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The Ohio State University Ph.D. 1984

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A STUDY OF CURRICULAR REFORMS IN SELECTED NIGERIAN UNIVERSITIES SINCE INDEPENDENCE, 1960-84

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By
Egerton Oyenmwense Osunde
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* * * * *

The Ohio State University

1984

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All rights reserved.
Dedicated to my mother
Mrs. Ayi Beatrice Osunde (nee Sule Eke)
and
children:
Ifueko, Isoken, Uyioghosa, and
Osagie
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Studies in History of Education and Comparative Education.
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CHAPTER I
INTRODUCTION

A careful inspection of the nature of the curricula of Nigerian universities quickly reveals a phenomenon which can only be explicated in terms of historical occurrence. University education is indeed, like other aspects of western education and culture, alien to the Nigerian and, in general, to the African environment. The concept of a university was exported to Nigeria so recently as the late 1940's by the British Colonial government. The first such institution was the University College, Ibadan, which for seventeen years operated as a college of the University of London. Hence, in curriculum, policies and organization, its pattern was a replica of the English civic university. Lord Eric Ashby, later Vice-Chancellor of the University of Cambridge, England has remarked that "the characteristics of the University College, Ibadan, were unmistakably the image of its British origin: the imported pattern was not just a veneer, for it permeated the whole institution, its constitution, its standards, social functions, and the curriculum." This tradition remained for a long time, and was later to influence the style and practices of the
five other universities that were established soon after Nigeria gained independence in 1960.

The years prior to and following the Nigerian civil war witnessed Nigeria emerge as one of the world's leading exporters of crude-oil. With the petro-dollars, Nigeria, considering itself financially viable, was motivated to adopt measures to facilitate a rapid social, economic and technological development. The huge investment in all the sectors of the economy heightened the need for skilled manpower. This need and perhaps, the establishment of the University of Nigeria, Nsukka (which was fashioned on the American Land Grant model) by the Eastern Region Government of Nigeria, provided the first challenge to the ability of the English tradition of higher education to survive on the Nigerian soil.

Of the various forces also opposed to the British elitist tradition--the growth of Nigerian nationalism and the influence of both the Soviet Union and the United States of America--the American and the nationalist seem to be the greatest. The consequence of these influences on the curricula of Nigerian universities in the last quarter of a century is reflected in a departure from the inherited English tradition, especially in the ways the curricula and university policies are now being developed.
It is not unusual for nations to modify the curricula of their educational institutions to satisfy some immediate pressing desire. Very often, curricular changes do occur in response to historical, national, and political circumstances. For example, the curricula of public schools in the United States have always been changed in response to national and political needs, for as it has been pointed out, "in the early decades of the century when immigration was a national political issue, the curriculum emphasized Americanization, when totalitarianism threatened democratic institutions in the 1930's, education for democracy had its heyday; when, following World War II, the cold war and Sputnik challenged American's technological supremacy, curricula for scientific excellence quickly were assembled to meet the challenge." Endorsing this view, James McDonald also remarked that "it is not unreasonable to hypothesize that the American curriculum development projects were at least partially made possible by the U.S. role in the world and perhaps most specifically by her competition with Russia, symbolized by the response to Sputnik." If we were to examine this issue further, other examples of curricula changes effected in response to economic, defense, political and socio-cultural needs could be found in countries such as France, Germany, Japan, Sweden and probably Britain.
As in American schools at all levels, the curriculum of the universities in Nigeria has been undergoing a series of reforms in the urge to make it responsive to the needs of the country. In this regard, it seems that the suggestion by Lord Ashby in his report for the Commission on Post-Secondary Education, submitted to the Federal Government of Nigeria on the eve of independence, that Nigeria should evolve her own university pattern from studying the English and American systems, is now being actualized. Ashby puts his advice succinctly:

Let us add that Nigeria should not imitate American Land-Grant universities any more than she should imitate British universities. Neither kind of university should be imported unchanged to Nigeria; but both kinds have something to teach this country, and the lesson to be learnt from America includes diversity and flexibility.4

However, because of the youth of the Nigerian university system, it may take a while for the reforms to crystalize into what could be described as a genuine Nigerian model, just as it has taken the American universities almost two centuries to modify the German and British academic pattern for American purposes. Nonetheless, the significant changes that have already appeared on the Nigerian university scene are worth investigating and documenting.
The Conception of the Study

There is at present in Nigeria widespread interest and some public criticism of the nation's educational system. It is therefore desirable to seek to understand how educational reforms or changes can be accomplished in a developing country where the purposes of education are yet to be properly articulated. Furthermore, it would be of value to learn whether there is any similarity in the processes of initiating curricular reforms in Nigeria and those processes earlier utilized in other countries which undertook to reshape their systems of education.

In the last two decades, there has been a gradual increase in demands for educational reforms by Nigerian educators and professionals. They have wanted a change in the British orientation which characterizes the Nigerian system of education. The universities and other institutions of higher education were special targets for these criticisms because they epitomized the elitist English tradition—a legacy of the colonial era. These institutions have been admonished to africanize their programs and relate their activities to the needs of the Nigerian society. The criticisms of Nigerian universities, it seems, equally apply to the other African universities. For example, in July 1972, a group of concerned Africans, Nigerians, and American educators got
together for a conference under the auspices of the Association of African Universities, to criticize the foreign orientations of African universities and recommend measures for re-focusing academic programs in these universities to the needs of the nations in which they are located. Professor Yesufu, summarizes the views of the conference delegates on curricula reforms, eloquently in these words:

The consensus was that the contents of the African university have generally aped those of the western countries too uncritically. They are, at once, too academic, too narrow, and highly irrelevant. To the extent that a large body of research and academic theories and principles already existed from which local institutions could benefit, it is considered that the African university should lay emphasis in its curriculum on that which is of immediate practical value: the technology which is necessary to transform village agriculture and rural life, as well as the professions necessary to transform the modern largely foreign-dominated economic enclaves, into truly African ownership and control.5

On what the conference considered as an adequate curriculum for the universities, Yesufu notes:

... the narrow specialization which characterizes many university courses and curricula--culminating in honours degrees--was seriously called into question. The view was expressed that, with the current level of technology in Africa, and the shortage of trained manpower, flexibility, rather than narrow rigid specialization, should be the main feature of the
university curriculum.... The African university graduate, whether in economics, sociology, history, or engineering should, accordingly, be capable of providing leadership as a rural development officer, organizer and manager of a cooperative society, teacher, etc. There should, therefore, be more cross-fertilization of disciplines: the engineer should do some economics, history, sociology; and the historian should have some practical elements of rural development, constructing wells, simple building structures, etc.6

Nigeria has a highly centralized university system managed on behalf of the Federal government by the National Universities Commission. The Federal government, therefore, was expected to help implement the reforms. This hope has been realized through the introduction of several reform directives by the Federal government, intended to be applied from the first in the older universities. The resulting changes have since considerably altered the existing tradition and practices in a majority of the universities.

Irrespective of the consequences of these changes, very few published materials are available on the sources, processes and nature of the reforms.

Statement of the Problem

It is the purpose of this study to investigate the curricular changes which have occurred in some selected Nigerian universities
since independence. In other words, the study is to analyze the nature and extent of the reforms in the curricula of some older Nigerian universities which were originally patterned after the British model or style.

**Scope of the Study**

Although Professors Fafunwa and Hanson writing in 1974 pointed to some curricular changes attempted by a few of the Nigerian universities in their early years of existence, it is the assumption of this study that since their publication, far more comprehensive changes have occurred worthy of further examination. In spite of the fact that many of these changes were mere innovations within individual universities, today these institutional changes have become a national phenomenon through the interplay of external and internal influences. As Professor Philip Altbach has pointed out, concerning the evolution of the university in many new nations, there has been reform in the organizational structure, curriculum, and other aspects brought about by the interaction of forces within the academic, social and political arena.

This investigation, which will show the nature and extent of changes in the curricula of the universities, will illustrate the principle that although university programs and indeed, their general model, can be copied and imported from older nations,
eventually they will undergo a process of adaptation and reform appropriate to the needs of the new nation. This principle has been demonstrated by the cases of the American and Canadian universities. The American university tradition was initially derived from the German and English heritage, while the Canadian university evolved from the French, British, and German. Despite these colonial roots, today the American and Canadian institutions are genuinely oriented and are constantly adjusting to the needs of their societies.

For the purpose of this study, the term "curriculum" will refer to all the experiences which are offered to the student or learner under the auspices of the school. In this regard, the experiences that the students acquire include evaluation; for it is only through the evaluation component that the school can assess the quality and effectiveness of the planned curriculum. Consequently, this work will include areas such as examinations and grading, and issues related to admission of students. Since the main emphasis of this study is the nature of changes in the curricula of universities in Nigeria, no attempt is made to discuss areas such as administration, physical planning, finance, academic autonomy, etc., or any aspect not related to curriculum development and improvement.
The institutions selected as case studies for this inquiry are the Ahmadu Bello University, Zaria (founded 1962), The University of Benin (1971), and the University of Ibadan (1948). However, because of the relationship of these three institutions to those at Ife (1962), and Lagos (1962), it was desirable to include to a lesser degree these latter universities. The rationale for choosing these five universities for special emphasis was that they were developed exclusively on the British model. Factors such as geographical representation were also considered in the selection: these institutions are located in both the Northern and the Southern parts of the country. Moreover, the author has been associated with two of these universities either as a student or as a faculty member and has a wide acquaintance with the programs and personnel of the other institutions. Through this opportunity, he has been privileged to observe the reforms in the last twelve years.

Research Methodology

In accomplishing the objectives of this study, the author utilized different approaches in collecting the data. This was necessary in order to test the authenticity of the data collected from documents. Moreover, because using one approach of data-gathering may include its own particular bias, it was desirable
to supplement one with another to counteract the bias and particularly, to generate more adequate data. The following research methods were used:

1. Data were gathered from two types of published sources:
   a) Annual Reports, bulletins, calendars, and catalogs of the Universities covered by this study, and the Nigerian Universities Commission.
   b) Books, dissertations, and journal articles written by Nigerians and by foreign educators about the Nigerian universities, together with books about the nature of the British and American universities.

2. Questionnaire distributed to leading university administrators, and lecturers in Nigeria.

3. Interviews with selected distinguished Nigerian educators.

A majority of the published materials were located in the libraries of The Ohio State University, Columbus; Indiana University, Bloomington; the library of African Studies, Northwestern University, Evanston, Illinois; the Library of Congress, Washington, D.C.; library of the United States Office for International Development (USAID), Washington, D.C.; the Nigerian Universities Commission Office, Washington, D.C.; and in Nigeria, the Libraries of the Universities at Benin City, Ibadan, and the Ahmadu Bello University,
Zaria. The Archives of the Federal Government of Nigeria at Ibadan and Kaduna were also helpful in providing unpublished documents.

The questionnaire was administered to one hundred individuals in Nigeria. The sample was drawn from the following cadres of persons:

1. Fulltime teaching faculty members;
2. Deans of Faculties, Directors of Institutes, Heads of Academic Departments who are engaged partly in administration and teaching;
3. Fulltime University administrators who are not engaged in teaching, e.g., Vice-Chancellors, Deputy Vice-Chancellors, the University Registrars and a few of their staff;
4. Some Federal Government functionaries--Public Servants, e.g., the Executive Secretary of the Nigerian Universities Commission, Lagos; and
5. A few older individuals, now retired to private life, who in their careers were associated with the universities.

Some of these individuals (the fulltime teaching faculty) were picked randomly while the others were non-randomly selected. The
staff list printed in the calendars of the Nigerian universities was used for the random selection. The 1983 Commonwealth University Yearbook listing for Nigeria was again used in re-checking the present location of the faculty members. This was necessary because of the high rate of job mobility amongst academic staff in Nigeria.

After administering the questionnaire, a follow-up oral interview was conducted by the writer with some of the respondents. This gave them the opportunity to clarify their responses, and to further elaborate on some related issues which were not raised by the questionnaire or for which they might hesitate to express their ideas in writing.

