeria credit. If the course offerings were taught by well-qualified instructors. Such instructors were difficult to find because the University of Nigeria was not on full session in the summer. Finally, competent instructors were found for two of the courses, but the remaining instructor remained somewhat weak. Despite this, the department concerned agreed to grant credit for this course to help get this pilot effort going. Assurances were given that additional leadtime for MINEX II would enable the recruitment of a more qualified instructor in 1965.

Students

The University of Nigeria Program was inundated by MSU students who wished to go on MINEX. Therefore, the MINEX Committee urged that the number of students sent be raised from 25 to 38. Dr. Ferns objected strongly to the increased number because he felt it would destroy the seminar setting; however, he promised to cooperate. Attrition due to lack of funds or parents' objections resulted in only 31 MINEX members.

Michigan State University-University of Nigeria Student Interaction

Concern was expressed over the somewhat empty campus in which MSU students would be studying. Responding to this problem, Dr. Ferns developed a student committee at the University of Nigeria which was charged to arrange social activities for the MINEX group. Additionally, Peace Corps volunteers in the Nsukka vicinity were contacted and urged to assist with the group. Tours were also developed so that the MINEX group could see other parts of Eastern Nigeria.

The University of Nigeria Senate

While Dr. Ferns sought the support of various departments at the University of Nigeria for the MINEX program, the question was raised as to whether official approval of the project by the University of Nigeria depended upon senate

action. The Vice Chancellor of the University felt this was necessary and a request was taken before the senate which voted affirmatively.

Visa Clearance

The predictable delay in visa clearance occurred, but University of Nigeria officials contacted appropriate offices in Lagos and the visas were issued in time for their entry.

Summary

In spite of numerous problems in mounting the MINEX program, the cooperation of the Bureau of Educational and Cultural Affairs, United States Department of State and many individuals at the University of Nigeria and Michigan State University enabled this program to materialize. Thus, the first actual student exchange between an African university and an American university took place.

CHAPTER IV

ANALYSIS OF MINEX, 1965

This chapter will consider the 1965 MINEX program in terms of its component parts--dates and duration, promotion, selection, orientation, program description, accommodations, financial arrangements and evaluation by participants at the conclusion of the program.

The Dates and Duration of the MINEX, 1965, Program

Thirty American students and two group leaders and 23 Nigerians and two group leaders participated in the MINEX, 1965, program. The program lasted eight weeks. The American participants studied at the University of Nigeria for six weeks, spent three days in Lagos upon arrival, two days traveling to Nsukka and one week in touring the Northern region of Nigeria. The Nigerian participants studied at Michigan State University for 39 days and spent 13 days in a living-learning experience in Michigan. Both MINEX groups met in Lagos on August 11, 1965.

Promotion of the 1965 MINEX Program in the United States and Nigeria

The 1965 MINEX program was promoted in a variety of ways. These included: (1) the distribution of 6,000 brochures

explaining the MINEX program to all MSU dormitories, the Student Union, MSU Faculty, Inter-Fraternity and Pan-Hellenic Councils, Oakland and Indiana Universities, and others;

(2) news releases to MSU State News, Michigan dailies and weeklies, Big Ten town papers, radio, and national magazines;

(3) distribution of 85 posters announcing MINEX throughout the MSU campus; (4) coordination with MSU Information Services' Director to plan overall communication program for both phases of MINEX; (5) utilization of tapes which included impressions of student participants, cut for radio use, in both the United States and Nigeria; (6) announcements in the University of Nigeria Record which was the student publication on the Nsukka campus.

Criteria for the Recruitment and Selection
of Michigan State University Students
for Participation in the
1965 MINEX Program

Two general requirements were that a limited number of highly competent graduate students be permitted to join MINEX and that an effort be made to obtain minority group representation.

Specific requirements affecting the majority of students who were to be undergraduates were:

1. American citizenship
2. A 2.0 grade point average or better (based on a 4 point system, 2.0 would be equivalent to "C")
3. Excellent references reflecting on the candidate's character

4. Successful interviews before a group of representatives from African Studies Center, the Office of International Extension, Foreign Student Office, MSU advisors who were returnees from the University of Nigeria and members of the University of Nigeria program
5. Evidence of participation and leadership in extra-curricular activities
6. Legitimate motivation reflected in an essay focusing on the applicant's reasons for applying to MINEX
7. Ability to contribute \$750 as individual's share toward the defraying of expenses associated with MINEX.

Criteria for the Recruitment and Selection
of Students for MINEX, 1965, at the
University of Nigeria

The three general requirements were:

1. That the group contain members from throughout Nigeria
2. That the group have representation from the University of Nigeria's various colleges
3. That the group be restricted to freshman and sophomore students (who were generally five to seven years older than their East Lansing counterparts).

Specific requirements were:¹

¹MINEX Report, p. 6.

1. Minimum overall grade point average of 2.5 or better¹
2. Evidence of leadership potential
3. Successful interview by a committee composed of both University of Nigeria faculty and MSU advisory staff at the University of Nigeria.

The Nature of the Participants Chosen for
the 1965 MINEX Program--United States
and Nigerian

Of the 30 American students participating in the 1965 MINEX/N program eight were sophomores, eight were juniors, seven were seniors, and seven in graduate school. Their major fields of study were:

| | | | |
|-------------------|---|--------------------|---|
| Political Science | 7 | Foreign Languages | 1 |
| Education | 3 | Business Education | 1 |
| Non-Pref | 3 | Government | 1 |
| Economics | 2 | History | 1 |
| Anthropology | 2 | Mathematics | 1 |
| English | 2 | Natural Science | 1 |
| Social Work | 2 | Nursing | 1 |
| | | Music | 1 |

All but six of the United States participants were from the Midwest with the remaining six from the West, East, and South.

¹The MINEX selection committee in Nigeria set this grade average. No specific reason was given for the higher Nigerian average.

The 23 Nigerian participants were composed of freshmen and sophomores. Their major fields of interest were:

| | | | |
|-------------------------------|---|-------------------|---|
| Animal Science | 2 | Civil Engineer | 1 |
| History | 2 | Zoology | 2 |
| Sociology | 2 | Law | 1 |
| Education | 2 | Mathematics | 1 |
| Business Adminis- tration | 2 | Architecture | 1 |
| Agricultural Engi- neering | 1 | Home Economics | 1 |
| Land Economics | 1 | Political Science | 1 |
| Fine Arts | 1 | English | 1 |
| | | Botany | 1 |

Fourteen students came from the Eastern Region, five from the Western Region, three from the Midwest Region, and one from the North.

The Nature of the Orientation Program for the 1965 MINEX Program

Orientation programs for all 1965 MINEX selectees were developed and carried out at both Michigan State University and the University of Nigeria.

For those students going to Nsukka, eight separate orientation sessions of approximately two hours in length were held during the months of April and May, 1965.¹ Participating in these orientation sessions with the

¹MINEX Report, p. 8.

selectees were the MSU husband-wife group leader team, 1964 MINEX participants, 1964 MINEX group leaders, University of Nigeria participant trainees at MSU, University of Nigeria Program personnel at East Lansing, and others. The programs for the orientation meetings at Michigan State University covered such areas as climate, travel, health, and behavior while in Nigeria.¹ Some Ibo was also learned. Films and slides on Nigeria and the Nsukka campus were shown and panel discussions with Nigerian students were held. A series of memos were sent to the selectees to keep them informed and reading lists were prepared for the selectees.²

After the Michigan State University participants arrived in Lagos and Nsukka, the orientation was continued and involved United States Embassy personnel, USIA, Nigerian Government Information Service, MINEX coordinator in Nigeria and others.³

The orientation program for the Nigerian selectees at the University of Nigeria was a concentrated program lasting a day and a half. The program involved the MSU Advisory Group and included visitations to American homes at Nsukka.⁴ When the Nigerian participants arrived in New York, they were met by a United States State Department representative and

¹MINEX 1965, Memo No. 3.

²See Appendix C.

³"Progress Report, MINEX, 1965," June 15, 1965, p. 6.

⁴Ibid., p. 5.

the MSU MINEX coordinator (Irv Wyeth). Dr. Wyeth accompanied the group to Detroit. At Detroit Metropolitan Airport the Nigerian participants were met by MSU/University of Nigeria Aid participant trainees, a 1964 MINEX participant, and representatives from the MSU African Student Club and the University of Nigeria Program Office.

At the MSU campus the Nigerian students were given tours with special emphasis on the use of the library. They were introduced to the manager and resident advisors of Case Hall (where they were housed) and other pertinent personnel. They were also aided and guided through the MSU registration process.¹

The Nature of the Program Planned for the
American Students Participating in
MINEX, 1965

The academic program consisted of courses, seminars and special lectures.² The three courses, which were each three credits, included a required Ethnology (West African Thought and Life), Economics (Economic Development), and Humanities (West African Music, Art, etc.).³ The courses were taught by selected members of the University of Nigeria staff and

¹Ibid., p. 6.

²"Report of Michigan State University/University of Nigeria Student Exchange--June-August, 1965," (Mimeo sheets), p. 11.

³Ibid.

all credits were transferrable to MSU.¹

A weekly seminar was conducted to include all lecturers and students with the leadership rotated among the instructors.² The purpose of the seminar was to bind together the concepts developed in the three separate courses.

In addition to the coursework on the Nsukka campus, extensive field trips were organized to help orient the students and to offer them direct observation of some of the concepts stressed in the academic programs.³ These included:⁴

1. Three-day tour of Federal District, Lagos
2. Meeting with United States Embassy and Nigerian Government officials in Lagos
3. Bus trip of 450 miles from Lagos to Nsukka encompassing sections of the Western, Mid-western, and Eastern Regions of Nigeria. (An overnight at Benin City and tour of Museum, wood-carvers, palace of the Obay, and an audience with His Highness.)
4. Conducted tour of the University of Nigeria, Nsukka and Enugu campuses
5. Meeting with American and Nigerian Government officials at Enugu including the United States AID director and members of Peace Corps

¹Ibid.

²Ibid.

³Ibid., p. 12.

⁴Ibid., p. 30.

6. Visit to Enugu market
7. Visit to Aku and Adani, villages in Eastern Nigeria
8. Three-day Southern tour to Akuete, Ikot Ekpene, and Port Harcourt
9. Ten-day tour into the Northern and Western Regions including Jos, Kano, Zaria, and Ibadan.

The Nature of the Program Planned for the
Nigerian Students Participating in
MINEX, 1965

This group's academic program consisted primarily of a specially designed three-credit course (Education 482) which was required by all the Nigerian students.¹ The course covered sociological, philosophical, and historical foundations of American education, formal and informal education programs, and the role of education in a democratic society. The course was prepared and taught by Dr. Carl Gross, assisted by staff who had previously served at Nsukka. In addition to the required course, each student selected one additional three-credit course of his choice from the summer school catalog and enrolled and participated in such courses with other MSU students.² These students participated in a wide variety of seminars, lectures, symposia, and colloquia. These were offered as part of MSU's regular summer program.

¹Ibid., p. 11.

²Ibid., p. 12.