Organization of the Dissertation

The next chapter will be devoted to a review of the history of higher education development in Nigeria. It would begin with a brief analysis of the impact of British colonialism on the evolution of higher education in West Africa. In addition, it would point to the effects of the interaction of the British, the Nigerian nationalist, and American universities on the Nigerian universities in recent years.

The next two chapters will provide a) an explication of the design of the questionnaire and the presentation of the findings
of the investigation using the questionnaire and related inte-
views, and b) an interpretation of the findings using the uni-
versity bulletins, calendars, prospectus, and other published
documents reviewed for this study.

The final chapter will be concerned with summarizing and
drawing conclusions about the reforms in the curricula of Nigerian
universities since independence.
FOOTNOTES


CHAPTER II
AN HISTORICAL REVIEW OF HIGHER EDUCATION
DEVELOPMENT IN NIGERIA

Western education was first introduced to West Africa and the area now known as Nigeria by the Portuguese towards the beginning of the sixteenth century. The Portuguese came to West Africa purposely to conduct commerce. In order to promote their commercial activities effectively with the Africans, as has been noted, the Portuguese had to introduce Western education and Christianity, which were "civilizing" and hence invaluable, not only to them, but also to other European traders, civil authorities, and missionaries at that time. To supplement the powers of education and Christianity, the trading merchants also had to use the force of arms. Fafunwa describes how, under the Portuguese, the early European administrators and missionaries were mutually dependent on one another in achieving their objectives clearly in these words:

... the missionaries depended on the Europeans for help in keeping the rebellious African chiefs in their place, while the European authorities hoped to conquer by religious persuasion what they failed to achieve by force of arms. The traders, on the other
hand, depended both on force of arms and missionary endeavor to achieve peaceful trade relations with the Africans. Commerce, Christianity and Colonialism, or Bible, Business and Bullets combined to exploit the African soul, his goods and his land.²

The earliest Portuguese merchants visited Benin and Lagos in 1472. A succession of other visits followed until about 1571. Through the help of the Portuguese, the Roman Catholic mission made their first trip to Benin in 1515. At Benin City, they established a school at the Palace of the Oba of Benin (King of Benin), for his sons and sons of his chiefs who have accepted Christianity.³ The Roman Catholic mission's educational and religious activities were short lived. They were halted by the ravages of the slave trade that became popular in West Africa towards the late 1500's.

In 1807 Britain and the other European nations announced the abolition of slave trade. Prior to this proclamation, Britain in 1787 created a colony of Sierra Leone, as a place where freed slaves rescued by the British squadrons on the high seas could be settled. A coastal town with good harbour facilities for the slave ships was named Freetown. Once there, the freed slaves were provided with education and Christian training by some missionary and private groups. In 1827, the Anglican Church Missionary
Society of the United Kingdom founded the Fourah Bay College in Sierra Leone. Initially, this school provided secondary and theological training. It trained church ministers, teachers and lay-workers for the church. By 1845, the college was elevated to a degree awarding institution. Therefore, the Fourah Bay College was the first institution in West Africa to provide a university education or any form of higher education for Africans.

From Sierra Leone, the missionaries began to move to other parts of West Africa. This movement was partly motivated by the fact that they have trained enough Africans who were willing to assist in penetrating the hinterland for evangelical work. Moreover, many of the freed Africans were Yoruba, from Nigeria, who by the late 1830's were in a position to return to their homeland. The first English-speaking Christian missionary left Sierra Leone for Nigeria in 1842. In this entourage, were Reverend Andrew Wilhelm from Abeokuta, T.B. Macaulay, and Samuel Ajayi Crowther. This missionary endeavor was more promising than the one of 1515 by the Roman Catholic Mission. This was definitely because of the assistance by the African ministers. Professor Ade Ajayi, former Vice-Chancellor of the University of Lagos and a reputed Nigerian historian has also confirmed this point. He acknowledged that it was the immigrants who introduced the
missionaries to the country, and they were an essential and integral part of the missionary movement. With the help of Rev. Samuel Ajayi Crowther, Andrew Wilhelm, and T.B. Macaulay, and William de Graft, a Ghanaian, the missionaries, established their missions and schools in Badagry, Abeokuta, and Lagos. From these cities, they began to extend their influence in Ogbomosho, Onitsha, Benin City, Warri, and Calabar.

The Church Missionary Society Grammar School, Lagos, founded in 1859, was the first secondary school in Nigeria. This was followed by the Roman Catholic St. Gregory College in 1876, and the Methodist Boys' High School in 1879. By 1925, there were almost thirty secondary and teachers' training institutions in the southern part of Nigeria. Also by this time, many parents, especially those in southern Nigeria, were already sending their children to universities in Great Britain, Ireland, and the United States of America for studies in disciplines like medicine, engineering, law, survey, political science, architecture, education, etc. These parents, according to Fafunwa, "had seen education as a key to human development and were determined to send their children, wards or relatives to school at any cost." Social clubs, ethnic groups, and organizations helped in supplementing the efforts of
the individual parents by awarding overseas scholarships to the
most promising children in their community.

In the decade following 1925, many of the students who were
sent to the United States, and Britain, for higher education
started to return home. Among them were Nwafor Orizu, Ozumba
Mbadiwe, Dr. Nnamdi Azikiwe, and Obafemi Awolowo. Not long after
they had settled to positions within the Colonial Civil Service,
and private enterprises, they began to add their voice to an
earlier agitation by the public for an institution of higher edu­
cation where Nigerian youths could earn a degree without having
to travel overseas. It is of relevance to note at this juncture,
that even before this demand by the Nigerian public, leaders from
Sierra Leone and the Gold Coast, medical doctors and others, had
in the late nineteenth century petitioned the British government
to consider setting up a university somewhere in West Africa.

The Nigerian demands later escalated into a powerful political
movement when it became clear that the Colonial government was not
prepared to invest in educational development, beyond the educa­
tional provision by the missionaries. The Colonial government
administrations, it seems, believed that Africans needed only a
technical education and not a university. As a result, they
made provisions to provide intermediate vocational training for
secondary school graduates in some of the Government Ministries and Departments. The disciplines in which such training was offered are the following: Survey (1908), Agriculture (1930), Pharmacy and Medicine (1930), Public Work (1931), Railway (1936), and Forestry (1938).12 These provisions did not satisfy the nationalist demands. They condemned the government's imperialist attitude, more especially, on any plan that recognized the African only as a means of production. As a solution to further nationalist demand, the Colonial government at last decided in 1933 to establish the Yaba Higher College, near Lagos.

The Yaba Higher College

Although the colonial government announced the approval for the founding of the Yaba Higher College in 1932, the institution did not start until January 19, 1934. Beside the demand by the Nigerian public for an institution of higher learning, it seems the Colonial government's decision was also influenced by the report of the Phelps-Stokes Commission. Initially, the Phelps-Stokes Commission of the United States was interested in the educational development of the Negroes in North America. But in 1920, it sent out a team to study the traditional education in Africa. This move forced the British Secretary of State for the colonies to set up an Advisory Committee on Education for Africa in 1923.
Confirming the indifferent attitude of the Colonial government, Gore has indicated that little concerted effort had been made either by the Colonial Office in London or the local colonial government to provide education for Africans before the arrival of the Phelps-Stokes Commission.\textsuperscript{13}

The Yaba Higher College offered courses in Engineering, Education, Medicine and Pharmacy. Mr. E.R.J. Hussey, then the Director of Education for the Colonial Office in Nigeria and the founder of the Yaba College program, explained at the opening of the school what its purpose would be:

First ... to provide well trained assistants for various departments of government and private enterprise. Second, there would be a close liaison between prospective employing departments and the Education department. There would be a section for the training of teachers of higher grade, and a commercial course. Third, the standard of the college would gradually rise and although no limit would be set to the scope of the institution, it may take a long time before it reaches the standard which must be its ultimate aim, that of a British University.\textsuperscript{14}

As was clearly stated by Mr. Hussey, graduates of Yaba College would receive a non-degree diploma and would be employed as medical assistants, agricultural assistants, and technical assistants. By contrast, their peers or contemporaries in the secondary schools, who went overseas for a similar duration of training, would return
to be employed as engineers and medical doctors. Ironically, the Yaba Higher College's entrance requirement was also considerably higher than that required by most British universities. This discrepancy again provoked the nationalist feeling and the general public who were desirous of a university education for their children. They organized a meeting and sent a protest letter to the Colonial Government which reads in part:

... as far as Nigeria is concerned, nothing but the best is good for Nigeria. If we must have higher education, we wish to declare emphatically that this country will not be satisfied with an inferior brand such as the present scheme seems to threaten.\textsuperscript{16}

This petition was followed by numerous protests. Initially, the government's response was not very favorable. But as a result of an increase in the number of demands and political agitations in African colonies for higher educational facilities, the British Government, in the early 1940's and before the end of the World War II, began to introduce changes in its policy towards Africa.

**The Colonial Commissions**

*The Asquith Commission.* Upon the recommendation of Professor H.J. Channon, a member of the Colonial Office Advisory Committee on Education, the British government agreed in July 1943 to set up two commissions. The first commission, chaired by Sir Cyril
Asquith, was to inquire into higher education in the colonies, while the other (under Sir Walter Elliot) was to make recommendations on higher education in West Africa.\(^\text{17}\)

Both commissions submitted their reports in 1945 and their recommendations were accepted by the government. In particular, the Asquith report was accorded a special recognition. Ashby has referred to it as Britain's blueprint for the export of universities to her subjects overseas. He notes that "in the eyes of those administrators who have used the blueprint over the last twenty years it has become more than a mere statement of government policy; it has been elevated to the level of a doctrine."\(^\text{18}\) The Asquith Commission recommended that universities should be established in the colonies where they did not exist, beginning as university colleges.\(^\text{19}\) Other major recommendations were that:

- In the interim before attaining full university status, the colleges should enter into special relationship with London University. This would ensure that while the standard of London University was maintained, the syllabus was adapted to local conditions.

- An Inter-University Council for Higher Education should be created, through which cooperation in respect to staffing, etc., between the British universities could be achieved; and an appropriate part of the funds available under the Colonial Development and Welfare Act should be specifically assigned as provision for the establishment of universities in the colonies.\(^\text{20}\)
The Commission further specified that the colleges should be for both sexes and should be residential, and added that preference should be accorded vocational and teacher education.21

Although the Asquith report was found acceptable to a majority of Africans during the colonial period, it has in the last four decades been criticized by educators in the former colonies and in Britain. Many of these individuals see it as mirroring the ethnocentrism of the British people. There seems to have been no sufficient room in the report to allow for experimentation or adaptation of the universities' structure and programs to the African environment. Sir Eric Ashby himself condemned the report, and described it as a vivid expression of British cultural parochialism. Its basic assumption, Ashby emphasized, was that "a university system appropriate for Europeans, brought up in London, Manchester or Hull, was also appropriate for Africans brought up in Lagos, Kumasi or Kampala."22

The Elliot Commission. The Elliot Commission was responsible for detailing the strategy for the development of higher education in the West African colonies. The Elliot Commission was very significant because it had representation from the West African colonies. Members of the Commission were Sir Walter Elliot (Chairman), Reverend I.O. Ransome-Kuti from Nigeria, Dr. K.A.
Korsah from the Gold Coast, and Dr. E.H. Taylor-Cumming from Sierra Leone. The members from Great Britain were Dr. Julian Huxley, Mr. Arthur Creech Jones, M.P., and Dr. Margaret Read of the University of London's Institute of Education. In reaching a decision, the Commission took oral and written evidence from different groups and individuals in West Africa and Britain.

Among the Commission's recommendations were:

Three colleges should be established in West Africa, and one each in the Gold Coast (Ghana), Nigeria and Sierra Leone to be coordinated by a West African Advisory Council on Higher Education. All should have faculties of the arts and sciences and courses in teacher training but the college in Nigeria should have also agriculture, forestry, veterinary science and medicine.

Although the universities would be facsimiles of British universities, they must endeavor to relate curricular programs to their local environment. Specifically, the universities should study the local languages and particularly the comparative linguistics of English and Vernacular Language.

The level of entry to the universities should be at school certificate (equivalent to the ordinary level G.C.E.) not a higher certificate (equivalent of the Advanced level G.C.E.). The degree examinations taken in West Africa should be equal in standard to those taken in British universities, and therefore should be an adequate basis for post-graduate work in any other British universities. 23
Some members of the Elliot Commission disagreed with a few of the recommendations. They wrote a minority report in which they argued for a single West African University College to be situated in Ibadan in Nigeria. They further proposed that admission to the college was not to be from the secondary school, but after two years in one or other of the three territorial colleges: Achimota for the Gold Coast (Ghana), a new college for Nigeria, and a reconstituted Fourah Bay College for Sierra Leone and the Gambia. Both reports were presented to the British Parliament in June 1945. The government approved the majority report, pending similar approval by the West African governments. Complying with the recommendations of Asquith and Elliot Commissions, the British government, immediately established the Inter-University Council for Higher Education to coordinate the development of the proposed university colleges. The University of London was also approached for assistance. It agreed to provide some staff, advice, and allow the colonial colleges the maximum opportunities for initiative and adaptation within the framework of London University degree.

In December 1946, the British government sent another delegation to West Africa to study the situation and try to harmonize the recommendations from the Asquith and Elliot Commissions. The delegation was chaired by Sir William Hamilton Fyfe of the Inter-
University Council. After a thorough investigation, the Fyfe committee recommended the establishment of two university colleges, one at Ibadan, Nigeria, and the other in the Gold Coast. In addition, it suggested that elsewhere in West Africa, only regional colleges should be set up. The Committee submitted its report to the British Secretary of State in January 1947. A few months later, the Secretary of State announced the government's approval for the establishment of university colleges in the Gold Coast (Ghana) and Nigeria, and the upgrading of Fourah Bay College constituted in 1876 as a college of Durham University, into an independent University of Sierra Leone.

The University College, Ibadan

The University College recommended for Nigeria was sited at Ibadan, the administrative headquarters of the former Western Region of Nigeria. This location is about one hundred miles from Lagos, where the defunct Yaba Higher College had been situated. The University College automatically had to inherit the staff, courses, equipment and library of the Yaba Higher College. These infra-structures provided the initial take-off support system for the new college. For a while, the college was housed in buildings at Eleyele section of Ibadan which had been used as the Army Hospital during World War II. The financial burden for the new
college was met by the Nigerian government and the Colonial Administration in London. In sharing the expenses, the Nigerian government agreed to provide money for the college's recurrent expenditure, while Britain chose to cover the initial cost for capital development. Consequently, in late 1947, Britain approved the release of a grant of one and a half million pounds from the Colonial Development and Welfare Fund.  

The first Principal, Dr. Kenneth Mellanby, appointed on May 8, 1947, arrived in Nigeria in July to begin initial preparation for the take-off of the college. On January 18, 1948, the University College was officially opened with four faculties—Arts, Science, Agriculture, and Medicine. The college admitted places to 104 students (most of them were transferred from Yaba Higher College) when it opened. In October, the college admitted 106 more students, bringing the total number enrolled to 210.

Dr. O. Ikejiani, Pro-Chancellor and Chairman of the Council of the University of Ibadan and also one of the first Nigerian faculty members, aptly describes the affairs of the University College in the formative years:

The truth was that many of the foundation students came from Yaba Higher College. It might be said in retrospect that during the first year of the University College, Ibadan, the work of the Yaba College was in fact continued, with
the idea that those students who proved themselves capable should be given the opportunity to read for degree courses in their fields.26

In 1953, Dr. Mellanby resigned as the principal of the College and was succeeded by Dr. J.T. Carr-Saunders. During his tenure, the college made a considerable progress in the areas of staff development, research and equipment, and more importantly, in building. However, because of the special relationship of the college to the University of London and the Inter-University Council's administrative controls, the college for almost twelve years could not achieve its optimal potential. The University of London planned its courses, syllabi, examined and awarded degrees to students. The Inter-University Council recruited staff, determined its policy, designed the academic programs, organizational, financial, constitutional and constructional matters.27 These external controls were limitations on the ability of the University to relate its activities to the needs of the society. Consequently, it operated almost in isolation, which provided a basis for widespread public criticism. The Nigerian Legislative Council, as well as the public, criticized the University College for not expanding enough, pointing out that very few students were offered admission and very few Nigerian staff were employed.28 The most grievous of the charges was that the Nigerian faculty members were discriminated against in terms of salary and conditions of service.
Nevertheless, the University College remained the pride of the Nigerian people. It gained recognition as the first genuine university institution in Nigeria. Because of this single reason, the Nigerian people were very enthusiastic in providing tax money for its support. Today, the University College (now an autonomous University of Ibadan) has achieved maturity in all aspects of its academic endeavors. It has pioneered many changes in academic programs, research, teaching and public service. In 1981, the University of Ibadan possessed ten academic faculties and a student enrollment of 10,000 students—a phenomenon which Professor Oshuntokun, a Director of the Nigerian Universities Commission, acknowledges "would not have been possible had the special relationship with the University of London not been severed." In addition, the University has assisted in the growth of other younger Nigerian universities. Its advantageous position has been very well utilized in providing educational leadership for Nigeria.

The Nigerian Colleges of Arts, Science and Technology

Nigerians did not see the need to request the creation of another university until almost twelve years after the establishment of the University College, Ibadan. However, it is relevant to note that in 1950, the Nigerian and Colonial Administration began to explore the possibility of establishing some technical
non-degree higher institutions. These institutions, it was supposed, would provide the intermediate manpower to supplement the highly skilled graduates from the local and foreign universities. A group of experts on technical education was appointed to assess the need for establishing a college or colleges of higher technical education, with provision for training for the social services. The experts were Dr. F.J. Harlow, Principal of Chelsea Polytechnic, London, and Mr. W.H. Thorp, a Chief Inspector of Technical Education in Nigeria. After an extensive survey, the team reported that there was a need for the establishment of technical education institutions in Nigeria. They maintained that such institutions would facilitate the nation's thirst for economic and social development by training field and executive officers for industry, commerce, schools, and ministries. Following the acceptance of the report by the government, three technical colleges called the Nigerian Colleges of Arts, Science and Technology were created. The institutions were located in each of the three regions of Nigeria. The ones at Zaria in the Northern Region, and at Ibadan in the Western Region were opened in 1952/53, while the one at Enugu in the Eastern Region was opened in 1955/56 academic year.

These institutions, as it had been planned, enhanced the efforts of the University College, Ibadan, in the period prior to
independence. They were nonetheless destined to play a significant role in the conception and foundation of the universities recommended for establishment by the Ashby Commission (as will be discussed later).

The decision by Britain to grant independence to Nigeria in 1960 paved the way for the aspiring indigenous government to set up more committees to evaluate Nigeria's economic and technological needs at independence and thereafter. Even then, it was also clear to the nationalist and regional governments that the existing institutions of higher education could not adequately provide the manpower which an independent economy would demand. Also, at this time, the public criticism of the University College, Ibadan, which for a while had subsided, again began to re-echo. Thus, it became evident that Nigeria's political freedom would usher in the birth of a number of universities in the country.

The University of Nigeria, Nsukka

The University of Nigeria, Nsukka came into existence partly as a result of the personal ambition and foresight of Dr. Nnamdi Azikiwe. Dr. Azikiwe was educated in Lincoln University, and the University of Pennsylvania in the United States of America between 1925 and 1933. He returned to Nigeria in 1934 and soon became one of the foremost political leaders in Nigeria's struggle for
independence. When he was in the United States he developed an appreciation for the American system of higher education. He believed in the merits of the American tradition, more especially with its emphasis on practical application of knowledge unlike classical studies which characterize the British universities. This unique quality, he felt was a necessary ingredient for transforming the Nigerian society economically and socially.

He was a member of the Eastern Region House of Assembly in 1953. At the House of Assembly, he succeeded in influencing the government to consider the need to set up an institution of higher education in the region. The government responded in 1954, by appointing him as the head of an economic and educational mission to Europe and America. The mission was requested among other things to make arrangements for facilitating higher vocational education in Eastern Nigeria. After its tour, the mission submitted a report to the Governor of the region in which it recommended the establishment of a university in the region. In 1955, a Bill (titled "A Law to Establish a University in the Eastern Region of Nigeria and to Provide for the Guarantee Thereof and for Matters Incidental Thereto") was officially presented before the Eastern Region House of Assembly for discussion by the Minister for Education. The Bill was seconded by Dr. Azikiwe (who at that time, had
become the Premier of the Region). In urging the House to consider and approve the Bill, Dr. Azikiwe said:

In order that the foundations of Nigerian leadership shall be securely laid, to the end that this country shall cease to imitate the excrescences of a civilization which is not rooted in African life, I strongly support this Bill to the effect that a full-fledged university shall be established in this region without further delay. Such a higher institution of learning should not only be cultural, according to the classical concepts of universities, but it should also be vocational in its objective and Nigerian in content. We should not offer any apologies for making such a progressive move. After all, we must do for ourselves what others hesitate to do for us ... I notice that it is envisaged that the university should have six degree-conferring faculties, Arts, Science, Law, Theology, Engineering and Medicine, and I hope that the curricula will be related to the day-to-day life of our people and that they will be so organized as to relate to the mission of the university to the social and economic needs of the region.33

By a majority vote, the Eastern Region House of Assembly approved the Bill (The University of Nigeria Law 1955). The government asked the Eastern Nigeria Marketing Board to set aside £500,000 (Five hundred thousand British pounds) annually until 1964, to finance the cost of erecting buildings for the university. A delegation headed by Dr. Azikiwe was sent to the United States and Great Britain, to seek advice and assistance from the
International Cooperation Administration of America (I.C.A.) and the Inter-University Council of Great Britain. Members of the delegation while in the U.S.A. and Britain, were also supposed to meet with the authorities of a number of universities. Following this contact, the Inter-University Council in London nominated Dr. J.W. Cook, Vice-Chancellor of Exeter University, to visit the Eastern region in April 1958. The International Cooperation Administration, equally nominated Dr. John A. Hannah, the President of Michigan State University, and Dr. Glen L. Taggart, Dean of International Programs at Michigan State University to visit the region in May 1958.

The two delegations studied the situation and produced a joint report which recommended "the development of the University of Nigeria, based on the concept of service to problems and needs of Nigeria, as a desirable project and one that should receive support from any source which could help to make it a sound endeavor." In June 1959, a law was passed in the Eastern House of Assembly establishing a Provisional Council for the proposed university.

Towards the end of 1959, Dr. Azikiwe's delegation proceeded on another visit to the United States to finalize arrangements with the I.C.A., the Michigan State University and the University of New Hampshire. The Michigan State University agreed to provide advisers
and equipments. In addition, the Agency for International Development (A.I.D.) contracted the Michigan State University "to aid the University of Nigeria and

1. to seek out and train indigenous staff to replace Michigan State University advisers,

2. to provide advisory service in planning, organizing and administering the university,

3. to organize and teach courses adapted to Nigerian students,

4. to encourage research on Nigerian problems,

5. to expand the bridge between the university and the region's secondary schools, government agencies, agricultural and business groups,

6. to expand the services of the university and its resources, in an adaptation of the land-grant approach, throughout the Eastern region."35

On the delegation's arrival back home, the government issued an approval for the university to be sited on an 11,000 acre of land at Nsukka which had earlier been acquired by the government for agricultural development. Dr. Troy L. Stearns of the Michigan State University was appointed as the acting Principal for the University. Important personalities from the U.S.A., Britain and Nigeria were appointed as members of the Provisional Council. They were: from Nigeria, Dr. N. Azikiwe (Chairman), Dr. T.O. Elias,
Dr. Okechukwu Ikejiani, from the U.S.A., Dr. (Mrs.) M. Cartwright, Dr. Eldon Lee Johnson, and from Britain, Mr. J.S. Fulton. At the inauguration of the Council, Dr. Azikiwe explained to members the philosophy and objectives of the proposed University. He informed the audience of the model which will be adopted for the proposed university. In justifying the choice of the model, he acknowledged that:

... the problem of higher education which confronted the American nation in the nineteenth century and confronts other emerging nations today are identical with those which face us in Nigeria. It will not be amiss if, therefore, we profit from the lessons of the more advanced countries... Therefore, the university will be a radical departure from others in West Africa.36

Dr. Azikiwe further said that the University will be characterized by the following features:

It will adopt the "Land-grant College" philosophy of higher education and will not only blend professional cum vocational higher education but will create an atmosphere of social equality between the two types of students.