Additionally, the Nigerian students engaged in a thirteen day living-learning experience while in Michigan. This consisted of a tour of Michigan communities between July 29-August 10, 1965. In each community a host family was provided for each member of the group. The tour included the following cities:¹

1. Grand Rapids--tour of the furniture industry, the Grand Rapids Press
2. Traverse City--tour of Michigan Cherry Growers' packing plant
3. Saginaw--guests of People-to-People Chapters of Bay City, Midland, and Saginaw
4. Midland--tour of Dow Chemical Company
5. Saginaw--tour of Saginaw Valley agricultural areas
6. Flint--tour of Mott Foundation, Flint Public Library, theater, schools, planetarium, and other community institutions
7. Rochester--tour of Oakland University, meeting with undergraduate students and attendance at the Meadowbrook Festival
8. Pontiac--visit with Oakland County School Board and Pontiac City School System (Presented a 30-minute program to the Rochester Kiwanis Club)
9. Dearborn--tour of Ford River Rouge plant, Greenfield Village, and all of Ford Motor Company.

¹Ibid., p. 35.

Accommodations for MSU and Nigerian
MINEX Participants

The MSU students and their advisors were housed in the Continuing Education Center while on the Nsukka campus. They were housed as a group. While in travel status throughout Nigeria, the MSU students stayed in hostels, catering houses, and private schools. The Nigerian students and their advisors were housed in the Case-Wonders dormitory. They were housed as a unit. While traveling through Michigan, they were hosted in private homes.

Financial Arrangements for the 1965 MINEX Program

Slightly more than \$100,000 was contributed in the form of funds and services for financing all phases of MINEX/N and MINEX/A.¹ Of the total, \$69,037.44 represented actual dollar income whereas the remaining \$31,564 constituted contributed services. For MINEX/N the following contribution of funds and services were made:²

| | | |
|-------------------------------------------------|-------|------------------|
| (a) Bureau of Educational and Cultural Affairs, | | |
| United States Department of State | | \$15,000.00 |
| (b) American Students | | 23,317.44 |
| (c) University of Nigeria | | 2,300.00 |
| (d) Michigan State University | | <u>11,054.00</u> |
| | Total | \$51,671.44 |

¹Report of Michigan State University/University of Nigeria Student Exchange, June-August, 1965, p. 13.

²Ibid.

The contribution of funds and services for MINEX/A were as follows:¹

| | |
|----------------------------------------------------------------------------------|-----------------|
| (a) United States Embassy, Lagos, Nigeria | \$20,000.00 |
| (b) Bureau of Educational and Cultural Affairs, United States State Department | 5,000.00 |
| (c) University of Nigeria | 9,120.00 |
| (d) Michigan State University | 3,240.00 |
| (e) Ford Motor Company, Dearborn, Michigan | 3,680.00 |
| (f) University of Nigeria Students | 2,040.00 |
| (g) Kiwanis, Rotary clubs, and other community organizations throughout Michigan | <u>5,850.00</u> |
| Total | \$48,930.00 |

Scholarship assistance to selected American students was as follows:²

| | |
|-------------------------------------------------------------|---------------|
| (a) Indiana University--4 scholarships at \$400 each | \$1,600.00 |
| (b) Oakland University--1 scholarship at \$250 | 250.00 |
| (c) Michigan State University--2 scholarships at \$100 each | <u>200.00</u> |
| Total | \$2,050.00 |

These monies were applied to the costs charged to the American students.

¹Ibid., p. 14.

²Ibid.

Evaluation of the MINEX 1965 Program by the
American and Nigerian Participants at
the Conclusion of the Program

The American participants were asked to fill out four separate evaluation forms. These covered the orientation program, the courses of instruction, the field trips and the Northern region tour and summation of entire experience.¹ Eighteen of the participants or 60 percent evaluated the orientation program. They generally indicated that they felt fairly satisfied with the length of the orientation sessions, those who administered the orientations, and the information received. Several stated some displeasure with the selection procedure indicating that it was not thorough enough or that anyone who desired should have been permitted to attend the program. At least three indicated that the students should have been more thoroughly schooled to handle Nigerian dating customs.

All thirty of the American participants evaluated the academic program. Again there was a general overall pleasure with the program indicated. A number of alternative courses were suggested such as Political Science, History of West Africa with emphasis on Nigeria. It was also suggested that it might have been more effective if an anthropologist had taught the ethnography. There was general agreement on the overall high quality of the teachers with the general

¹See Appendix D for instruments.

agreement on the poor quality of one of the lectures in Economics. It was also suggested that the field trips would have been more meaningful if they could have been better integrated into the curriculum--perhaps with seminar type classes.

Twenty-one of the participants or 70 percent evaluated the field trips. They indicated that those trips which were accompanied by an instructor were most successful. They indicated that something was gained from all the trips although they were not all considered equally as interesting.

Part D of the evaluation concerned the trip to the Northern region and contained a general evaluation. Twenty-eight of the American MINEX students or 93 percent answered this evaluation. The majority of the respondents indicated a positive attitude toward the group leaders and leaders to follow might well emulate them. Twenty-seven of the respondents who answered the evaluation sheet indicated that the experience was worth the time, effort, and cost. One respondent gave no indication that the experience was or was not worth the time, effort, and cost. The suggestion that the girls should be thoroughly prepared for the expectations of the Nigerian men toward them was listed by three respondents.

The Nigerian students participating in the 1965 MINEX program were asked to evaluate their academic program while

at MSU and the field trips taken in Michigan.¹ Twenty-one of the Nigerian participants completed the evaluation of their academic work and twenty of the Nigerian participants evaluated the field trips. In evaluating the learning experience the Nigerians generally seemed pleased. Fourteen of the Nigerian participants or about 60 percent of those who participated in the evaluation indicated that they had been under undue pressure to study. Twelve of the Nigerian participants or approximately 59 percent of those who responded to the evaluation indicated that they did have adequate time to study.

Although there was concern voiced over the amount of work required, the Nigerian participants indicated general pleasure with the program. The field trips were enthusiastically evaluated and seemed to have added much to the overall learning experience.

Summary

The 1965 MINEX program included thirty American participants and their two advisors. The 1965 MINEX program lasted eight weeks, both groups spending part of the time in formal classroom study and part in living-learning experiences in Nigeria and Michigan.

The 1965 MINEX program was promoted in the United States and Nigeria by the use of a variety of media such as radio,

¹For compilation of evaluation, see Appendix E.

television, student newspaper, printed brochures, and others.

The criteria for recruitment and selection of students at Michigan State included American citizenship, a 2.0 grade point average or better (based on a 4 point system), excellent references and successful interviews with certain MSU personnel. An effort was made to obtain minority group representation.

Criteria for the recruitment and selection of students at the University of Nigeria included representation from throughout Nigeria, representation among the various colleges at the University of Nigeria, a grade point average of 2.5 or better and a successful interview by University of Nigeria faculty and MSU advisory staff at Nsukka. Both the American and Nigerian students represented a wide range of disciplines and geographical area.

Orientation programs were held for both groups with the American participants involved in eight separate orientation sessions of about two hours in length. The orientation program for the Nigerian participants was a more concentrated program lasting a day and a half at the Nsukka campus.

The courses offered at the University of Nigeria were West African Thought and Life (required), Economics, and Humanities (West African emphasis). At Michigan State the Nigerian participants took a specially designed three-credit Education course and any elective from the summer school

program. Both groups attended outside lectures and field trips. Both groups were housed in dormitories.

The monies for the program came both from student tuition and other aids, such as a United States State Department grant, Ford Motor Company grant, and others.

Both groups participated in evaluations of both the academic programs and the field trips. Although there were a variety of suggestions and criticism, both were quite positive about their experiences.

CHAPTER V

ANALYSIS OF THE QUESTIONNAIRE RETURNS

The basic purpose of the questionnaire¹ sent to the United States participants in the 1964, 1965, and 1966 MINEX program was to evaluate the impact of the program on the participants.² Sixty-nine questionnaires were mailed and forty-eight respondents answered the questionnaire in a most informative manner. Fourteen did not return theirs. Seven other questionnaires were returned because of inadequate addresses³ or because the respondent had not actually participated in the program.

The present war between Nigeria and Biafra precluded sending this questionnaire to those Africans who participated.

The questionnaire was based on the following hypotheses:

1. That the American MINEX students pursued careers with international components
2. That the American MINEX students would seek to utilize their overseas experience in their work

¹The questionnaire may be found in Appendix A.

²Although the analysis of the thesis is for the year 1965, the questionnaire was sent to those who participated in 1964, 1965, and 1966 in order to obtain a more adequate sampling.

³The author obtained the only available addresses for the MINEX participants from the MSU Alumni Office.

3. That the American MINEX students took work in African studies following their study-tour in Nigeria
4. That the American MINEX students' primary motivation for going to Nigeria was adventure
5. That the American MINEX students perceived of themselves unique among their fellow students at MSU
6. That the American MINEX students did not perceive of themselves as dissidents
7. That the American MINEX student has sought to maintain contact with some of his fellow MINEX participants
8. That the American MINEX student has sought to communicate with friends he made in Nigeria
9. That the American MINEX student has sought to communicate his experiences to community groups
10. That the American MINEX student would like to return to Nigeria
11. That the American MINEX student whose primary experience was in what is now Biafra would be sympathetic to the Biafran cause
12. That the American MINEX student would recommend that all MSU undergraduates should have overseas study experiences made available to them

13. That the married American MINEX student chose partners who also had overseas study experiences or some other overseas experience
14. That the American MINEX student considered MINEX a worthwhile experience
15. That the pleasant experiences of the American MINEX student while in Nigeria would focus upon Nigerians whom they met
16. That the unpleasant experiences of the American MINEX student while in Nigeria would deal with health problems
17. That the MINEX experience would have had some effect on graduate studies or job choice.

The foregoing hypotheses will now be considered in the light of data collected from forty-eight American MINEX respondents.

Hypothesis I: That the American MINEX students pursued careers with international components.

Fourteen of the respondents or about 30 percent have pursued careers with international components. Their work has been with Peace Corps (4); as an International Voluntary Services volunteer in Loas (1); as a research assistant at the New York Board of Education's Foreign Area Materials Center (1); as a stewardess flying to Europe and Africa (1); as a general resource person on Afro-American concerns in the Student Activities Division at Michigan State. Four of the respondents are engaged in graduate work with international

components. Degrees are being sought in anthropology, French, comparative education, and international law.

Twenty-nine of the respondents or approximately 60 percent were not engaged in work with an international component. Seven were in graduate school, seven in teaching, four in social work, three in business, two in adult education, and two were unemployed. One was a clerk, one a physicist, one an air pollution engineer and one a housewife.

The remaining five respondents or ten percent are serving in the armed forces.

This hypothesis was only partially confirmed.

Hypothesis II: That the American MINEX students would seek to utilize their overseas experience in their work.

In response to the question, "Have you been able to utilize your MINEX experience in your work?" approximately 73 percent of the respondents indicated that they had been able to utilize their overseas experience in their work and approximately 27 percent did not. Of the 73 percent who responded that they were able to utilize their overseas experience in their work, one-half indicated direct use and one-half stated that they were able to utilize the experience in an indirect manner. Those that indicated indirect use stated that they were utilizing the experience in terms of world outlook and personal philosophy which they evolved as a result of their MINEX experience. To quote one respondent, "It became part of me and I utilize it constantly; some not

directly but as a learning experience."

Thus, this hypothesis proved to be fairly accurate.

Hypothesis III: That the American MINEX students took work in African studies following their study tour in Nigeria.