It will cater for a large student body to specialize on a variety of courses, whilst maintaining the highest academic standards.

By not being exclusively residential, it will also accommodate external students who may reside outside the precincts of the university. The number of its students will not be restricted purely on the basis of the potential absorption of its graduates into vacant jobs within the territorial limits of Nigeria.
Its curriculum will be prepared not only to measure up to the highest standards of the older universities of Europe and America, but efforts will be made to emphasize the problems created in the environments of Nigeria and Africa, e.g., Nigerian History, Nigerian Geography, Nigerian Literature, Economic History of Nigeria, African Ethnography, etc. 37

This information was a clear signal to the Provisional Council, that what the Eastern Region government wanted was an alternative to the tradition at the University of Ibadan.

The University of Nigeria, Nsukka, was officially opened on October 7, 1960, by Her Royal Highness, the Princess Alexandra of Britain. On October 17, 1960, classes began with 200 students in the Faculty of Arts. In January, 1961, 43 more students were admitted. This brought the total enrollment in 1960/61 academic year to 263. Out of this number, 34 were women. 38 In December, 1961, the Eastern Region government announced the appointment of Dr. Azikiwe as the life-Chancellor and Chairman of the University Council. Dr. George M. Johnson of Michigan State University was appointed as the institution's first Vice-Chancellor and Mr. Peter Wright as the Registrar. As enunciated in the A.I.D. contract, the Michigan State University personnel played an invaluable role in the development of the academic and administrative units of the university in its first five years.
In 1962, sequel to the recommendations of the Ashby Commission, the Federal Government conceded the properties of the former Nigerian College of Arts, Science and Technology at Enugu to the University of Nigeria for use as its campus for the College of Medicine. The Federal government also agreed to provide a 30% subsidy towards the cost of maintaining the university. Before the outbreak of the civil war in 1967, when the university was closed down, it had the largest student enrollment (2,587) of the Nigerian universities and a large number of academic units and programs.

The Ashby Commission

The Federal Government of Nigeria had responded to the issue of providing sufficient manpower for the needs of the country at independence and thereafter by appointing a commission in April, 1959, to conduct an investigation into Nigeria's needs in the field of Post-Secondary Certificate and Higher Education over the next twenty years (1960-80). The Ashby Commission, as it is called, consisted of: Sir Eric Ashby (Chairman), J.F. Lockwood, and G.W. Watts, from Britain; from Nigeria: Dr. K.O. Dike (recently deceased: 1984), Senator Shettima Kashim, and Dr. S.D. Onabamiro; and from the United States: Dr. R.G. Gustavson, University of Arizona, Dr. H.W. Hannah, Dean, College of Agriculture, University
of Illinois, and Mr. F. Keppel, Dean of the Graduate School of Education, Harvard University. The Commission was financed by the Carnegie Corporation of New York and it commenced work on May 3, 1959. Another Commission headed by Professor Frederick Harbison, Industrial Relations Section, Princeton University, was also appointed by the Federal Government. This Commission which was specifically asked to study Nigeria's high-level manpower needs, was meant to supplement the Ashby Commission's work. The Ashby Commission members toured Nigeria, Britain, the United States, and some West African countries, gathering evidence and relevant data. On September 2, 1960, the Commission submitted its report to the Federal Minister for Education. Major recommendations included:

All universities in Nigeria should be national in outlook and general policy, but they should be independent of one another and each should confer its own degrees. Each university should admit, without discrimination and on the criterion of merit alone, students from any region or tribe. Moreover, the new Nigerian universities should seek sponsorship from well-established universities overseas, in order to gain international currency for their degrees.

A National University Commission should be established to liaison between the Federal Government, the Federal Ministry of Education and the governing bodies of the Nigerian universities. The Commission should play a
vital part in securing funds for universities and in distributing them, in coordinating (without interfering with) their activities, and in providing cohesion for the whole system of higher education in the country.

The whole intellectual and professional life of the country depends for its quality on sound university standards but there should be wider diversity and greater flexibility in university education if it is to be relevant to the needs of Nigeria. In addition, it should be the duty of all Nigerian universities to promote work and research in the field of African studies. Every university should have an Institute of African Studies, which would co-ordinate research being conducted by the various departments.39

The Commission, stressing the importance of agriculture (the largest single element in the Nigerian economy) and the preparation of teachers as nationwide concerns, recommended that all universities develop programs in these fields, leading to certificate and degrees. It also pointed to the need to coordinate or combine some existing institutions with universities to be developed in the various regions. It noted that:

A university should be established in the Northern Region with headquarters at Zaria in the buildings now occupied by the Nigerian College of Arts, Science and Technology; it should be linked with the Ahmadu Bello College in Kano and other higher institutions of the region.

A university should be established at Lagos with day and evening courses leading to degrees in the fields of commerce,
business administration, economics and social science, and courses at post-graduate level in higher management studies. It was further recommended that the university should have a department for correspondence courses leading to degrees in a limited range of subjects. Moreover, the Ibadan branch of the Nigerian College of Arts, Science and Technology should be incorporated into the University College, Ibadan.40

Particular mention was also made of the structure of medical education. It was pointed out that "medical education should cease to be bound to the requirements for the medical practice in Britain and that the medical degree courses should be modified when University College, Ibadan, achieves university status, so as to emphasize some of the major medical problems of Nigeria, e.g., public health, preventive medicine, and pediatrics."41

The Ashby Commission's report dealt with every aspect of education in Nigeria. It claimed its recommendations were "influenced by or based on: a conception of Nigeria in 1980, the Harbison Commission's estimates of Nigeria's needs for high-level manpower by 1970, and an estimate of the contemporary capacity of the educational system." "The overall objective of the recommendations were 1) to upgrade Nigerians who were already in employment, but who needed further education, and 2) to design a system of post-secondary education which would, as a first objective, produce, before 1970, the flow of high-level manpower, which Nigeria
was estimated to need; and to design it in such a way that it could be enlarged, without being replanned, to meet Nigeria's needs up to 1980."

The Ashby report was enthusiastically accepted (although with a slight modification) by the Federal Government of Nigeria. For over two decades now, the Ashby report has been a hallmark for the Federal Government in planning higher education in the country. Lord Eric Ashby has equally acknowledged that the document was favorably received in Great Britain and the United States. He has described the report as representing a fusion of ideas from the American and British educational system. Consequently, it became the basis for the British and American governments, and a number of other private foundations, for apportioning aid to Nigerian Post-Secondary education.

The Nigerian Universities Commission

The Nigerian Universities Commission was created in 1962 by an Act of the Federal Parliament sequel to the recommendation of the Ashby Commission. The members of the Ashby Commission had imagined that since there was the likelihood that Nigeria would have many universities, it was necessary to have an independent body which would advise the government on the distribution of limited funds available for higher education. They therefore
suggested the establishment of a body which is similar to the British University Grant Commission or those in Australia and New Zealand. The major terms of reference or functions for the proposed Nigerian Universities Commission were:

To investigate proposals for the establishment of universities or other institutions of higher learning which desire to have Federal grants and to advise the Federal Government whether the proposals should be approved or not for Federal grants.

To initiate and consider, in consultation with universities, plans for such balanced development as may be required to enable universities to meet national needs.

To receive annually a block grant from the Federal Government and to allocate it to universities with such conditions attached as the commission may think advisable.

In general, its responsibilities were to be to study the financial and programmatic needs of the universities, to publicize these needs, and to serve as advocate for the universities before the Federal Ministry of Education and the public at large.

The first twelve years of the Nigerian Universities Commission (NUC) were very uneventful. Contrary to the Ashby Commission's recommendation, the NUC was made a division of the Federal Cabinet Office (the Prime Minister's Office). Therefore, it was stifled by the bureaucracy of the civil service. Again, it could not execute some of its functions because three of the
five universities in the country, at that time, were owned by regional governments. These universities did not depend on the NUC for funds or expert advice. The situation improved in 1974 with the promulgation of Decree No. 1 by the military government of General Murtala Mohammed. The Decree changed the status of the NUC into an independent corporate body with new powers to carry out the responsibility of advising the Federal Government on all aspects of higher education and university development in the country. The new decree empowered the NUC to assist the universities in matters related to curriculum development and reform in accordance with national needs. Furthermore, it authorized the NUC to be "responsible for approving new academic programs for all the universities, as well as, ensuring that all the academic offerings and professional training available in the universities met the requirements of the nation in both quality and diversity". 45 A detailed description of the functions of the NUC following the promulgation of the Decree No. 1, in 1974, and an elaboration of the responsibilities of the overseas branch offices is reproduced in Appendix J.

At the moment, the NUC has its head office in Lagos, and branch offices in Washington, D.C., Ottawa, London, New Delhi, and Cairo. The increase in the number of universities in Nigeria
of the last two decades has resulted in a considerable expansion of the units of the NUC. The NUC currently has five divisions—Academic Planning, Building (Physical Development), Finance, General Administration, and Statistical and Data Processing. The General Administrative division is headed by a part-time Chairman and a full-time Executive Secretary.

The Ahmadu Bello University

Following the success of the experiment by Dr. Azikiwe and the Eastern region's government in establishing the University of Nigeria, the governments of Northern and Western Regions of Nigeria decided after the independence to match the challenge. While their principal motive was to set up a university in their respective regions, there was also the argument that the institutions would help solve each region's manpower needs. However, to the Federal Government and the masses, these demands did not appear unreasonable since the Ashby Commission's report had earlier indicated the need to establish a university at Zaria in the Northern region, and at Lagos in the Western region.

Towards the end of 1960, the government of the Northern Region became the first to initiate its plans by requesting advice from the secretary of States for Commonwealth Relations through the Federal Government of Nigeria. On receipt of the
request, the Inter-University Council for Higher Education Overseas (I.U.C.) nominated Sir Alexander Carr-Saunders to head a delegation to Northern Nigeria. Other members of the delegation were: Mr. J.L. Reddaway, Professor R.B. Serjeant, Professor E.G. White, and Mr. I.C.M. Maxwell, Secretary of the I.U.C. The team arrived in Nigeria in April, 1961. They were specifically asked to "advise on the scope of the proposed university, the adaptation of existing institutions (including their curricula), which would be absorbed into the new University, and the modification of legislation affecting them." After a study of the available evidence and data, the delegation submitted a report in late April, 1961.

The report recommended the establishment of the University of Northern Nigeria, and the incorporation of the Zaria College branch of the Nigerian College of Arts, Science and Technology, the Ahmadu Bello College in Kano and the Institute of Administration, Kano. It also indicated that the Agricultural Research Institute at Samaru be constituted into a semi-autonomous body within the university. Furthermore, it was suggested that "academic areas should be grouped into schools (like the system at the University of Sussex and the other new universities in Britain) instead of the traditional departmental organization."
For example, "there would be schools of Arts, Social Studies, Natural Science, Education, Islamic Studies, Agriculture, Engineering Science," etc. The Government of Northern Nigeria accepted the Carr-Saunders delegation's report with some modifications. In July, 1961, Dr. N.S. Alexander, a Professor of Physics at the University College, Ibadan, was appointed as the first principal and assumed duty in November of the same year.

Having secured the services of Professor Alexander, the Northern region legislative body quickly passed a law establishing a Provisional Council for the new university. Sir Shettima Kashim, Governor of the Northern Region and a former member of the Ashby Commission, was appointed Chairman of the Provisional Council. In May, 1962, a law establishing the constitution of the proposed university was approved by the Legislature. In the following month, another law passed through the legislature establishing the university, and naming it after Sir Ahmadu Bello, the Sarduna of Sokoto and Premier of the Northern Region. In addition, the law highlighted three important objectives for the university: "1) It would provide regular and liberal courses of instruction in the humanities, the sciences and other sphere of learning of a standard required and expected of a university of the highest standing; 2) promote research and the advancement of
science and learning; and 3) secure the diffusion of knowledge throughout Northern Nigeria." On October 2, 1962, the university was officially opened by the Premier of Northern Nigeria, Sir Ahmadu Bello. Classes began on October 10, 1962, for 425 students registered in the Schools of Arts, Law, Fine Art, Physical Education, Science, Agriculture, Veterinary Medicine, Architecture and Engineering.

Complying with the Ashby recommendation, the Federal Government made the facilities of the Nigerian College of Arts, Science and Technology at Zaria available to the new university. Commenting on this transition, Professor Ikejiani remarked that "the Ahmadu Bello University did not only take over the physical facilities of the former Nigerian College of Arts, Science and Technology, but it continued to provide and develop the courses formerly provided by the College in Civil, Electrical and Mechanical Engineering, in Fine Art, in Architecture and in Education." In the initial years, the university was financed with funds from the Northern Region Government and grants from the Federal Government allocated through the Nigerian Universities Commission. Outside sources included the British and United States Government, the Rockefeller and Ford Foundations, the Netherlands Universities
Foundation, and the Chamber of Mines and the Amalgamated Tin Mine
of Nigeria.

A salient feature of the university until 1970, was that a
majority of the academic faculty were British nationals. This
undoubtedly must have been related to the influence of the
pioneering administrators and the I.U.C. assistance at the
beginning. The faculty composition, however, was later to have
a significant consequence on the affairs of the university. For,
according to Vincent Ike, "the Ahmadu Bello University swung to
Ibadan in its orientation and academic programs in the British
tradition."50

The University of Ife

The Western Region Government proposal to set-up a university
was first confirmed in August, 1960, by Dr. S.D. Onabamiro, a
member of the Ashby Commission and also then a Minister for Health
for the Western Region. The confirmation was made in his minority
report (Reservation) to the Ashby Commission's report. In his
reservation, Dr. Onabamiro said:

I agree with the recommendations in this Report
(Ashby Commission's Report) subject to the
following reservations:
a) Number of universities: I do not agree
that four universities financed by the
Federal Government will adequately meet
the needs of Nigeria during the next ten
years. I favor the creation of an additional Regional university in each Region which will bring the total to seven. In my view the University of Nigeria at Nsukka and the proposed Ahmadu Bello College at Kano should be allowed to develop into full universities owned respectively by the Eastern and Northern Region Governments but with Federal financial support if required. The university which the Western Regional Government proposes to build somewhere in the Region should fall into the same category.51

Later that year, the Government of Western Nigeria sent out a delegation to study and observe the architectural design, organizational layout and administrative set-up of universities in foreign countries, including the United States of America, Brazil, Mexico and Israel.52 After the visitation, the delegation submitted a report which culminated in a Bill, presented before the Western Region House of Assembly by Dr. S.D. Onabamiro, which urged the establishment of the University of Ife and its Provisional Council. The Bill was unanimously approved by the House. Following the approval, the University Governing Council announced the appointment of Professor A. Ajose, as the first Vice-Chancellor, Dr. S.O. Biobaku as the Pro Vice-Chancellor and Mr. A.Y. Eke as the Registrar.

The Government then acquired a 16,000 acre of land at Ile-Ife for use as the permanent site of the university. For a start, the
facilities of the Nigerian College of Arts, Science and Technology at Ibadan was to serve as a temporary campus of the university. Funds for the development of the institution came from the Western Region Government, the Federal Government, the Western Region Marketing Board and philanthropic organizations in Nigeria and overseas. At the inauguration of the university Provisional Council, the Premier of the region, Chief S.L. Akintola, identified some of the objectives of the new institution. He stressed that though the university will be located in Western Nigeria, it will by no means become a Regional University. He maintained that it will keep its doors open to all over the country and from outside it, including all Africa and the rest of the world. The University was officially opened on October 24, 1962, with 244 students.

The University of Ife is often credited as being, perhaps, the only institution established immediately after the Nigerian Independence by planning committees composed entirely of Nigerians. In 1970, the University branch campus at Ibadan had completely moved to the main site at Ile-Ife.

The University of Lagos

The University of Lagos, it appears, owes its creation solely to the recommendation of the Ashby Commission. In planning for the founding of the University of Lagos, the Federal Government
requested the assistance of the UNESCO. A commission was appointed by UNESCO to advise on the creation and development of the University of Lagos. The Commission consisted of members drawn almost entirely from outside Great Britain. Members of the UNESCO Commission were: Mr. J. Capelle, Chairman (from France), Professor K.I. Ivanov (U.S.S.R.), Dr. A.H. Garretson (U.S.A.), Dr. E.H. Van Delden (U.S.A.), Dr. C. Wayne Hall (Canada), Mr. D.B. Welbourne (U.K.), and from Nigeria, Dr. G.B. Coker, Dr. Eni Njoku, and the late Dr. H. Orishejolomi Thomas. The UNESCO Commission submitted their report to the Federal Government in September, 1961. In the report, the UNESCO experts recommended that "a University should be established in Lagos. The University was to have the Faculties of Medicine, Law, Commerce, Arts, Science, Engineering and Education. It was also recommended that the Faculties of Arts, Science and Education should be opened in 1962 while Engineering should be earmarked for 1964 or at a later date when a permanent building becomes available. The Institute of African Studies was also to be opened around that time. Furthermore, it also suggested the use of part-time or adjunct Professors from the Professional bodies in allied fields in all faculties and urged that evening courses should be developed in all faculties, particularly Commerce and Law. It was in addition indicated that
the main campus of the University should be located at Yaba and a branch somewhere in Lagos Island. Residential facilities were to be provided for part of the student body." The Federal Government accepted the Commission's report. In April, 1962, a law establishing the University of Lagos was approved by the Federal House of Parliament. Two months later, a Provisional Council was inaugurated for the University, and Dr. Eni Njoku, a professor of Botany at the University College, Ibadan, and Chief A.Y. Eke, formerly of the University of Ife were appointed as the first Vice-Chancellor and Registrar respectively.

In October, 1962, the University of Lagos was officially opened and started offering classes to 131 students in the Faculties of Medicine, Business Administration, Social Studies and Law. The Faculty of Law eventually was able to introduce the evening classes in January, 1963.

The University of Benin

The University of Benin, like those of Ife, Nsukka, and Zaria, came into existence partly as a result of regional demands and rivalry. The Mid-Western Region (now Bendel State) was created from the Western region in 1964. The following year, the political party in power in the new region recognized the need to establish a university in the area. However, the government was unable to
implement its plans before the military coup of January, 1966. Eventually in 1967, a University Planning Committee was constituted by the military Governor of the Region, Lt. Col. David Ejoor. The Committee consisted of the late Professor H. Orishejolomi Thomas, Dean, College of Medicine, University of Lagos (Chairman), Chief A.Y. Eke, Registrar University of Lagos, and others from the regions Civil Service and the Federal Ministry of Education. The committee was requested to advise and help plan the development of the proposed university. In July, 1967, the Committee had consultations with officials of the Nigerian Universities Commission. At this meeting the NUC agreed to assist the proposed institution with N100,000 ($180,000) in its first year of establishment. Unfortunately, the Committee's work was interrupted in mid-1967 by the outbreak of the Nigerian Civil War.

Towards the end of 1969, when the end of the war was already in sight, the Military Governor of the Mid-West Region, Lt. Col. Samuel Ogbemudia decided to re-activate the re-constitute the University Planning Committee. During this time, the aim of the government was to develop a higher education institution that would not follow the conventional pattern of the existing Nigerian universities but would be a technologically oriented institution. As a result of this, the Planning Committee had to approach Ahmadu
Bello University and Ibadan University for assistance. The arrangement with Ibadan University was not successful. In 1970 the Committee had negotiations with the Inter-University Council, London, and some specialized universities in Britain and the United States. In the United States, the Massachusetts Institute of Technology, the University of Oklahoma, Stanford University, and in Britain, Salford University, offered to provide assistance in the areas of staffing and program development.

The Mid-Western Region Government in March, 1970, authorized the siting of the proposed institution in Benin City on a 2,000 acre of land which earlier housed the Marierie Teachers' Training College, as its temporary campus. The Government also provided funds for the immediate erection of additional buildings to accommodate the academic units, the library, administration, and the students' halls of residence. On November 23, 1970, the institution was officially opened as the Mid-West Institute of Technology. The institution started with four faculties (Science, Engineering, Medicine, and Pharmacy) and 108 students.

In July, 1971, the Nigerian Universities Commission announced its recognition of the Mid-West Institute of Technology, Benin City, as part of the university system in Nigeria. This official approval by the NUC, by implication, meant the Mid-West Institute
of Technology could henceforth expect to receive the Federal Government grant (30% re-current and 50% capital) like the other regional universities. In April, 1972, the Mid-Western Region Military Government changed the name of the institution to the University of Benin. At the moment, the University of Benin has moved into its permanent site along with Benin/Lagos road. The institution has witnessed a considerable expansion in the last thirteen years. This expansion was facilitated by its take-over in 1972 by the Federal Government. The university now offers courses not only in the Faculties of Science, Engineering, Pharmacy, and Medicine, but also in Humanities, Social Science, Law, Creative Art, Education, and Agriculture.

It is, however, relevant to mention that the first three Rectors or Vice-Chancellors were British. Through them, the University, like Ibadan and Ahmadu Bello, could not avoid fashioning its academic program in the British model.

The New Universities

From 1972, university development in Nigeria became more a political issue, rather than being exclusively determined by national needs. The break-up of the former four regions in the country into twelve states in 1967, by the Military Government of General Yakubu Gowon, and subsequently, into nineteen states in
1975 by General Murtala Mohammed, dramatically changed the Government's adherence to the guidelines recommended by the Ashby Commission. Another factor which affected university development during this period, was the Federal Government announcement that it has taken over the financial responsibility for maintaining existing universities in the entire country. The Federal Government was also to be responsible for deciding where new institutions were to be built or located. This decision did not help in limiting the number of universities. The new states also wanted to own a university. The states, in justifying their demands, perceived the establishment of a university in their territory as synonymous with economic progress.

In September, 1975, the Federal Government eventually had to yield to the political pressure from the States by approving the creation of four universities and three university colleges. Explaining the decision of the Federal Government, Professor Akinjide Oshuntokun, a Director of the Nigerian University Commission's Office, Washington, D.C., said:

Because of the uneven development of educational institutions and the regional disparity ... it was felt that locating universities in areas that were educationally backward would stimulate interest in the local communities in higher education.58
Beside this reason, the government also acknowledged that it was its wish to see a considerable increase in university enrollment in the country, without devaluing the academic currency of the institutions. It was also expected that this measure would help in providing the manpower resources required in the Second National Development Plan period and beyond. The universities that were established, based on these reasons were:

1. University of Jos
2. University of Sokoto
3. University of Maiduguri
4. University of Calabar
5. University College, Ilorin
6. University College, Port Harcourt
7. Bayero University College, Kano

The three University Colleges in the list above were upgraded to fullfledged universities in October, 1977. This brought the total number of universities in Nigeria in 1977 to thirteen.

On October 1, 1979, a democratically elected civilian government assumed power in Nigeria. A new constitution (similar to the United States' presidential system) came into operation. The constitution (unlike the military decree) allowed both tiers of government, the States and the Federal government, to establish
and administer universities. This new provision made it possible for richer states to set-up their own institution. For the Federal Government, the focus was now on achieving rapid economic and technological development. More scientists, engineers, computer technologists, doctors, economists, business managers and educators were needed to support the growing industries and population (estimated at about 100 million). Accordingly, in June, 1980, President Shehu Shagari told the nation of its government's decision to establish seven additional universities which will offer courses only in Science and Technology. These institutions were to be sited in the states where there were no universities. An additional one was also proposed to start in the near future in the new Federal Capital Territory at Abuja. The universities were:

1. Federal University of Technology, Bauchi
2. Federal University of Technology, Makurdi, Benue State
3. Federal University of Technology, Yola, Gongola State
4. Federal University of Technology, Minna, Niger State
5. Federal University of Technology, Owerri, Imo State
6. Federal University of Technology, Abeokuta, Ogun State
7. Federal University of Technology, Akure, Ondo State
Furthermore, it was also announced that an Open University (similar to that in Britain) would be established in the 1982/83 academic year. The Open University was, indeed, finally established by an Act of Parliament in 1983. The Nigerian Military Academy was also approved to commence degree courses from October, 1983. In order to increase the nation's output of graduate teachers, the Federal Government, equally approved the NUC's recommendation that some existing Colleges of Education be upgraded to award the Bachelor of Education degree in addition to the Nigerian Certificate in Education qualification. The institutions recommended were those at Owerri, Abraka, Port Harcourt, Uyo, Lagos; Zaria, Ondo and Kano. These institutions, it seems, in the distant future might develop into autonomous universities.