The African Studies Center began having its major growth after the inception of MINEX. To see if there was any correlation between the development of MINEX and the major growth of the Center, the following question was asked, "did your participation in MINEX cause you to take additional course work in African Studies?" Twenty-six of the respondents or 54 percent answered yes to this question and twenty-two of the respondents or 46 percent answered no. Of the twenty-two respondents who replied no to this question, five modified their negative response by indicating that time (nearness to graduation) and inability to get credit for graduation prevented them from taking work in African studies although they did wish to.

This response does seem to support the hypothesis.

Hypothesis IV: That the American MINEX students' primary motivation for going to Nigeria was adventure.

To test this hypothesis, the following question was asked, "What do you feel was the major motivation for those who attended MINEX?" Thirty-four of the respondents indicated that they felt that trying to understand a foreign

non-European culture and to learn about Africa were the major motivations for participating in MINEX. The 34 represented about 71 percent of the group. Of the remaining 29 percent, ten indicated that in their judgment, curiosity about Africa was the prime motivation for those attending; three respondents felt that adventure was the prime reason and one gave no response at all.

It seems reasonable to state that this hypothesis was not valid.

Hypothesis V: That the American MINEX students perceived of themselves as unique among their fellow student at MSU.

To test this hypothesis, the following question was asked, "Would you characterize your fellow MINEX students as a cross section of the university at that time?" In response to this question, twenty-nine respondents or approximately 60 percent replied yes, and nineteen or approximately 40 percent replied no. The MINEX respondents who did not characterize their fellow MINEX students as a cross-section of the students at Michigan State at that time indicated several reasons for their response. These were:

1. The MINEX students were of a higher intellectual ability than the average MSU student at that time.
2. The MINEX students had more of an international curiosity than the average MSU student at that time.

This hypothesis proved to be only partly supported.

Hypothesis VI: That the American MINEX student did not perceive of themselves as dissidents.

To determine this hypothesis the question, "Would you have characterized yourself as a member of the dissident student movement at the time of MINEX?" was asked. Forty-one of the respondents or 85 percent replied "no" to this question; six respondents or 13 percent stated "yes" and one respondent or two percent gave no answer to the question. The respondents indicated that the dissident student movement of 1964, 1965, 1966 was not so structured during the time of MINEX. Those respondents who replied yes were primarily involved in the civil rights movement of the time.

This hypothesis seems valid.¹

Hypothesis VII: That the American MINEX student has sought to maintain contact with some of his fellow MINEX students.

To the question, "Have you kept in contact with anyone who went on the program with you?" thirty respondents or 63 percent stated yes and eighteen or 37 percent stated no. Of those who said that they had not kept in contact with their fellow MINEX students, several said that they had tried to

¹One respondent stated that if today's dissidents could have an experience such as MINEX they would change many of their presently held values. Some of the respondents, who felt they had not been dissidents at the time of MINEX, indicated that the experience had a liberalizing effect on their values.

maintain contact but the contacts had petered out. One stated that they wish they had.

This hypothesis appears valid.

Hypothesis VIII: That the American MINEX student has sought to communicate with friends he made in Nigeria.

In answering the question, "Have you tried to maintain communication with anyone you met in Nigeria?" thirty-three respondents or 69 percent replied yes. Fourteen respondents or 19 percent stated no and one respondent or two percent gave no answer.

This hypothesis seems valid.¹

Hypothesis IX: That the American MINEX student has sought to communicate his experiences to community groups.

To determine this, the question, "Have you given lectures on your experiences?" was asked. Thirty-six respondents or 75 percent replied yes and twelve respondents or 25 percent stated no.

This hypothesis seems valid.

Hypothesis X: That the American MINEX student would like to return to Nigeria.

To the question, "Would you care to return to Nigeria?" 100 percent of the respondents, forty-eight, replied yes.

¹The war between Nigeria and Biafra has prevented any correspondence for the past two years between the respondents and anyone in Nigeria.

This hypothesis seems valid.

The respondents did indicate that they would not care to return to Nigeria until the present Civil War had ended. One respondent indicated that a return to Nigeria as a teacher had been halted by the Civil War. Another had applied to Peace Corps for a job in Eastern Nigeria, but again the Civil War prevented the respondent from going. Two of the respondents had previously returned to teach in Nigeria for a year.

Hypothesis XI: That the American MINEX student, whose primary experience was in what is now Biafra, would be sympathetic to the Biafran cause.

The respondents were asked "Do you consider the Biafran cause in the present civil conflict just?" Thirty-four of the respondents or 71 percent answered yes to the question; thirteen or 27 percent of the respondents did not indicate a yes or no answer and one respondent or two percent said no.

This hypothesis seems valid.

The thirteen respondents who did not state a yes or no answer indicated that, although their sympathies were by and large with Biafra, they felt that the problem was too complex for a "yes" or "no" question. Some indicated that the cause was just but not the conflict. As a group all the respondents were concerned about the conflict. Some felt that they did not have enough information to make an accurate judgment. Some wanted Biafra to be independent; others felt

it was futile. Most were concerned and upset by the widespread starving that seems to be occurring in Biafra.

Hypothesis XII: That the American MINEX student would recommend that all MSU undergraduates should have overseas study experiences made available to them.

In answering the question, "Do you feel that an overseas study experience should be available for all undergraduate students at Michigan State University?" thirty-three respondents or 60 percent said yes, eleven respondents or 23 percent said no and four respondents or 8 percent gave no answer.

This statement seems partially valid.

Those respondents who said "no" indicated that overseas study programs needed to be more selective; not all students would benefit from such programs. In their opinion most students were too immature to appreciate an overseas experience as MINEX. Some respondents indicated that overseas study programs should be more readily available in developing nations rather than Europe, which in their opinion, was too much of a play area.

Hypothesis XIII: That the married American MINEX student chose partners who also had overseas study experiences or some other overseas experience.

In response to the question, "If married, did you marry someone who has had an overseas study experience or some other overseas experience?" nineteen of the respondents or 40 percent gave no answer; sixteen of the respondents or 33

percent said no and 13 of the respondents or 27 percent said yes. Of those respondents who gave a "no" answer, two stated that they were not married.

If we assume that those respondents who gave no answers were probably still single, plus the two respondents who answered "no" but indicated that they were single, then we have fourteen no answers and 13 yes's.

The hypothesis is then only partially valid.

Hypothesis XIV: That the American MINEX student considered MINEX a worthwhile experience.

To test this hypothesis, the question "If you had it to do over again, would you still have gone on the MINEX program?" all forty-eight respondents (100 percent) would repeat the experience.

This hypothesis was definitely valid.

The respondents made various comments such as:

"I learned a great deal about so many aspects of life";

"The Nigerian culture was so different I really had to open my eyes and try and understand it"; "I felt it was the best thing I did at MSU"; "It was the single most important event in my life changing my value system."

Hypothesis XV: That the pleasant experiences of the American MINEX student while in Nigeria would focus upon Nigerians whom they met.

In response to the question, "What was your most pleasant experience during MINEX?" twenty-eight of the

respondents or 58 percent indicated that their relationships and interactions with the Nigerians, both academic and non-academic, was their most pleasant experience; eleven of the respondents or 23 percent found their most pleasant experiences to be those connected with the side trips they took.¹ Five respondents or ten percent replied that the entire MINEX experience constituted a pleasant experience. Three of the respondents or six percent made no comment and one respondent or three percent indicated meeting the Peace Corps personnel as the most pleasant single experience of the trip.

This hypothesis seems to be valid.

Three of the respondents mentioned, in particular, their friendship with Frances Okole, who was one of the group leaders. A number of references to the general beauty of the country were made. One respondent described the delightful experience of having two small Nigerian boys trying to persuade the respondent to stay in Nigeria.

Hypothesis XVI: That the unpleasant experiences of the American MINEX student while in Nigeria would deal with health problems.

To the question, "What was your most unpleasant experience during MINEX?" eleven respondents or 23 percent replied that the "ugly American" types both in MINEX and without constituted their most unpleasant experiences while in

¹These were generally alone or in groups of three or four and usually unplanned.

Nigeria with MINEX. Seven of the respondents or 15 percent indicated that health problems had been their most unpleasant experience. Five respondents or ten percent indicated that poor group leadership bothered them most; another five respondents or 10 percent felt that their accommodations, in varying ways, had left unpleasant memories, and another five respondents or ten percent had no comments to make in relation to this question. Three respondents or six percent indicated conditions of travel (bus and train within Nigeria) as unpleasant. Two respondents had trouble with food; another two respondents or four percent considered their involvement in an accident in which a Nigerian woman was killed as their most unpleasant experience; two respondents indicated that the time surrounding a military coup as their most unpleasant experience; and two respondents were unhappy with the course work. The remaining four each indicated a separate unpleasant experience. These were: bugs, difficulty in accepting the African male view of white females, uneasiness at the time with certain Nigerian customs such as "dash," and inability to explain the American racial situations to Nigerians.

The analysis of the replies to the question indicate that this hypothesis was not valid.

The greatest area of unpleasant experiences clusters around relationships with people and not things. If we group together all those unpleasant experiences that relate to

people, we then get 23 respondents or 49 percent who indicate that their most unpleasant experience involved a person. Therefore, a more valid hypothesis would have been that the unpleasant experiences of the American MINEX student while in Nigeria would deal with day to day interpersonal relationships with other MINEX students, leaders, teachers, and other Americans and Nigerians.

Some respondents who made no comment indicated that they did not feel an experience like MINEX could be thought of in single pleasant or unpleasant experiences. Those respondents who indicated illness, travel, accommodations, food, or bugs as unpleasant experiences did not feel that these had had great traumatic effect on them.

This research would seem to suggest that some can put up with physical discomfort if there are pleasant interpersonal relationships.

Hypothesis XVII: That the MINEX experience would have had some effect on choice of graduate study or job selection.

In response to the question, "Did your MINEX experience have any influence on your present job choice or graduate school activity?" twenty-three of the respondents or 48 percent said "yes"; twenty-two or 46 percent of the respondents said "no"; two respondents or four percent indicated that they had been committed toward an African Studies curriculum and thus had been re-enforced in commitment but not motivated

by the experience, and one respondent indicated that the MINEX experience would probably effect the respondent's graduate school activity after the army.

Thus, this hypothesis proved to be partially valid.

Summary

The results of the questionnaire sent to the 1964, 1965, and 1966 MINEX students indicate that for the majority of those students the program has had impact beyond the period of actual participation. Seventy-three respondents indicated that they had been able to utilize their MINEX experience in their work; fifty-four percent of the respondents had taken more African Studies work as a result of MINEX; one-hundred percent of the respondents indicated a desire to return to Africa or Nigeria; one-hundred percent of the respondents would repeat the experience; forty-eight percent of the respondents indicated that MINEX had influenced present job choice and graduate school activity.

CHAPTER VI

INTERVIEWS WITH MSU STAFF INVOLVED WITH MINEX 1965

In general, the purpose of these interviews with Dr. Sheldon Cherney and Dr. Irving Wyeth¹ was to get their answers to certain questions that had evolved as a result of the participants' evaluation of the MINEX program. Additionally, the writer felt that Michigan State University administrative personnel who had been intimately concerned with the development of MINEX might offer some candid reflections on the program.