It is important at this juncture, to acknowledge the role of the Nigerian Universities Commission in the creation and development of these new universities. The NUC replaced the dependence on foreign Commissions or experts study and recommendations which was very prevalent in the years before 1972. Today almost every aspect of the planning and development of the new and old institutions is handled by the NUC personnel. However, in designing the universities' long-term masterplans for physical structures, the NUC do get expert advice from consulting firms and organizations in Britain, Canada, Denmark, Netherlands, and the United States.
As mentioned earlier, the 1979 Constitution did specify that States could establish a university. At the moment, eight of the nineteen states have opened their universities. The states are Anambra, Bendel, Cross River, Imo, Lagos, Ogun, Ondo, and Rivers. It is expected that the other states will in the nearest future set-up their own universities. Nevertheless, it is appropriate to indicate that a majority of these state universities are based on the American Land-Grant model. They are the ones, perhaps, which will finally help in harmonizing the multitude of changes presently occurring in the older universities.

Finally, there are at present thirty universities in Nigeria (see Figure 1 for their locations). Twenty-two of them are Federal Government owned, while the remaining are state controlled. Thus, there seems to have been a phenomenal growth in the number of universities in Nigeria between independence and now. This growth, however, equally applied in other areas of higher education and education in general. There are in 1984, probably over sixty non-degree awarding Federal and State Government owned Colleges of Arts, Science and Technology, and Polytechnics located in different parts of the country. It is apparent, therefore, that both the Federal and State governments do commit a major part of their annual budget on higher education.
Source: Commonwealth University Yearbook 1983

NIGERIA
*Places in black type and numbers are the seats of the universities listed below

1. Ahmadu Bello University
2. Anambra State University of Technology
3. Bayero University
4. University of Benin
5. University of Calabar
6. Federal University of Technology, Akure
7. Federal University of Technology, Bauchi
8. Federal University of Technology, Makurdi
9. Federal University of Technology, Owerri
10. Federal University of Technology, Yola
11. University of Ibadan
12. University of Ife
13. University of Ilorin
14. University of Jos
15. University of Lagos
16. University of Maiduguri
17. University of Nigeria
18. University of Port Harcourt
19. Rivers State University of Science and Technology
20. University of Sokoto
21. Bendel State University
22. Obafemi Awolowo University
23. Ogun State University
24. Federal University of Technology, Abeokuta
25. Federal University of Technology, Minna
26. Imo State University

FIGURE 1. LOCATIONS OF UNIVERSITY INSTITUTIONS IN NIGERIA
FOOTNOTES


2. Fafunwa, p. 74.

3. Fafunwa, p. 74.


8. The Northern and Southern part of Nigeria were joined in 1914 by the British Colonial Government's administration under Governor Sir Lord Lugard. Prior to this date, the areas were known as the Northern Protectorate, and Southern Protectorate of Nigeria.


10. Fafunwa, p. 141.


26. Ikejiani, p. 139.

27. Ikejiani, p. 140.


37. Nnamdi Azikiwe, "Hope to a Frustrated People": An Address made by Dr. Nnamdi Azikiwe, Chairman of the Provisional Council of the University of Nigeria, at the Inaugural Meeting of the Council, 3 March 1960, quoted in O. Ikejiani, Nigerian Education, p. 160.


40. Investment in Education, p. 46.

41. Investment in Education, p. 45.

42. Investment in Education, p. 41.

44. *Investment in Education*, pp. 33-34.


49. Ikejiani, p. 173.


53. UNESCO, p. 181.

54. UNESCO, p. 176.

55. The University Planning Committee was now composed of eminent academicians and civil servants. Mr. I.O. Afe, Secretary to the Military Government was chairman. Some of the other members were Mr. G.A. Aghahowa, Mr. O. Akpata, Mr. G.O. Aiwerioba, Mr. W.J. Anukpe, Mr. P.C. Asiodu, Late Mr. D.R. Oduaran, Professors E.U. Emovon, T. Bello-Osagie, T.M. Yesufu, Late O. Thomas, and Mr. G.W. Sutherland, Mr. G.N. Enobakhare and Mr. M.I. Igiehon.

57. Fafunwa, p. 20.


62. After this list of the federal universities had been compiled words were received that the number of the Federal Universities of Technology has been cut to three by the present Military Government headed by Major-General Mohammed Buhari. The three institutions which were to remain as full-fledged federal universities of technology are those in Akure, Minna, and Owerri. The four affected ones at Abeokuta, Bauchi, Makurdi, and Yola were asked to merge with other older universities in the country with effect from 1984/85 academic year. The Federal University of Technology at Abeokuta was asked to merge with the University of Lagos, the Federal University at Bauchi with the Ahmadu Bello University, the Federal University of Technology at Makurdi with the University of Jos while the Federal University of Technology at Yola would merge with the University of Maiduguri. (Source: *West Africa*, July 2, 1984.).
CHAPTER III
PRESENTATION OF FINDINGS

Design of Questionnaire

In analyzing past events which are related to the present, it is necessary to utilize data from diverse sources. Consequently, different research approaches have been employed in collecting information for the development of the research propositions listed in the questionnaire.

Firstly, a document analysis was conducted to assess the past and present nature of the curricular and organizational structure of the selected Nigerian universities. This exercise involved an initial survey or review of books and journal articles dealing with higher education in Nigeria. This was followed by a persual of old and current bulletins, calendars, catalogs, annual reports, etc., of the respective universities and the Nigerian Universities' Commission.

In order to test the validity and completeness of the facts gathered from the forementioned published materials, interviews and conversations were held in the United States with a number of Nigerian government functionaries, university professors, and
administrators, some of whom were visiting and have themselves taught and administered in Nigerian universities through the years when curricular changes were being effected (the names of these persons are listed in Appendix D). These experts provided feedback for eliminating some irrelevant data and for constituting the significant ideas into a set of testable research propositions for the questionnaire. This research instrument was developed to include a wide range of people than those sampled in the United States, and perhaps, more importantly, to collect additional up to date information from the experts in Nigerian universities. Furthermore, as mentioned in Chapter I, the interest of the writer in this study has been more in documenting the post-civil war curricular reforms of the older Nigerian universities. This undergirding interest was an additional factor in the decision to design a questionnaire and have it administered in Nigeria.

The propositions listed in the questionnaire were formulated to generate answers to research questions, such as the following which underscore the purpose of this study:

1. Have there been changes in the structure of the curricula and organization of Nigerian universities; during the twenty-five years since independence? Put differently,
how much of British influence and practices could still be identified in the Nigerian universities?

2. If there have been changes, in what areas or aspects are these changes most visible or noticeable?

3. What factors promoted or inhibited the reforms?

4. What were the processes of the reform?

5. What were the outcomes and effects of these reforms on Nigerian university system?

The questionnaire consists of thirteen items. Eleven of them are propositions, the twelfth item lists a cluster of areas which the respondents were asked to rank in order of importance, areas where they feel changes or reforms have been most visible. The eleven propositions were constructed on the Likert-type scale and consist of a number of statements, in a form that will allow respondents to express a favorable or unfavorable opinion about a subject. These propositions were first tested for clarity with Nigerian graduate students at The Ohio State University and were then revised in final form. Below each proposition an additional space was provided for comments by the respondents, and indeed the last full page of the questionnaire was devoted to item 13, which was headed "other relevant comments and observations."
Reiterating what has earlier been mentioned in the first chapter of this work, the questionnaire was administered to one hundred individuals in Nigeria, drawn from the following populations:

1. Fulltime teaching faculty members.
2. Fulltime university administrators who are not engaged in teaching, e.g., Vice-Chancellors, Deputy-Vice-Chancellors, the University Registrars' and a few of their staff.
3. Deans of Faculties, Directors of Institutes, Heads of Academic Departments, who are engaged partly in teaching and administration.
4. Selected staff of the National Universities Commission, Lagos.
5. A few older individuals, now retired to private life, who in their careers were associated with the universities.

Follow-up interviews were held with a number of selected respondents, as will be reported later in this chapter. The questionnaire, as used in the field, is reproduced below.
HYPOTHESES

Please indicate your opinion by drawing a circle around the letter(s) indicating the extent of your agreement or disagreement with each of the statements.

SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree

1. Although the first set of Nigerian Universities (except Nsukka) were based on the British model in organization and curricula, over the years there have been considerable changes and modifications of this pattern. SD D U A SA

2. An indigenous model, peculiar to Nigeria itself, is evolving. SD D U A SA

3. A model is evolving that is a synthesis of the British and American systems. SD D U A SA

4. The changes are in favour of, or in the direction of, the American model. SD D U A SA

5. Academic and administrative faculty members trained in the United States of America have been mainly responsible for the introduction of these changes. SD D U A SA

6. The practices at the University of Nigeria, Nsukka helped in facilitating changes at the other universities. SD D U A SA

7. The formulation of linkage agreements with American universities have contributed to the changes. SD D U A SA
8. Affiliations and other cooperative arrangements entered into with universities in continental Europe have largely been responsible for these changes.

9. The changes in university programs in Nigeria can be attributed more to the attainment of independence and the subsequent development of nationalist attitudes and ideas.

10. The Nigerian Government through its liberal policies (for scholarships and loans, etc., encouraging an increase in the number of university places) has helped to facilitate changes in the universities.

11. The desire for Nigeria's economic and technological development accelerated change in the university system.

12. Areas where the changes have been most visible (please place in rank order 1 to 8, number 1 being the most visible).
   - Admission policies.
   - The structure of academic programs.
   - Curriculum.
   - Teaching styles.
   - Examination and grading.
   - Provision for student housing.
   - Administrative structure of academic departments.
   - General administrative structure of the university.

13. Other relevant comments and observations.

FIGURE 2. THE QUESTIONNAIRE SCHEDULE AS USED IN THE FIELD STUDY
Presentation of Findings

Out of the one hundred questionnaires distributed, only twelve were not returned. Almost all the ones returned were usable. See Table 1 below for a summation of the responses.

**TABLE 1**

**SUMMATION OF RESPONSES**

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Sample</td>
<td>100</td>
</tr>
<tr>
<td>Total Number of Usable Responses</td>
<td>86</td>
</tr>
<tr>
<td>Total Number of Non-Usable Responses</td>
<td>2</td>
</tr>
<tr>
<td>Total Number of Non-Respondents</td>
<td>12</td>
</tr>
</tbody>
</table>

Because this study was to determine the extent of changes in the curricula of Nigerian universities, it was considered necessary to use a research instrument which is sensitive to the perception and attitude of the university faculties about the reforms. The Likert-Type Scale was found appropriate for the collection of such information, since it is known to be highly reliable for determining a rough ordering of attitudes and perceptions of a phenomenon. It also allows respondents to respond to each item in terms of several degrees of agreement or disagreement. The propositions listed in the questionnaire were facts deduced from a perusal of documents reviewed for this study. In other words, they could be
seen as truism of the reforms. A majority of the items were posi-
tive statements although a few negative ones were also included.

After scoring the responses to the various items and computing
the total score, the percentage total responses was determined by
combining the two outer categories of strongly agree and agree
which suggests a favorable response, and strongly disagree and dis-
agree which implies an unfavorable response. Combining the scores
for the two outer categories was found adequate for this study,
especially because the propositions reinforce one another and more­
over, since there were in general no sharp disagreements among the
respondents. In only three instances (items 2, 6, and 8), was there
any significant divergence in the nature of the responses. Under
each item, it was observed that several responses were generally
in either the agree or disagree column rather than the strongly
agree or strongly disagree categories (see Appendix B for an
illustration of this observation). This characteristic of the
distribution of the responses was an additional factor in the
decision to combine the scores for the two outer categories in
determining the percentage total response. Thus, through this
approach, it was felt that the responses would be more effectively
reported.
In regard to the format for presenting the findings, the propositions dealing with general but related themes have been grouped together (for example, Propositions 2, 3, and 4, 9 and 10), while the ones explicating the specific nature of the reform were treated separately. A table illustrating the distribution of the responses is also presented immediately after the discussion of each proposition.

Nevertheless, Proposition 1 (although it is general in nature) was presented separately because it was meant to act as an introduction to the concept of reform and perhaps, to guide the respondents to the focus of the other subsequent propositions.

Proposition 1.

Although the first set of Nigerian universities (except Nsukka) were based on the British model in curricula and organization, over the years there have been considerable changes and modification of this pattern.

The above proposition was aimed at eliciting from the respondents information on whether they are conscious of the changes that have occurred in the individual universities (and subsequently all the Nigerian universities), and the effects of these changes on what the students are required to learn; which will be examined later in connection with the structure of the academic programs of the institutions. Eighty-five respondents (98.8%) agreed that
there has been no change. The profile of the responses is presented below in Table 2.

Although there was a near unanimous agreement by the respondents on this proposition, a number of those interviewed did not perceive the changes as a planned reform unique to Nigeria alone. Dr. A. Osagie, a professor of Biochemistry at the University of Benin, suggested that universities tend to modify their programs and organizational structures in line with changes in the "university world." In this regard, therefore, he thinks that the reforms of the curricula of Nigerian universities may perhaps be related to the recent changes effected by institutions in Britain, as for example, the University of Manchester, and the new British universities where the course unit system (not credit system) and specialized curricula for training students for specific job markets have been introduced.

In accordance with this view, Professor E. Yoloye, Director, Institute of Education, University of Ibadan, commented that the British universities have themselves been strongly influenced by the American universities in recent years. He observed that some of the British practices which Nigerian universities still cling to in an attempt to maintain the so-called "high British standard" have for a long time been set aside by the British. Thus, the
changes in the curricula and organizational structure of the Nigerian universities have to be considered equally in the light of the reforms in the universities in the developed countries. The results are shown in Table 2.

**TABLE 2**

PERCENTAGE DISTRIBUTION OF RESPONSES TO ITEM 1

<table>
<thead>
<tr>
<th>Proposition</th>
<th>*SD + D</th>
<th>U</th>
<th>SA + A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1%</td>
<td>---</td>
<td>98.8%</td>
</tr>
</tbody>
</table>

*SD = Strongly Disagree  
D = Disagree  
U = Undecided  
SA = Strongly Agree  
A = Agree

The next three propositions (2, 3, and 4) have been grouped together because they deal with specific but related ideas. In these items, there was an attempt to find out whether the respondents could describe or associate the current practice with either the British, or the American system or perhaps they could equally conceive it as something entirely new and, therefore, indigenous to Nigeria.

Proposition 2.

An indigenous model, peculiar to Nigeria itself is evolving.
Proposition 3.

A model is evolving which is synthesis of the British and American systems.

Proposition 4.

The changes are in favor of or in the direction of the American model.

With the exception of Proposition 2, there was a reasonable agreement among the respondents on the other two subsequent items. On Proposition 2, there was a substantial difference in opinion. A number of the respondents indicated that no indigenous system or model is evolving. Specifically, only twenty-six respondents (30.2%) agreed that an indigenous model is evolving. In fact, out of this number only one respondent denoted that he strongly agreed. On the other hand, thirty-six respondents (41.8%) disagreed. Perhaps, one should also note that twenty-four respondents (27.9%) were undecided. The response from those interviewed was similar to the ones analyzed above. A majority of them expressed the view that an indigenous model is not evolving. These respondents argue that it will be a while before an indigenous model can evolve in Nigeria.

However, those who were in support of the proposition, pointed out, that at the moment, the transition from the foreign approach appears incomplete. Nevertheless, they stressed that a Nigerian
model is crystalizing through some of the current practices of the universities which cannot be described as either British or American. Put differently, judging from some of the current practices in the Nigerian universities, the respondents were convinced that an indigenous system is gradually developing.

On Proposition 3, seventy-eight respondents (91.7%) were in support of the proposition that a model is evolving that is a synthesis of the British and American systems. Very few respondents--four (4.7%) disagreed with the statement. For item 4, fifty-nine respondents (70.2%) manifested that the change is more in favor of the American system while thirteen others (15.4%) felt otherwise.

There were many interesting reactions from the respondents on all three propositions. In the recorded interview, Professor S. Wangboje, Deputy Vice-Chancellor, University of Benin, and formerly Dean of the Faculty of Arts, Ahmadu Bello University, remarked that no indigenous model can evolve in Nigeria until the faculty members are prepared to conduct more research on local phenomena and develop a curriculum with its content derived from the surrounding environment. The possibility of this becoming a reality, he notes, continues to be prejudiced by the excesses and eagerness of Nigerians toward acquiring degrees--to them, a "meal ticket" which
guarantees immediate upward economic and social mobility. He stressed that there is need for the public and the academicians to be more dedicated in their pursuit for knowledge.

Endorsing this position, Professor C. Udoh, University of Ibadan, maintained that no serious thought has gone into the development of an indigenous model. Moreover, at the moment, there was no set objective for any model which the Nigerian academe may wish to develop. Currently, the emphasis is to relate the curricular offerings to the needs of the society.

However, an alternative view was provided in the comments noted on the questionnaire by Mr. Kenneth Lupton, a British national and for many years Registrar of the Ahmadu Bello University; currently, Director of Academic Planning and Development, Federal University of Technology, Owerri. He has remarked that an indigenous model is arising from the interplay of local circumstances and pressures. To support his claim, he cited the funding policies for the universities, and their relationships to the NUC, the abolition of the Higher School Certificate programs/qualifications, the changing government's attitude towards higher education, and the urge by all secondary school-leavers to get into the universities. These practices which have evolved over the years, he notes,
are unique to Nigeria, and are very different from what exist in Britain or America.

Chief A.Y. Eke, formerly Nigeria's Ambassador to the United States and a former Federal Government Minister for Education and Registrar, University of Lagos, also remarked that an indigenous model may not be long in evolving. In fact, he notes that some of the current practices could be conceived as indigenous. However, he acknowledges that the transition from the present foreign practices to the indigenous practice will be completed as more and more locally trained Nigerian faculty become available, and when these staff begin to be very active on the academic policy committees and boards of the universities. Examples of practices illustrative of an indigenous model cited by Chief Eke, included the provision of university owned housing and transportation facilities for staff, and the attitudes to the issue of seniority on the job, which conforms with the traditions of the society.

Nonetheless, Professor J. Aghenta, formerly Director Institute of Education, University of Benin, had some reservation with the optimism expressed by some respondents about the possibility of Nigerian trained faculty members helping to create an indigenous model. He communicates his views clearly in these words:
The indigenous Nigerian model has no chance of survival because even those academics trained in Nigeria who would perhaps have brought about such a model are trained by a majority of the American trained academics with heavy American ideas and orientations.

The American model seems more dynamic or progressive and is more akin to our hopes and aspirations for a rapid national development while the British model--fast dying off--seems to lay emphasis on scholarship for its own sake.4

By this comment, Dr. Aghenta seems to be re-echoing the ideas enunciated in Proposition 4 and indeed, the opinion of the majority sampled in this study, that the Nigerian universities are far from evolving an indigenous model. The results are recorded in Table 3.

**TABLE 3**

PERCENTAGE DISTRIBUTION OF RESPONSES TO THE ITEMS 2, 3, AND 4

<table>
<thead>
<tr>
<th>Propositions</th>
<th>*SD + D</th>
<th>U</th>
<th>SA + A</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>41.8%</td>
<td>27.9%</td>
<td>30.2%</td>
</tr>
<tr>
<td>3</td>
<td>4.7%</td>
<td>3.5%</td>
<td>91.7%</td>
</tr>
<tr>
<td>4</td>
<td>15.4%</td>
<td>14.2%</td>
<td>70.2%</td>
</tr>
</tbody>
</table>

*SD = Strongly Disagree  
D = Disagree  
U = Undecided  
SA = Strongly Agree  
A = Agree
Propositions 5 and 6, presented separately below, are fairly related to the ones discussed above. They seek to identify the agents for the changes.

Proposition 5.

Academic and administrative faculty members trained in the United States of America have been mainly responsible for the introduction of these changes.

Sixty-four respondents (74.4%) agreed that Nigerian faculty members trained in the United States have been mainly responsible for the changes. Only eight respondents (9.3%) disagreed with this proposition. A majority of those interviewed commented that the faculties were adopting the American practices because they were more flexible and adequate for a developing nation, as Professor Aghenta said. On this proposition, Dr. I. Owie, a senior lecturer at the University of Benin, remarked that the American system besides being flexible to operate, it was also more humanistic and tends to cater or allow for the education of more people. This quality, he notes, makes it to be very adequate for nations who are in haste with training more skilled personnel to meet with their manpower requirements.

Professor Osagie, a graduate of Manchester University, England, commenting on the role of the faculty in introducing the changes, indicated that the American trained faculty members were able to
initiate the changes because they were more aggressive and believed in the practicability of the American system. Moreover, the social and political situation of the country was conducive for the reforms—the society was already dissolutioned with the British system, which was seen as not serving the needs of Nigeria. He indicated that the changes were effected by the academic staff trained in the United States rather than the administrative faculty. This is because the latter cadre of staff do not contribute to deliberations on academic matters relating to curriculum changes. The results are shown in Table 4.

TABLE 4
PERCENTAGE DISTRIBUTION OF RESPONSES TO ITEM 5

<table>
<thead>
<tr>
<th>Proposition</th>
<th>*SD + D</th>
<th>U</th>
<th>SA + A</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>9.3%</td>
<td>16.2%</td>
<td>74.4%</td>
</tr>
</tbody>
</table>

*SD = Strongly Disagree
D = Disagree
U = Undecided
SA = Strongly Agree
A = Agree

Proposition 6.

The practices at the University of Nigeria, Nsukka, helped in facilitating changes at the other universities.
With this proposition, almost half of the respondents (47.6%) disagreed. They did not accept that the practices at the University of Nigeria, whose curriculum and organization is similar to the American Land-Grant universities had any effect in facilitating changes in the other Nigerian universities. However, thirty respondents (34.8%) agreed on the proposition.

The ideas expressed by a number of the respondents interviewed on this proposition corroborates with the responses from the questionnaire. There was a widespread feeling that the practice at the University of Nigeria, Nsukka, had no influence on curricular development in the other Nigerian universities. Professor Wangboje offered an explanation. He acknowledged that although Nsukka has presently emerged as one of the top universities in Nigeria, at the onset, because its offerings were different from the recognized British academic programs, people tended to look down on it. It was criticized for offering cheap degrees and academic programs in areas not considered a worthy endeavor for a university. In addition, it admitted students with qualifications that were not acceptable to the other Nigerian universities. These reasons, he notes, perhaps prevented the other institutions from emulating its practices.
Contributing to this assumption, Mr. Kenneth Lupton stated that the greatest influence for the changes was definitely from the academics who have studied in the United States rather than from the practice at the University of Nigeria, Nsukka. He noted, for example, that in regard to basic administrative structure, Nsukka seemed to have backed away from its early American model quite quickly. The results appears in Table 5.

**TABLE 5**

PERCENTAGE DISTRIBUTION OF RESPONSES TO ITEM 6

<table>
<thead>
<tr>
<th>Proposition</th>
<th>*SD + D</th>
<th>U</th>
<th>SA + A</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>47.6%</td>
<td>17.4%</td>
<td>34.8%</td>
</tr>
</tbody>
</table>

*SD = Strongly Disagree  
D = Disagree  
U = Undecided  
SA = Strongly Agree  
A = Agree

Propositions 7 and 8 were to provide the respondents with an opportunity to point out the routes of the foreign influences, and whether these were from the universities and philanthropic organizations in Continental Europe or the United States.
Proposition 7.

The formulation of linkage agreements with American universities have contributed to the changes.

Proposition 8.