The following questions were asked:

1. What do you feel was the major motivation for those who attended the 1965 MINEX program?
2. Would you have characterized the 1965 MINEX students as a cross-section of the university's student population at that time?
3. How were the students expected to benefit from MINEX?
4. How were the University of Nigeria and Michigan State University expected to benefit from MINEX?

¹Dr. Sheldon Cherney is Director of the Office of International Extension, Continuing Education Service, Michigan State University. Dr. Irving Wyeth is Coordinator of the Nigeria Program, Center for International Programs, Michigan State University.

5. What criteria for overseas study programs were considered critical to the development of MINEX?
6. What were the principal difficulties encountered during the 1965 MINEX program?
7. References were made by the students to the "ugly American types" who attended MINEX 1965. Is there any way of handling student selection so that the screening procedure might catch those who are not emotionally able to handle this type of experience?
8. What recommendations can be made for future student exchanges between the University of Nigeria and Michigan State University?
9. What additional MINEX research should take place?

Question one: What do you feel was the major motivation for those attending the 1965 MINEX program?

Dr. Cherney felt that a major motivation for those attending the 1965 MINEX program was that of reality testing. By attending such a program, the students were better able to determine whether they should pursue careers of an overseas nature. Those members of the group who were budding Africanists were thought to be motivated by a desire to gain some authenticity. Adventure was also stated as a major source of motivation.

Dr. Wyeth suggested that adventure was the primary motive and an interest in African studies was a secondary motive.

Question two: Would you have characterized the 1965 MINEX students as a cross-section of the University's student population at that time?

Neither Dr. Wyeth or Dr. Cherney felt that the American group could have been considered a cross-section of the university's student population at that time. Dr. Cherney indicated that the American students were a cut from the student population but not a cross-section. They were generally "B" or better students and most had had leadership roles in various organizations on campus.

Dr. Wyeth emphasized that money had been the primary reason for the inability to get a cross-section of the student population. Because there was little financial aid available to the American students, it eventually became a matter of simply finding "bodies" to fill the program. The Nigerian students were wholly subsidized and Dr. Wyeth felt that these students did represent a cross-section of the University of Nigeria's student population in 1965. The Nigerian students were so chosen that all the colleges of the University of Nigeria were represented.

Question three: How were the students expected to benefit from MINEX?

Generally, the American students were expected to gain insights into another culture and the problems of a developing nation. It was also hoped that this experience might help some students move toward sharpening their self-identification.

Dr. Cherney suggested that such on-site learning would assist the American students in making career choices which might take them to developing nations.

Nigerian students were expected to become familiar with a modern western technological society--especially as viewed through its educational system.

Question four: How were the University of Nigeria and Michigan State University expected to benefit from MINEX?

Both Dr. Wyeth and Dr. Cherney felt that the program would have helped build a lasting relationship between Michigan State University and the University of Nigeria through the exchange of students. Dr. Cherney thought that Michigan State University would also benefit through increased interest in Africa which would result in increased enrollment and in the further development of the African Studies Center.

Question five: What criteria for overseas study programs were considered critical to the development of MINEX 1965?

Dr. Cherney indicated that the experience had been developed so that it would not be solely a classroom experience. Nigeria or Michigan was to be observed firsthand. Both groups were able to obtain learning experiences that were not available at their home institutions. Moreover, instruction was to be handled by indigenous faculty. Dr. Wyeth also indicated that it was felt MINEX would enable

students to gain a true cross-cultural experience that would not only help them understand another culture but to better understand their own. The course work was oriented to the problems of the United States or Nigeria.

Question six: What were the principal difficulties encountered during the 1965 MINEX program?

According to Dr. Wyeth, there were a variety of problems in terms of selection, orientation, logistics, coordination, cooperation, and behavior. Primarily, there was not enough time to do justice to the program; there were never enough human and material resources--all stemming from a lack of sufficient financing. Dr. Cherney indicated that the recruitment of students for the program had been the major problem. Dr. Wyeth felt that the cost of the program to the American students was the primary reason for this recruitment problem.

Question seven: References were made by the students to the "ugly American types" who attended MINEX 1965. Is there any way of handling student selection so that the screening procedure might catch those who are not emotionally able to handle this type of experience?

Dr. Wyeth felt that if the American students could be wholly subsidized, as the Nigerians were, then those who had high interest in Africa could go rather than those with ability to pay who were improperly motivated. Dr. Cherney was not sure that ugly American types could be avoided no matter how thorough the screening.

Question eight: What recommendations can be made for future student exchanges between the University of Nigeria and Michigan State University?

Dr. Cherney suggested that it would be helpful to attempt to obtain a real cross-section of the Michigan State University's student population. He also felt that the group leaders should have prior experience in the country where they will serve. He would want any future exchanges to take place when the American students can be in close association with Nigerian students on the Nsukka campus. He recommended that the experience be lengthened to allow for more travel within the new culture.

Dr. Wyeth recommended that the MINEX program be lengthened to a full year abroad. Such an approach would be more economical and would ease the problem of transfer of credits. A year abroad would give students a better opportunity to really understand the culture. A wider range of academic programming would be available to the students. Dr. Wyeth further suggested that MINEX focus on the undergraduate. He felt that the special problems of graduate students complicated MINEX 1965. Also, he urgently felt that additional funding was necessary to democratize the selection of students.

Question nine: What additional MINEX research should take place?

Dr. Wyeth hoped that if such an exchange were to occur again that certain areas of research could be built into the

program. He would be interested in measuring the extent of consensus among the various groups involved in such a program--group leaders, students, administrative personnel, and faculty. He was also concerned about the optimal length of the experience. Do students gain most in a quarter, summer, or year?

Dr. Cherney suggested that, if it is ever possible, a study should be made in connection with those Nigerians who came to Michigan State. Additionally, the very positive feeling toward the program by the Americans who participated suggests that further research might try to determine what factors caused the enthusiasm for the program.

Summary

Whereas the MINEX student questionnaires indicated that the main motivation of the MINEX student was the desire to understand a non-western culture, Dr. Cherney ascribed their motivation to reality testing, need for authenticity, and adventure. Dr. Wyeth underscored adventure as the primary motive and interest in African studies as a secondary motive. Interestingly, adventure was mentioned by only three student respondents as their prime reason for going on MINEX.

Another difference in perception emerged over whether MINEX students were considered a cross-section of Michigan State University. The majority of students viewed their group as a cross-section. Neither Dr. Wyeth or Dr. Cherney did.

Because one-fifth of the MINEX students referred to ugly American types in the MINEX group as their most unpleasant experience, the faculty men were asked if there was any way of handling selection to eliminate these types. Dr. Wyeth thought that scholarship monies which would widen the number of applicants would result in better choices. Dr. Cherney knew of no testing or interviewing procedure which would eliminate the ugly American.

Salient recommendations for improving MINEX were:

1. Select a cross-section of Michigan State University's undergraduate student population
2. Select a group leader with prior experience in Nigeria
3. Hold program when more Nigerian students are on the Nsukka campus
4. Lengthen MINEX to allow for enrollment in regular ongoing classes and include more travel and observation
5. Obtain more adequate funding to permit larger student scholarships and to enrich programming.

CHAPTER VII

EVALUATION, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

This chapter will seek to evaluate the MINEX, 1965, program in terms of criteria for successful overseas study programs and with regard to student and faculty responses. Conclusions and implications will be drawn from the data previously presented in this study. Moreover, recommendations for future exchanges between African and United States Universities will be made. Finally, suggestions for future research will be indicated.

MINEX in Relation to Criteria for Successful Overseas Study Programs

I. Are the objectives of the sponsoring academic agency legitimate?

The objectives of Michigan State University and the University of Nigeria in the establishment of MINEX seemed most legitimate. Both universities sought a relationship which could extend beyond any formal governmental contracts. Also, both institutions wished to provide academic studies for their students which were unavailable at home.

II. Does the program accept any student who applies and pays the fees or are there appropriate bases

for selection such as:

1. Character, maturity, dependability, self-control, adaptability
2. High academic achievement
3. Some knowledge of the foreign country, its language and culture
4. Interest and involvement with foreign students on home campus
5. Absence of physical or psychological disabilities or handicaps.

American students

The selection of American students for MINEX 1965 only partially fulfilled the aforementioned standards. Students were interviewed to ascertain their character, maturity, dependability, self-control, and adaptability. They were checked to be sure they were in good physical and mental health.

American students generally had good grade point averages, but only a 2.0 ("C") was required for selection. Only some had shown interest and involvement with foreign students on campus. Prior knowledge of the foreign country, its language and culture became less important as it became necessary to fill the program in order to get special air-line rates.

Nigerian students

Selection of the Nigerian MINEX students in 1965 appears to have been handled well. A faculty committee selected students on the basis of character, maturity, dependability, self-control, and adaptability. They were also checked for good physical and mental health.

The grade point average required for the Nigerians was 2.5--not high, but higher than the American requirement. All participants spoke English and had some knowledge of this country and its culture. It could not be determined whether they had shown any interest or involvement with the very few American students on the Nsukka campus.

Because the Nigerians were fully subsidized, it was not necessary to compromise with quality as was done in the selection of Americans.

Are the students homogeneously grouped?

American students

The Americans were not homogeneously grouped. They were sophomores, juniors, seniors, and graduate students and came from a wide variety of disciplines.

Nigerian students

The Nigerian group was more homogeneous than the American. It was composed of freshman and sophomores only. Members came from a variety of disciplines and from the four regions of Nigeria. Dr. Cherney recalls that, despite

regional representation, the largest number of participants were Ibo.

III. Does the group leader have some familiarity with the foreign country, its culture and mores?
Is he willing to devote nearly his entire time to the group? Is he a mature adult?

The group leader for the American students did not have prior experience in Nigeria although he had had experience with groups--primarily church student groups. The leader did give a great deal of time to the group and was a mature individual. The Nigerian group leader was a member of the Law faculty of the University of Nigeria. While he did have prior experience in this country, he spent a great deal of time away from the students in pursuit of his own interests. Both group leaders partially fulfilled the requirements of the criteria.

IV. Is there something about the student's academic experience which does not duplicate his experiences at home ... course work which is taught much better abroad because of its relevancy to the environs?

The academic program for the Americans did fulfill this criteria.¹

¹See pages 24-25 of this text.

The Nigerian students took a required course focusing on American education which was not available at the Nsukka campus. However, they were permitted to elect one course of their choice at the MSU campus, which in some instances, duplicated Nsukka's offerings.

V. What academic control will there be?

Both the American and Nigerian students were expected to participate fully in their scheduled courses. The academic control of the courses was in the hands of the individual teacher who handled the course material and made specific academic demands of the students. The students were examined and grades were issued. There seemed to be adequate academic control of the programs.

VI. Will the students live and take their meals with foreign students?

This criteria was better fulfilled for the Nigerians than the Americans. Although the Nigerians were housed as a unit, they ate in the Case-Wonders¹ cafeteria with all the summer school students. While touring Michigan, they were housed in private homes. However, the American students were on the Nsukka campus during a period when the school was on vacation. Thus, their primary interaction with Nigerians came during their travel through Nigeria. Sending the American students to the Nsukka campus

¹See pages 28-29 of this study.

during a vacation period weakened the ability of the program to properly fulfill this criteria.

VII. If travel is mixed with study, what integration or relevancy exists?

The field trips for the Americans in Nigeria were an attempt¹ to help orient the students and to offer them some direct observation of some of the concepts stressed in the academic programs. However, the field trips for the Nigerians were primarily sight-seeing trips and had no relevancy to their required course in American education or the individual courses chosen by the Nigerians. No integration between field trips and course work existed for the Nigerians.

VIII. Is the program evaluated regularly in terms of its objectives? How effective is the instrument employed?

The program was not regularly evaluated in terms of its objectives. The questionnaires utilized immediately after the 1965 program seemed valid; however, no attempt was made to determine the reliability of the findings.

Conclusions and Implications

Conclusion I: That larger scholarships would have increased the number of American candidates from whom MINEX

¹See page 24 of this study.

students might have been selected.

Implication: That a wider number of American candidates might have resulted in better selection.

Conclusion II: That the most mentioned unpleasant experience which American MINEX students noted was with others who were perceived as ugly Americans.

Implication: That future MINEX selection committees should seek to screen ugly American types. That future MINEX orientation programs should consider the ugly American and his behavior. That future MINEX leaders be given responsibility for reprimanding ugly American types and, if necessary, sending them back to the states.

Conclusion III: That the majority of American MINEX students would recommend that all Michigan State University undergraduates should have overseas study experiences made available to them.

Implication: That support for expanded overseas study programs would probably come from students with previous overseas study experience.

Conclusion IV: That a high proportion of American MINEX students took courses in African studies upon their return.

Implication: That overseas study programs can contribute to the growth of on-campus foreign area studies programs.

Conclusion V: That approximately one-third of the American MINEX students sought jobs or graduate school work with international components.

Implication: That an overseas study opportunity may influence job choice and graduate school activity.

Conclusion VI: That American MINEX students maintained their interest in Nigeria after their return.

Implication: That overseas study may be an effective means by which to intensify and build concern for other peoples and nations.

Conclusion VII: That American MINEX students sought to communicate their experiences to community groups.

Implication: That one means of encouraging world affairs citizen education is through widened opportunities for overseas study.

Conclusion VIII: That American MINEX students tended to be sympathetic to the Biafran cause.

Implication: That on-site study may result in long lasting ties to a country or section of a country.

Recommendations for Future Exchanges Between
Michigan State University and the
University of Nigeria

1. The program should be extended to a full academic year. This should be done for four primary reasons. These are:

- (a) It would be more economical.
- (b) It would permit the students to have a more intensive and meaningful experience.
- (c) It would permit the American students to interact with the Nigerian students since they would be on the campus during the regular school.
- (d) It would permit the development of more relevant course material.

2. The primary student focus for MINEX should be at the undergraduate level--preferably sophomores and juniors. Such homogeneous grouping should result in a better learning situation. (Freshmen often have adjustment problems which can best be handled by the home institution.) The program should hopefully stimulate the returning student to take area studies and more course work dealing with developing nations.

3. The planning committee for MINEX should include representation from all the colleges within the universities. The problems of Nigeria are not limited to one discipline and this would provide a broader base for the academic program development. Students should also be included on the committee, especially those who have attended MINEX. Their thoughts should be invaluable in program development.

4. An appropriate means of permanently funding the program should be found. With adequate funding all interested

and qualified students would be able to participate.

Several methods of funding might be developed such as:

- (a) Special funds provided by the universities
- (b) Government grants
- (c) Private fund grants
- (d) Combination of any of the above.

Ideally, there would be no conditions attached to the funding.

5. The exchange of students should be limited to University of Nigeria and Michigan State University students.

Since one function of this exchange will be to further an ongoing relationship between the two institutions, the exchange should involve itself only with students from the two concerned institutions.

6. The emphasis in student selection should be placed on those students who are motivated toward careers which will involve them in overseas type professions. This should be true for the Nigerians as well as the Americans. This type of student would have the high motivation needed to carry a student through an academic year abroad.

7. A general education type seminar focussing on the nation's progress and problems should be developed which would sufficiently integrate the classroom experience and the in-country travel. A research paper which would cap the entire experience should be required.

8. Those students who participate in the program should not be housed as a unit while at the universities. Their dormitory assignments should be integrated throughout the universities' living areas. This would permit the MINEX students to build friendships with a variety of students.

9. The group leaders should have prior experience in and be thoroughly familiar with the culture to which they are bringing their students. This would permit them to maximize the students' observations and insights.

10. A continuing relationship between the MINEX program and the Office of Evaluation Services should be established so that a planned evaluation of the program can be carried forth. Students should be interviewed at the beginning of their programs to determine their level of knowledge, understandings, and opinions regarding the culture they are entering. They should also be interviewed near the end of the academic year to ascertain the changes they underwent. A year later they should be asked to fill out a written evaluation designed to reveal the impact of the program on them and provide suggestions for future programs. By establishing such methods for evaluation, the program would have constant up-to-date knowledge of its success or failure.

11. An alumni group composed of students and group leaders should be formed. Members of this group could be utilized in selection of future MINEX students and

development of their orientation. Future group leaders might also be chosen from such a group.

Recommendations for Additional Research

When the war between Biafra and Nigeria is over, an effort should be made to obtain responses of Nigerians who participated in MINEX. At a much later date, both Nigerians and Americans should be sent questionnaires seeking to discover what continuing impact, if any, MINEX has had on their life choices.

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APPENDICES

Dear _____,

To fulfill the requirements for my Master's Degree in International and Comparative Education at Michigan State University, I am doing an evaluation and analysis of the MINEX program. Although there has been a passage of time since your participation in MINEX, I would appreciate it very much if you would please fill out the questionnaire. A stamped envelope is enclosed for its return. As soon as the thesis is finished, a resume of the data will be sent to you.

Thank you very much for your time.

Elaine E. Cherney
(Mrs. Sheldon Cherney)
330 Margaret
East Lansing, Michigan 48823

1. Please describe your present work. _____

2. Have you been able to utilize your MINEX experience in your work? _____

3. Did your MINEX experience have any influence on your present job choice or graduate school activity? _____

4. Did your participation in MINEX cause you to take additional coursework in African Studies? Yes _____ No _____

5. What do you feel was the major motivation for those who attended MINEX?

6. Would you characterize your fellow MINEX students as a cross section of the university at that time? Yes _____ No _____

Comments _____

7. Would you have characterized yourself as a member of the dissident student movement at the time of MINEX? Yes _____ No _____

Comments _____

8. Have you kept in contact with anyone who went on the program with you?

Yes _____ No _____

9. Have you tried to maintain communication with anyone you met in Nigeria?

Yes _____ No _____

10. Have you given lectures on your experience? Yes _____ No _____

11. Would you care to return to Nigeria? Yes _____ No _____

Comments _____

12. Do you consider the Biafran cause in the present conflict just?

Yes _____ No _____

Comments _____

13. Do you feel an overseas study experience should be available for all undergraduate students at Michigan State University? Yes _____ No _____

14. If married, did you marry someone who has had an overseas study experience or some other overseas experience? Yes _____ No _____

15. If you had it to do over again, would you still have gone on the MINEX program?

Yes _____ No _____

Comments _____

16. What was your most pleasant experience during MINEX? _____

17. What was your most unpleasant experience during MINEX? _____

18. Is there anything you would like to add that I have not covered? _____

APPENDIX B

1. What do you feel was the major motivation for those who attended the 1965 MINEX program?
2. Would you have characterized the 1965 MINEX students as a cross-section of the university student population at that time?
3. How were the students expected to benefit from MINEX?
4. How were the University of Nigeria and Michigan State University expected to benefit from MINEX?
5. What criteria for overseas study programs were considered critical to the development of MINEX?
6. What were the principal difficulties encountered during the 1965 MINEX program?
7. References were made by the students to the "ugly American types" who attended MINEX 1965. Is there any way of handling student selection so that the screening procedure might catch those who are not emotionally able to handle this type of experience?
8. What recommendations can be made for future student exchanges between Michigan State University and the University of Nigeria?
9. What additional MINEX research should take place?

MINEX 1965

MEMO NO. 2RE: Reading Material on Africa

There are several interesting novels written on Africa by Africans.

NO LONGER AT EASE and THINGS FALL APART are two such novels written by a Nigerian, Chinua Achebe. These books are exceedingly easy to read and are very enjoyable. They reflect something of the dynamic social change which is occurring in the Nigerian Culture. Another novel is BEAUTIFUL FEATHERS.

The following will give you a better insight to Nigeria:

LAND AND PEOPLE IN NIGERIA - K. Buchanan and J. Pugh
University of London Press, 1955

AGRICULTURE AND ECOLOGY IN AFRICA - John Phillips
Faber and Faber, London, 1959

NIGERIA MAGAZINE - Publications Dept. of the Crown
Agents, 4 Milbank, London S. W. 1 (something like
National Geographic)

In addition to the few selections mentioned above, we are attaching two reading lists. One list contains those books in the University of Nigeria Program Library (Room 109) and the other is a list recommended for the MINEX group by Dr. George Ferns, MSU Advisor.

We will expect you to do some reading. We don't want you going to the University of Nigeria without being somewhat knowledgeable about Nigeria. On the other hand, we do not expect you to be experts.

Michigan State University

UNIVERSITY OF NIGERIA PROGRAM

LIBRARY

NIGERIA

Awo: The Autobiography of Chief Obafemi Awolowo, Chief Obafemi Awolowo

Zik: Selected Speeches of Dr. Nnamdi Azikiwe, Nnamdi Azikiwe

Land and People in Nigeria, K.M. Buchanan and J.C. Pugh

Not for Ourselves Alone, Robert C. Buckle 2 copies

Nigeria: Background to Nationalism, James S. Coleman 4 copies

A Short History of Nigeria, Michael Crowder 2 copies

Conversation in Yoruba and English, Chief Isaac O. Delano

New Nigerians, Mora Dickson

Groundwork of Nigerian Law, T.O. Elias

Nigerian Land Law and Custom, T.O. Elias

An Outline of Nigerian History, M.C. English

The Promise of Nigeria, Sam Epelle

Constitutional Developments in Nigeria, Kalu Ezera

Handbook of Commerce and Industry in Nigeria, Federal Department of
Commerce and Industries 3 copies

The Village Affairs, M.M. Green

Books About Nigeria - A Selected Reading List, John Harris

Nigerian Perspectives: An Historical Anthology, Thomas Hodgkin

Profile of Nigeria, Leonard S. Kenworthy

A Survey Study of Existing Secondary Grammar Education in Nigeria in
Comparison with the United States System, Christopher McHoney

Land Tenure and Land Administration in Nigeria and the Cameroon, C.K. Meek

Economic Survey of Nigeria, 1959, National Economic Council

Nigeria Magazine, No.68, No. 69, No. 70, No. 71

Eminent Nigerians of the Nineteenth Century, Nigerian Broadcasting Co.

Getting to Know Nigeria, Sam Olden

The Economic Development of Nigeria, Report of a Mission organized by the International Bank for Reconstruction and Development at the request of the Government of Nigeria and the United Kingdom

Nigeria: The Political and Economic Background, Royal Institute of International Affairs

The New Nigerian Elite, Hugh Smythe, Mabel Smythe

Nigeria Yearbook, 1962 and 1964, Times Press, Apapa

Nigeria, U.S. Department of Agriculture, Washington D.C.

Nigeria, Determinants of Projected Level of Demand, Supply, and Imports of Farm Products in 1965 and 1975

Progress of the United States Economic and Technical Assistance Program Work in Nigeria Through 1963, USAID

The Rice Industry in the Abakalike Area of Eastern Nigeria, Delane E. Welsch

AFRICA - Education

African Women Educators Project, Agency for International Development
2 copies

Education in Emerging Africa, S. Cole Brembeck and John P. Keith 2 copies

Universities: Commonwealth and American, Oliver C. Carmichael

Report of the Commonwealth Conference on the Teaching of English as a Second Language, Makerere College

Letters to a Vice-Chancellor, James Dundonald 2 copies

Education and Change, R.A. Hodgkin

Phelp-Stokes Reports on Education in Africa, L.J. Lewis

Development of Education in Africa, A Selected and Annotated Bibliography,
Michigan State University/University of Nigeria

Tradition of African Education, Edited by David G. Scanlon

The Development of Higher Education in Africa, UNESCO

Education in Emerging Africa; A Select and Annotated Bibliography, Michigan
State University Education in Africa Series I, College of Education

The Educated African, Ruth Sloane

Science Teaching in the Secondary Schools of Tropical Africa, UNESCO

The University and World Affairs: The Report of the Committee on the
University and World Affairs

Education and Changing West African Culture, John Wilson

AFRICA - Fiction

No Longer At Ease, Chinua Achebe

Things Fall Apart, Chinua Achebe 4 copies

Okolo of Nigeria, Peter Buckley

The African Witch, Joyce Cary

Aissa Saved, Joyce Cary

Kossoh Town Boy, Robert Wellesley Cole

African Encounter: A Doctor in Nigeria, Robert Collis

Out of Africa, Isak Dinesen

Jaqua Nana, Cyprian Ekwensi

The Drummer Boy, Cyprian Ekwensi

The Passport of Mallam Ili, Cyprian Ekwensi

West Africa Vignettes, Elton C. Fax

The Ugly American, William J. Lederer and Eugene Burdick

Man in a Mirror, Richard Llewellyn 2 copies

Blade Among the Boys, Onuora Nzekwu

Wand of Noble Wood, Onuora Nzekwu

Vistas of Life, Mokwugo Okoye

African Verses, Peggy Rutherford

Seven Days to Lomaland, Esther Warner

AFRICA - General

Handbook of African Economic Development, Guy Beneveniste and William Moran, Jr.

West African Snakes, G.S. Cansdale

Markets in Africa, Paul Bohannon and George Dalton

Birds of the West African Town and Garden, J.A. Elgood

African Sketchbook, Frederick Franck

Africa, Angry Young Giant, Smith Hempston

Native Administration in the British African Territories, Part III, Lord Hailey

The New Face of Africa South of the Sahara, John Hughes

A Manual of Tropical Medicine, George Hunter, Wm. Frye, J. Clyde Swartzwelder

Africa A to Z, Robert Kane

Africa in Paperbacks, Douglas C. Kelley

Tropical Africa, George H.T. Kimble 2 sets

Africa, the Art of the Negro People, Elsy Leuzinger

Tropical and Subtropical Agriculture (2 volumes), J.J. Ochse, M.J. Soule, M.J. Dijkman, C. Wehlburg

Labour Problems in West Africa, J L. Roper

African Design, Margaret Trowell

A Review of the Natural Resources of the African Continent, UNESCO

The Dark Eye in Africa, Laurens VanDer Post

The Rebirth of African Civilization, Chancellor Williams

AFRICA - Political and Historical

The Political Economy of Growth, Paul A Baran

Africa South, Harm J. de Blij

Independence for Africa, Gwendolyn Carter 2 copies

Transition in Africa - Studies in Political Adaptation, Gwendolyn Carter and William Brown

Southern Rhodesia and the Central African Federation, T.R.M. Creighton

Black mother, Basil Davidson

The Nature of the Non-Western World, Vera Micheles Dean

The African Nations and World Solidarity, Mamdou Dia

Government and Politics in Africa, T.O. Elias

From Empire to Nation: The Rise to Self-Assertion of Asian and African Peoples, Rupert Emerson

African Political Systems, M.Fortes and E.E. Evans-Pritchard

Inside Africa, John Gunther 2 copies

Africa Today and Tomorrow, John Hatch 3 copies

The Map Approach to African History, A.M. Healy and E.R. Vere-Hodge

The Congo: A Brief History and Appraisal, Maurice N. Hennesy

Nationalism in Colonial Africa, Thomas Hodgkin

An Atlas of Africa, J.F. Horrabin 2 copies

The New Leaders of Africa, Rolf Italiaander

Congo Disaster, Colin Legum 2 copies

Profiles of African Leaders, Thomas Patrick Melady

A Short History of Africa, Roland Oliver and J.D. Page 3 copies

The Colonial Reckoning, Margery Perham

Kwame Nkrumah and the Future of Africa, John Phillips

African Presence in World Affairs, Arnold Rivkin

Africa and the West, Arnold Rivkin

African Profiles, Ronald Segal

Politics in Africa, Herbert Spiro

The Rich and the Poor: A Study of the Economics of Rising Expectations,
Robert Theobald

Contemporary Africa: Continent in Transition, T. Walter Wallbank

Africa: The Roots of Revolt, Jack Woddis

Local Government in West Africa, Ronald Wraith

AFRICA- Sociological

Continuity and Change in African Culture, Bascom and Herskovits 2 copies

The Image, Knowledge in Life and Society, Kenneth E. Boulding

The Human Factor in Changing Africa, Melville Herskovits

The New Societies of Tropical Africa, Guy Hunter 2 copies

Social Implications of Industrialization and Urbanization in Africa South
of the Sahara, International African Institute

Muntu, The New African Culture, Janheinz Jahn

The Progress and Evolution of Man in Africa, L.S.B. Leakey

Freedom and Culture, Dorothy Lee

Family and Social Change in an African City, Peter Marris

Cultural Patterns and Technical Change, Margaret Mead

Africa: Its Peoples and Their Culture History, George Peter Murdoch

Cultures and Societies of Africa, Simon and Phoebe Ottenberg

West African Religion, Geoffrey Parrinder

Labour Problems in West Africa, J.L. Roper

The Lonely African, Colin M. Turnbull

The Rebirth of African Civilization, Chancellor Williams

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AFRICA - The United States and Africa: Books for Americans Going Abroad

The United States and Africa, The American Assembly 3 copies

The American Negro Writer and His Roots, Selected Papers from the First
Conference of Negro Writers, American Society for African Culture

Africa's Challenge to America, Chester Bowles

Living Abroad, Eleanore Pierce, Pan American

The Search for America, Huston Smith, Editor

The United States in World Affairs, 1960, Richard P. Stebbins

Africa and the United States. Images and Realities, United States National
Conference for UNESCO 3 copies

DEVELOPMENT

The Politics of Developing Areas, Gabriel Almond and James S. Coleman
2 copies

Introducing Social Change, Conrad M. Arensberg and Arthur H. Nichoff

Development of the Emerging Countries: An Agency for Research, Brookings
Institute

Agriculture in Economic Development, Carl K. Eicher and Lawrence W. Witt

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The Underdeveloped Lands, De Vere E. Pentony

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New Frontiers for American Youth: Perspective on the Peace Corps, Maurice
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The Functions of the Executive, Chester I. Barnard

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Progress of the United States Economic and Technical Assistance Program
Work in Nigeria Through 1963, USAID

January, 1965

SUGGESTED BACKGROUND READINGS FOR MINEX GROUP

Prepared by:

**Dr. George Ferns
MSU Advisor
University of Nigeria**

I. SUGGESTED BACKGROUND READINGS FOR MINEX GROUP

Prepared by: Dr. George Ferns, MSU Advisor, University of Nigeria

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II. TEXT AND REFERENCE BOOKS

A. Geography - Mr. Inyang

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2. Reference Books - (Primary)

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Press

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Wheare, J., The Nigerian Legislative Council, London: Faber &
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Nigeria, Lagos.

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Law

Emerson, Rupert, From Empire to Nation, Harvard University
Press

Davies, H. O., Nigeria: Prospects for Democracy.

Zolberty, One-Party Government in the Ivory Coast, Princeton
University Press.

C. Sociology

1. Text Books

Ndem, Ibos in Contemporary Nigerian Politics, (to be purchased
the University of Nigeria, Nsukka, Nigeria Bookstore for
about 50 cents.)

Pritchard & Fortes (editors), African Political Systems,
Oxford University Press.

Radcliffe-Brown and Forde (editors), African Systems of Kin-
ship and Marriage, Oxford University Press.

Schapera, Politics and Government in Tribal Societies,
Oxford University Press.

2. Reference Books - (rincipal)

Cavan, R. S., Criminology, New York: Lippincott

MacIver, R., Theories of Social Causation.

Sorokin, Social Mobility

Sorokin, Society, Culture, and Personality, Harper Bros.

Gluchman, Judicial Process Among the Barotse of Northern Rhodesia, Manchester University Press.

Herskovits, The Human Factor in Changing Africa, London: Routledge and Paul.

Sutherland & Cressey, Principles of Criminology, New York: Lippencoff Company

Herskovits & Bascom, Continuity and Change in Africa, Chicago: University of Chicago Press

Southall (editor), Social Change in Modern Africa, Oxford University Press.

3. Reference Books - (Others)

Mair, P., A Survey of African Marriages, Oxford University Press

Schapera, I, Married Life Among the Bantus

Evan-Pritchard, The Nuer, Oxford University Press.

Meek, C. K., Law and Authority in a Nigerian Tribe, Oxford University Press.

Elias, T. O., The Nature of African Customary Law, Manchester University Press.

Smythe & Smythe, The New Nigerian Elite: Standord University Press.

Tannenbaum, F., Crime and the Community, New York: Columbia University Press

Abrahamsen, D., Who Are Guilty, New York: Rinehort & Co.

Scott, G. R., The History of Capital Punishment, London: Torchstream Books.

C. Sociology (Cont'd.)

Melinowski, B., Crime and Custom in Savage Society,
Patterson, N. J.: Littlefield Adams & Company

Ardener, E., Divorce and Fertility (An African Study),
London: Oxford University Press.

Henriques, F., Prostitution and Society, London: Mac-
Gibbon and Lee.

Hailey, W. M., An African Survey, London: Oxford University
Press.

Mead, Margaret, Cultural Patterns and Technical Change, New
York: New American Library (Mentor Book)

Dean, V. M., The Nature of the Non-Western World, New York:
New American Library (Mentor Book)

Spicer, E. H., Human Problems in Technological Change, New
York: Russell Sage Foundation.

APPENDIX D

MINEX 1965 EVALUATION A OF MINEX II 27 June, 1965

The purpose of this evaluation, and those to follow, is to improve the program for the following year. Please be very frank, and give us the benefit of your criticism. There will be other evaluations to follow, this one covers only the orientation prior to leaving Michigan State University.

On the line scales, simply place a mark (?/) along the scale where you think best describes your answer to the question, and add what further comments you consider necessary.

I. Selection

- (a) How appropriate was the student selection procedure and how could it be improved?

II. Orientation

- (a) Number of sessions.

too _____ about _____ too
few _____ right _____ many

Comments:

- (b) Length of sessions.

too _____ about _____ too
short _____ right _____ long

Comments:

- (c) Administrators of the orientation.

poorly _____ adequate _____ well
informed _____ informed

reluctant _____ eager to
to help _____ help

Comments:

(d) Travel preparation information.

inadequate _____ adequate

Comments:

(e) Information on Nigeria.

insufficient _____ sufficient

Comments:

(f) What sessions were most helpful?

(g) What sessions could be deleted?

(h) What subjects not included would you recommend be included in future orientations?

(i) In addition to the subjects discussed, what changes would you suggest in the manner in which the stateside orientation was carried out?

EVALUATION B OF MINEX II
30 July, 1965

III. Courses of Instruction:

- (a) Do you feel that the courses selected for the program were appropriate? ____ If not, please give the reasons for your opinion:
- (b) What other course do you think should be offered in the future?
- (c) Does the pattern of three courses for nine credits constitute too heavy an academic load? ____ Too light? ____ Comments:
- (d) What changes would you suggest in the daily schedule of classes?
- (e) How would you evaluate the instructors?

(f) Did you have adequate time for study?

(g) What reactions do you have to the pace of the program in its entirety:

(h) Other suggestions or comments:

IV. Library:

(a) How adequate and available were the library resources for your needs?

EVALUATION C OF MINEX II
30 July, 1965

V. FIELD TRIPS

- | | |
|-----------------------|-----------------------------------------|
| 1. Sunday, 27 June | Aku (Odo) |
| 2. Monday, 5 July | Edem Ani or Akpa Edem or Uzi Edem |
| 3. Wednesday, 7 July | Ibagwa (blacksmiths) Nrobo (pottery) |
| 4. Monday, 19 July | Opi (dibia and shrine) |
| 5. Wednesday, 21 July | Obollo Afor (market) |
| 6. Friday, 23 July | Iheaka (optional, dancers) |
| 7. Wednesday, 28 July | Abbi (optional) |

(a) What field trips did you find most interesting and helpful?

(b) Which least so?

(c) What trips, or parts of trips, should be omitted entirely?

(d) Are you aware of any activities or places that you were not able to visit which future groups should include in their itineraries?

(e) What changes would you suggest in the manner in which field trips were conducted?

(f) In what way could field trips be better coordinated with instruction?

(g) Other comments or suggestions:

VI. Special Guest Lectures: (Political Science, Customary Law)

(a) Which were most interesting and/or informative?

(b) Which least so?

(c) What other topics would you like to have had discussed?

(d) Other comments:

VII. Social and Recreational Aspects

- (a) Too many social activities? _____
- (b) Too few social activities? _____
- (c) Too formal? _____
- (d) Too informal? _____
- (e) Were activities properly balanced? (i.e., physical recreation with social events.) Please comment:
- (f) Too much or too little "free time"?
- (g) Based upon your experience, how much cash should a MINEX student bring?
- Maximum _____
- Minimum _____
- (h) Other comments or suggestions:

VIII. Accommodations:

- (a) Were living accommodations adequate for your needs?

(b) Did you feel that there were any unnecessary difficulties with which you had to contend? If so, please specify.

(c) Any comment about the food?

(d) Other comments or suggestions:

IX. EASTERN REGION TOUR

(a) What part of this tour did you find most interesting and helpful?

(b) Which least so?

(c) Are you aware of any activities or places that you were not able to visit which future groups should include in their itineraries?

(d) What changes would you suggest in the manner in which the Eastern tour was conducted?

(e) Other comments or suggestions?

101
EVALUATION D OF MINEX II
10 August, 1965

X. NORTHERN REGION TOUR

- (a) What part of this tour did you find most interesting and helpful?

- (b) Which least so?

- (c) Are you aware of any activities or places that you were not able to visit which future groups should include in their itineraries?

- (d) What changes would you suggest in the manner in which the Northern tour was conducted?

- (e) Other comments or suggestions?

XI. GENERAL

- (a) What aspects of the MINEX program have been most satisfying to you?

(b) Which were unsatisfying or frustrating?

(c) What viewpoints that you held prior to the MINEX experience have been significantly altered?

(d) What advice would you give to members of the next MINEX delegation to Nigeria?

(e) Has the experience been worth the time, effort, and cost?

(f) Have you experienced any significant difficulty in adjusting to:

The Nigerian climate?

The University organization?

The instructional patterns?

Student personnel policies?

Other?

- (g) Do you have any suggestions on qualifications that the group leaders should have?
- (h) What do you think of the way this year's group leaders carried out their responsibilities?
- (i) Possibly the above questions have triggered additional reactions. Fire away!!

COMPILATION OF MINEX EVALUATION - 1965

These are the results of the first part of a two part evaluation taken by the Nigerian MINEX students at the end of their five week visit on the MSU campus. Twenty-one of the twenty-three students completed the evaluation. The evaluation demonstrates the total group response.

(1) When asked what two things were the most pleasing to them while at MSU they replied as follows:

- * (1) A. the dedication of the professors to duty
- (2) B. the student relations
- (1) C. the politeness of the faculty & staff
- (2) D. the informality & determination of the lecturers & students
- (1) E. the free medical facilities extended
- (1) F. the furnishings of the buildings
- (1) G. the spirit of hard work & faith in the dignity of labor shown by the MSU students
- (1) H. the rapport between lecturers & students
- (1) I. the lectures on American system of education
- (1) J. the school of Urban Planning & Landscape Architecture
- (1) K. the lecturers approach to their work - efficiency & planning
- (3) L. the hospitality & friendliness of some students & others
- (2) M. gained excellent learning experiences in my field
- (1) N. My view of life widened.
- (4) O. visit to the planetarium
- (2) P. the dedication of all (students, faculty, staff)
- (2) Q. the general run of affairs at MSU
- (1) R. the high standard of living for all
- (1) S. the work in the laboratory
- (1) T. the visits to various places
- (1) U. the visits with the American families
- (1) V. the lectures in music
- (2) W. the opportunity to compare cultures, of meeting and exchanging ideas
- (1) X. the friends I've made
- (1) Y. the readiness of officials (particularly in the International Center) to help when in need
- (2) Z. the social life on and off campus (sports, activities, etc).
- (2) a. the hospitality of the American people

* indicates the number of responses of each statement

(2) When the students were asked what two things were the most displeasing to them while at MSU they replied as follows:

- (1) A. the superficial attitudes of some
- (1) B. the intolerance of some when the culture differs
- (1) C. the shyness of most American students
- (1) D. the early rising of the sun
- (1) E. sexual laxity
- (5) F. the uncomprising remarks made about us without reason
- (4) G. the food (especially the first two weeks)
- (2) H. the attitude toward foreigners
- (1) I. most students are introducing racial segregation into the campus
- (1) J. too much work pressure
- (1) K. the stealing of money from my room
- (1) L. having all of the Nigerians housed in Case Hall
- (1) M. the unstable climate
- (1) N. no bus service outside the MINEX program
- (1) O. the shocking ignorance of students about world affairs
- (1) P. the conflict of culture
- (1) Q. discrimination
- (1) R. being required to enter exams that we were unprepared for under our circumstances
- (1) S. the lack of transportation off campus
- (1) T. the distance to my classes
- (2) U. the misunderstanding in Case Hall

(3) When asked about their work and activities the students replied as follows:

(1) I have been too busy, in fact, overworked by too much activity.

(12) I have really been busy but I have liked it this way.

(3) I would like to recommend the same pace for next year's group.

(5) Too much! reduce the amount of planned activities.

The comments accompanying this question were as follows:

- (1) A. more traveling to parts of the country other than Michigan
- (3) B. should be more informed & orientated about studies & exam procedures
- (1) C. shorter stay on the campus
- (1) D. more concentration on major subjects
- (1) E. too much reading & material for 5 weeks

- (1) F. did not become familiar with the campus
- (1) G. could not see where emphasis was placed on assignments or personal experiences
- (2) H. could not combine heavy academic work & activities properly
- (1) I. places of personal interest could not be seen because of heavy work load
- (1) J. although well planned class programs should be limited to one course
- (2) K. reduce the reading in Education 482

(4) When asked if the next MINEX group should earn six credits from two courses the students replied as follows:

11 said to keep it the same

10 said to change it adding these suggestions:

- (2) A. reduce the courses to 3 credits
- (1) B. reduce class assignments but maintain the number of credits
- (2) C. give more credits for elective courses
- (1) D. study only the history of American education
- (3) choice of courses should be optional or in one's major
- (1) would like to know more about the American Political set-up
- (1) have more seminars

(5) Concerning the sufficient opportunity for physical recreations the students replied as follows:

8 Yes, there has been the opportunity and I have taken advantage of it.

7 There has been the opportunity but I haven't taken advantage of it.

5 It took too much of my time so I let this part of my program slide by.

1 I felt the opportunity for physical recreation was lacking.

- (6) When asked to evaluate the campus tours and the local tours the students replied as follows:

- 11 Very educational and there should have been more of them.
- 4 Very educational but they took too much time away from study time.
- 0 They didn't serve the educational purpose for which they were intended.
- 6 The number and kinds of tours were optional and the same should be repeated for next year's MINEX students.

The students suggested these measures:

- (1) A. early visits to the art centre & museum
- (1) B. should meet the President to increase satisfaction
- (1) C. more local tours to business & industrial concerns
- (1) D. under too much pressure to enjoy them - reduce pressure
- (1) E. tours should be made in one's major field
- (1) F. number of options should be less
- (1) G. there should be more if the work load could be reduced
- (1) H. although educational there shouldn't be too many in light of the circumstances
- (1) I. students enjoy & profit more from the tours than from the book work

- (7) The students were asked to rate each of the tours. (1) is low, meaning the tour had little or no value to them; (5) is high, meaning it was outstanding.

| TOUR | 0 | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------------------------------|----|---|---|---|---|----|
| <u>State Journal</u> Newspaper | 1* | 1 | 1 | 5 | 8 | 5 |
| MSU WMSB TV | 3* | 0 | 0 | 4 | 6 | 8 |
| Planetarium | 1* | 0 | 0 | 0 | 0 | 20 |
| State Capital | 5* | 0 | 0 | 2 | 7 | 7 |
| Okemos Vocational High School & MSU Poultry & Mink Farms | 1* | 0 | 2 | 3 | 7 | 8 |
| Tour of the Campus (first day) | 1* | 4 | 0 | 2 | 5 | 9 |

* indicates no reply

- (8) The students were asked to suggest items that they would have liked included in their program that hadn't been included. They suggested the following: (each student was asked to list one or two)

- (1) A. lectures from some distinct personalities
- (2) B. a visit to the U.S. Capital in Washington, D.C.
- (1) C. formal discussion between the American & Nigerian students concerning areas of culture & customary values.
- (1) D. a well organized study of the museum
- (1) E. a visit to a primary school
- (1) F. a tour of New York City
- (1) G. a talk with the registrar or President of MSU
- (1) H. dinner with the President
- (1) I. meeting with the Governor of Michigan
- (2) J. a visit to the World's Fair
- (1) K. a visit to an Indian Reservation
- (1) L. spending weekends with American families
- (1) M. visiting a local motor car company
- (1) N. shows - concerts - music
- (1) O. visits to places other than MSU
- (1) P. organized games
- (1) Q. more faculty & administration discussions (informal)
- (8) R. no comments or suggestions

- (9) When asked how many times they used the library the students gave these answers:

8 1 to 3 times
6 4 to 8 times
7 8 times or more
0 didn't need the library

- (10) When asked if they felt that they were under undue pressure to study the students replied:

14 yes 5 no 2 no reply

Did they have adequate time to study? 12 said yes

9 said no

- (11) The students rated each of the persons listed below (5 is high).

| | <u>0</u> | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | |
|-------------------------------------------------------|----------|----------|----------|----------|----------|----------|-----------------|
| The professor of your elective course | 0 | 0 | 0 | 2 | 1 | 18 | |
| The Graduate Assistant Adviser at Case Hall | 2 | 2 | 1 | 4 | 10 | 2 | |
| The Resident Adviser at Case Hall | 1 | 0 | 1 | 4 | 11 | 4 | |
| The MINEX coordinators in the Nigerian Program office | 0 | 0 | 0 | 1 | 2 | 18 | |
| Your Academic Adviser (the person who enrolled you) | 0 | 0 | 1 | 2 | 5 | 13 | |
| Your group leader | 0 | 0 | 0 | 1 | 6 | 14 | |
| A friend you have made at Case Hall | 2 | 1 | 2 | 1 | 7 | 7 | |
| A member of your own group | 0 | 1 | 1 | 1 | 7 | 7 | (1 no comment) |
| Some other person (describe) | 0 | 0 | 0 | 0 | 2 | 16 | (3 no comment) |

The persons they described are as follows:

- (3) Nigerian students studying here
- (1) Uel Blank - Institute of Comm. Dept.
- (1) Miss Ann Field
- (1) President of the African Club
- (1) Families I visited
- (1) Friends off campus
- (1) Rev. Brother Terry
- (1) Friends on campus
- (1) Mr. Lyle Price of the Conservation Dept.
- (1) Tom Thorburn an Animal Husbandry student
- (1) Mr. & Mrs. Bank of Continuing Education
- (1) Mr. Emmett Clark an American friend
- (1) A member of the Peace Corps

(12) The students reacted to the following questions:

(They checked all that applied)

2 I didn't know what kind of behavior was expected of me.

8 I felt at ease.

5 I experienced considerable cultural shock.

2 I felt that the rules and regulations were adequately explained

6 We all needed much more guidance than we received.

9 After the haze of the first couple of weeks I felt at home at MSU.

Their comments were as follows:

- A. most exciting experience of my life
- B. improve method of transmitting information in Case Hall
- C. Once adjusted I got along fine.
- D. I felt at home at once because of the friendliness of the students.
- E. More personal contact can increase the already high guidance given.
- F. Behavior differences due to culture should be explained beforehand.
- G. Students (Nigerians should bring more pocket money.
- H. Regulations should be sent to Nigeria for the future students. We could help.

(13) The students rated their elective course as follows:

17 An excellent learning experience

3 Average learning experience

0 Actually I am very disappointed in my elective course

1 No comment

What type of course did you have?

16 Straight lecture course

5 Laboratory or special problems course

Which would you recommend and Why?

- (1) Ed. 482 should be converted to seminar
- (1) should take Eng. 480 here as it is not offered at U of N
- (4) both types equally as good
- (4) lab. & special problems courses gives a more practical approach to the students

- (8) depends on the course
- (2) straight lecture course
- (1) electives give opportunity to take what we are interested in
- (1) we were too restricted in our course choice

(14) The students evaluated their social life at MSU as follows:

In how many different American homes did you visit? (check one)

7 1 to 3

11 4 to 6

3 6 or more

They listed 3 or 4 social activities which they enjoyed the most (not connected with the MINEX program).

- (13) mixers
- (9) parties
- (8) picnics
- (8) sports
- (2) discussions
- (2) a play at Demonstration Hall
- (3) dinners
- (1) watching activities at the lakes
- (2) visiting places
- (2) dating
- (3) variety show
- (1) church services
- (1) fireworks
- (1) visit at the Harris home
- (1) driving
- (1) naming ceremony

Have you had sufficient opportunity to meet MSU students?

15 yes 6 no

In which environments have you been best able to meet MSU students?
(check all that apply)

- 4 dormitory
- 13 cafeteria
- 9 classrooms
- 7 social gatherings
- 3 sports activities

(15) The students suggested the following improvements for the MINEX program next year.

- (3) 1. Work load should be reduced so that the participants may enjoy their extra-curricular programs. Also, increase the extra-curricula activities.
- (2) 2. American students should be aware of our cultural differences so as to avoid unnecessary comments.
- (1) 3. The Nigerian students should know why we were kept in the compound.
- (1) 4. The students should know what aspects of our trip are most important --social or academic.
- (1) 5. Distinguished people should speak to us on various topics.
- (1) 6. Off-campus experience is essential.
- (1) 7. Each student should have one course in his major field.
- (1) 8. Three to four lectures should be arranged weekly for the group together while on campus - lectures to be academic, social, political, musical, etc.
- (1) 9. The program should not entail any academic pursuit but rather geared towards general operations of activities at MSU.
- (1) 10. Organize some sporting activities, picnics, get-togethers, etc.
- (1) 11. The MINEX students should strive to conform to the rules & regulations of the University while on campus.
- (2) 12. The MINEX students should share rooms with the American students.
- (2) 13. A thorough orientation for the first two days at MSU.
- (1) 14. Students should be made to attend all activities.
- (1) 15. Local bus tours should extend to business undertakings.
- (2) 16. MINEX students could be provided with bicycles to increase mobility & increase chances of meeting with people.
- (1) 17. A shorter stay on campus would give more time to meet the ordinary American.
- (1) 18. Assign each Nigerian student an American friend to orientate him to the way of life & help with questions that arise.

COMPILATION OF THE MINEX EVALUATION TWO WEEK FIELD TOUR 1965

(based on the twenty evaluations that were returned)

1. What is your overall appraisal of the field trip starting in Grand Rapids on July 29? (check every response that describes your true feelings)

The students responded as follows:

1. 17 The two week field trip was what I wanted and expected.
2. 18 Overall, it was well organized.
3. 2 I found all the daytime trips too boring.
4. 7 Some thought the two weeks was physically exhausting, but I didn't.
5. 16 Staying with host families was the highlight of the whole two weeks.
6. 9 Staying with host families was great but the daytime activities was a better learning experience.
7. 0 I would prefer to stay in a hotel every night.
8. 13 The food was better during these two weeks than as Case Hall.
9. 7 Next year the number of activities should be reduced and give the group more time to relax.
10. 1 I felt like I was always being led around and I was at the mercy of the leader.

2. Rate each of the following activities from 1 to 5.

5 means excellent group activity and that MINEX III (next year) must experience . 4 means that it was an excellent experience for you but may not have been for all the group. 3 means that it was neither outstanding nor was it necessarily a poor experience but average. 2 means that the value of the experience is a little doubtful and that it's exclusion should be carefully considered next year. 1 means that the activity should definitely be excluded next year. 0 indicates no reply.

| | 0 | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------|---|---|---|---|---|----|
| a) meeting with mayor in Grand Rapids on city government | 2 | 1 | 0 | 1 | 6 | 10 |
| b) luncheon at Judge Letts' house | 1 | 0 | 0 | 1 | 2 | 16 |
| c) tour of Steelcase Furniture Company | 2 | 0 | 0 | 2 | 4 | 12 |
| d) visit to the various Continuing Education Centers | 2 | 0 | 1 | 3 | 9 | 5 |
| e) Visit to Interlochen Music Camp | 1 | 0 | 0 | 0 | 9 | 10 |
| f) visit to Traverse City State Hospital | 0 | 0 | 0 | 2 | 9 | 9 |
| g) inspection of the cherry industry | 1 | 0 | 1 | 3 | 5 | 10 |

| | 0 | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------|----------|----------|----------|----------|----------|-----------|
| h) stopover at Mr. Hawley's place | <u>1</u> | <u>0</u> | <u>0</u> | <u>4</u> | <u>1</u> | <u>17</u> |
| i) visit to Dow Corning plant (morning tour) | 1 | 0 | 0 | 3 | 6 | 10 |
| j) visit to Dow Chemical plant (afternoon tour) | 1 | 0 | 0 | 2 | 5 | 12 |
| k) visit to Michigan Bean Co. | 2 | 0 | 2 | 3 | 10 | 3 |
| l) visit to Farm Bureau Grain terminal | 1 | 0 | 0 | 7 | 8 | 4 |
| m) visit with Mott Foundation in Flint | 2 | 0 | 0 | 4 | 8 | 6 |
| n) tour and visit at Oakland University | 1 | 0 | 0 | 3 | 7 | 9 |
| o) Detroit Symphony Orchestra | 2 | 0 | 0 | 2 | 7 | 9 |
| p) Chancellor's Reception at Oakland | 4 | 0 | 0 | 5 | 1 | 10 |
| q) tour of Pontiac School system | 5 | 0 | 2 | 2 | 5 | 6 |
| r) tour of Ford River Rouge Plant | 8 | 0 | 0 | 0 | 1 | 11 |
| s) tour of Greenfield Village | 13 | 0 | 0 | 1 | 2 | 4 |

3. Which of the following places gave the group the best reception.
(Check one)

1. 2 Grand Rapids 3. 3 Saginaw
2. 13 Traverse City 4. 1 Oakland

4. Mark the three places which seemed to you to be the best organized in
respect to directing your group. (check three)

1. 11 Grand Rapids 5. 8 Oakland
2. 18 Trave se City 6. 3 Pontiac
3. 5 Saginaw 7. 5 Ford Motor Company
4. 0 Flint

5. What two things did you like best about the entire two week field trip? (two highlights)

*(1) visit at Hawley's

(1) visit to extension centres

(1) reception of Rotary & Kiwani Clubs

(1) visit to Detroit

(6) visit to Interlochen

(2) Detroit Symphony

(6) our visits with the host families

(7) visits to the industries (Dow Corning, Dow Chemical, Ford, etc.)

(2) visit to the hospital

(2) experiences in Traverse City

(1) appraisal of the socio-economic environment

(1) staying in a hotel

(1) tour of the Pontiac school system

(1) I learned more about Michigan.

(1) the "free" periods

(1) visits of places of educational interest

(1) the adoption of education to suit local needs and the spirit of community "belongingness"

(1) the lessening of capitalism and the philanthropic attitudes of the "haves"

(1) meeting with people in different walks of life

6. What two things disappointed you the most?

(1) non-inclusion of a visit to the Detroit Zoo

(1) our stay at the Durant Hotel

(1) the inability to visit more interesting places because of time

(1) overnight at the hotel

(1) visit to the planetarium in Flint

* indicates the number of responses

- (1) Only two of the host families were Negro
 - (1) There didn't seem to be any arrangement to meet us in Flint.
 - (1) reception at Saginaw
 - (1) The tour should not be limited to Michigan State.
 - (1) Afternoon trips should be curtailed as this is the most boring part of the town.
 - (1) The length should be increased so as to see more places.
 - (1) too many activities--no time to relax
 - (1) not living in any large city
7. This question asked if there were any additional comments to be made.

The students felt as follows:

- (1) The group should visit the Upper Peninsula.
- (1) The field should include other states
- (1) The problem of the MINEX program is that just when you are getting used to a place you are whisked off to another place.

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