Affiliations and other cooperative arrangements entered into with universities in Continental Europe have largely been responsible for these changes.

Fifty respondents (58.1%) agreed that Nigerian universities linkage agreements with American universities may have contributed to some of the changes. Eight respondents (9.3%) agreed while twenty-eight (32.5%) others were undecided. With regard to Proposition 8, there were fifty-five respondents (63.9%) who disagreed that affiliations with institutions in Continental Europe had anything to do with the changes. However, twenty-three respondents (26.7%) were undecided. Only eight respondents (9.3%) felt the proposition was correct.

The consensus of the interviews was that linkage agreements have a slight influence on the development of new curriculum and programs. This is because the curriculum for any new program, as Professor Wangboje has remarked, is usually developed by the staff of the universities concerned. However, he added that in specialized disciplines, for example, Optometry, Dentistry, Nuclear
Physics, etc., the cooperating foreign universities are allowed to bring in their own curriculum or design one in line with what they have back in their country. In this circumstance, he agreed that the impact of foreign influence could be very great. However, in disciplines such as Agriculture, Administration, etc., he notes that the "international knowledge" or "foreign curriculum" always have to be modified to suit local conditions.

Furthermore, a majority of the interviewees also agreed that influences from the American universities, and philanthropic organizations either through linkage agreements or otherwise, rather than from Continental Europe, has helped in the reform. One interviewer at the Institute for Agricultural Research, Ahmadu Bello University, Zaria, remarked that generally, the Europeans have been more conservative and insincere than the Americans, in the administration of research aids. He maintained that aids from the European countries were often offered with the purpose of getting something back from the Nigerian society. Usually, the aids were for the development of agricultural products which in the long run are fed back into the industries in Britain and Continental Europe. Thus, such aids eventually do not achieve their objectives--once they are criticized or monitored by Nigerians, the foreign partners often terminate the agreement.
TABLE 6
PERCENTAGE DISTRIBUTION OF RESPONSES TO ITEMS 7 AND 8

<table>
<thead>
<tr>
<th>Propositions</th>
<th>*SD + D</th>
<th>U</th>
<th>SA + A</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>9.3%</td>
<td>32.5%</td>
<td>58.1%</td>
</tr>
<tr>
<td>8</td>
<td>63.9%</td>
<td>9.3%</td>
<td>26.7%</td>
</tr>
</tbody>
</table>

*SD = Strongly Disagree  
D = Disagree  
U = Undecided  
SA = Strongly Agree  
A = Agree

The next two propositions were reported jointly because they were designed to elicit judgments about the role of the Federal Government and the Nigerian public in influencing the reforms.

Proposition 9.

The changes in the university programs in Nigeria can be attributed more to the attainment of independence and the subsequent development of nationalist attitudes and ideas.

Proposition 10.

The Nigerian Government through its liberal policies (for scholarships and loans, etc., encouraging an increase in the number of university places) has helped to facilitate changes in the universities.

There was agreement among the respondents on each of the two propositions above. On item 9, fifty-seven respondents (66.2%)
gave an affirmative response. However, fourteen respondents (16.2%) disagreed. For Proposition 10, sixty-five respondents (75.5%) agreed. Only seven respondents (8.1%) disagreed with this statement. Nonetheless, fourteen respondents (16.2%) were undecided.

Professor P. Igbafe, Dean, Faculty of Arts, University of Benin, commenting on the curricular reforms, noted that the attainment of independence has led to the demand for relevance in the universities. Independence implied more scholarships and educational assistance of various kinds (free education, busaries, teaching assistantships, etc.) which have made it possible for more and more Nigerians to go into the universities. Specifically, he stressed the two factors—the demand for relevance and the surging number of students demanding university places, as the principal stimulus which have inevitably led to considerable heart searching and re-examination of university programs, structures and orientation.

While conceding to the fact that the attainment of independence and the subsequent Federal Government liberalization of its policies have facilitated curricula reforms in the universities, Professors S. Oyovbaire, Ahmadu Bello University, in his written statement, and Professor Osagie of Benin in his recorded interview, warned
that there have also been some negative effects. For instance, the increase in student population has led to falling standards, and watering down of the curriculum. The standard expected from the average student is becoming less and the available infra-structure has become over-stretched. In his written comments, Dr. Osagie summarized his opinion about the negative effects of the changes succinctly in these lines:

I believe that curricula changes have been principally geared towards making it largely easier for the young ones to become graduates. This then enables them to obtain good positions in the society even if poorly trained.

A saturation point in chasing degrees will be reached in about four to five years. Then, we shall start to worry about the content of our programs, the type of graduates we turn out, and hopefully real changes can be contemplated.

<table>
<thead>
<tr>
<th>TABLE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERCENTAGE DISTRIBUTION OF RESPONSES TO ITEMS 9 AND 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Propositions</th>
<th>*SD + D</th>
<th>U</th>
<th>SA + A</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>16.2%</td>
<td>17.4%</td>
<td>66.2%</td>
</tr>
<tr>
<td>10</td>
<td>8.1%</td>
<td>16.2%</td>
<td>75.5%</td>
</tr>
</tbody>
</table>

*SD = Strongly Disagree  
D = Disagree  
U = Undecided  
SA = Strongly Agree  
A = Agree
Proposition 11.

The desire for Nigeria's economic and technological development accelerated changes in the university offerings.

On this proposition very few disagreed. Seventy-eight respondents (90.6%) agreed while five others (5.8%) were undecided. However, there was a slight difference in opinion among those interviewed. Although a number of them believed that the desire for economic and technological development have caused the universities to start emphasizing the Science-based disciplines instead of the Humanities (in accordance with the directives of the NUC), they also acknowledged that the question of technological development has not been properly addressed. Professor Wangboje of Benin, had this comment about Nigeria's desire for technological development:

If we have to develop technologically, the faculties of the Nigerian universities have to look inward in their research and see if we have any native technology which could be used as the basis for a 'take-off.' Importing technology from Britain and America cannot solve our problems.6

By this comment, Dr. Wangboje believes that Nigeria has not developed technologically. This opinion was also expressed by a senior faculty member in the Faculty of Engineering at the Ahmadu Bello University, Zaria. He agreed that at the moment there have not been any breakthroughs to allow Nigerians to say they have developed technologically. Table 8 shows the results.
TABLE 8
PERCENTAGE DISTRIBUTION OF RESPONSES TO ITEM 11

<table>
<thead>
<tr>
<th>Propositions</th>
<th>*SD + D</th>
<th>U</th>
<th>SA + A</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>3.4%</td>
<td>5.8%</td>
<td>90.6%</td>
</tr>
</tbody>
</table>

*SD = Strongly Disagree
D = Disagree
U = Undecided
SA = Strongly Agree
A = Agree

The item 12, below, was designed with the hope that it would involve the respondents in reflecting deeply about the nature of the reforms—whether they were specific changes or changes of a general character involving the entire university system. Moreover, it was also felt that, from such ruminations, the respondents would be confident to denote some areas they perceived as having been most affected by the reform exercise. In view of this, a listing of specific areas was presented to the respondents to rank order of importance, aspects where they feel changes have been most visible.

The rank ordering by the respondents were scored and computed on a modified Likert-type Scale. In this instance, the percentage total responses was determined by combining the three outer
categories of 1, 2, and 3, to signify areas with the most visible changes; and 6, 7, and 8, to show areas with less visible changes. As in the findings for the propositions reported above, this procedure was found to be the most adequate in this study, because of the distribution of the responses at the three outer categories of the scale. In other words, it was found that the responses would be more satisfactorily represented if the three outer categories were grouped together. (See Appendix C for the distribution of the responses).

Proposition 12.

Areas where the changes have been most visible
(please place in rank order 1 to 8, number 1 being the most visible).

_____ Admission policies
_____ The structure of academic programs
_____ Curriculum
_____ Teaching styles
_____ Examination and grading
_____ Provision for student housing
_____ Administrative structure of academic departments
_____ General administrative structure of the university

When one examines the responses to proposition 12, (as illustrated in Table 9), one finds that they were more supportive
of the three areas that are most clearly related to instructional programs in the universities. Consequently, this may mean that the respondents perceive the nature of the changes as principally academic rather than administrative.

Curriculum. The figures from the computations suggest curriculum as the area that has been most affected by the reforms. The judgment of seventy-six respondents (88.3%) leads us to assert that curriculum is the first area where the changes are most visible. The responses collected from the field interview and from the written comments noted on the last page of the questionnaire connotes that the changes in curricula has been principally towards Africanizing the course contents and the design of a core course to enable students to have a cross-disciplinary knowledge. Thus, relevance has been the main objective for the curriculum reformers. They were interested in ensuring that the universities relate their teaching and research to the Nigerian and African environment. To accomplish this, several measures were introduced which will be examined or analyzed in detail in the next chapter.

Structure of academic programs. The positive judgments of seventy-one respondents (82.5%) lead to the conclusion that the structure of academic programs is to be considered the second aspect with the most visible changes. The reforms in this area
were found to be related to those in curriculum. Some examples of the changes mentioned or listed in the comments by the respondents were the introduction of the semester and course system, and the establishment of new degree programs in disciplines which were considered would facilitate a rapid economic and technological development for Nigeria. It was found that the universities started to introduce the course system as early as 1969. On the other hand, the establishment of new degree programs in the vocations and related professional fields did not begin until the mid-1970's.

Besides, the establishment of new programs and re-design of existing regulations and academic units that were found to have taken place at the Universities at Benin, Ibadan, Ife, Lagos and Zaria, some of the respondents to this study were quick in pointing out that far more reaching innovations were also occurring in the universities recently established by the state governments. Professor E. Yoloye, University of Ibadan, for example, had the following comments on the changes he has observed in the State Universities:

Some of the newer universities are experimenting with program structures which are not necessarily British or American. For example, Ogun State University makes agriculture compulsory for all students irrespective of
As mentioned earlier, the reason for this reform in the structure of academic programs was to help the country develop economically and technologically. However, this study also found other underlying reasons. It found that the Federal Government was interested in seeing to it that the universities become, at least partially, financially self-sufficient or supportive instead of the current total reliance on funds from the Federal Government. This finding is supported by the remarks made by a Senior Deputy Registrar at the University of Ibadan in the interview for this inquiry, who maintained that in order to be able to generate money internally, many of the universities (with the approval of the NUC) have had to establish professional programs wherein they can also perform consultancy services for firms and industries.

Finally, it was found that the adoption of the course system by some of the universities evidently has necessitated some changes and modification in the procedure for evaluating the students.

**Examination and grading.** Examination and grading was chosen by sixty-two respondents (72.0%). This evidence places the fore-mentioned aspect third among the areas with noticeable changes.
The responses show that the reforms have been mainly the introduction of the use of the Grade Point Average for computing grades and classes of degrees, the use of the continuous assessment and semester examinations.

This study found that the previous approach in which students are evaluated with only one examination, usually administered at the end of the year, has been discontinued. Equally, it was observed that students were no longer required to repeat the year's work in the event of a failure in one subject or few courses.

Commenting on the reforms at the University of Ibadan, Professor D. Izevbaye, Chairperson, Department of English, aptly remarked:

The system is more flexible now, with the introduction of open book and take home examinations and the non-involvement of the Registry in examinations. However, grades are not as liberal as in the United States. At Ibadan, a grade point system reduces the highest level of attainment to 7 points, the equivalent of 70% so that marks in excess of that (71-100%) are virtually discarded!8

Irrespective of the reform in examinations and grading, the long standing practice of employing external examiners for the moderation of graduating students' examinations in May/June was found to have been preserved. This tradition began when the
University of Ibadan was a College of the University of London. Then it was the tradition for faculties in London to help moderate the examination scripts of students at Ibadan. Today, at the end of an academic year, Nigerian universities exchange faculty members to moderate and grade graduating students' examinations. The reasons given for keeping to this inherited practice will be closely examined in the next chapter.

Teaching styles and Admission policies were aspects moderately supported by the findings of this study. Some changes may have occurred in these areas, nonetheless, the respondents did not consider it as very significant. These two areas appear to be sandwiched between the aspects discussed above which were highly supported by the findings and the items on administration which were not sustained.

Teaching styles. The responses by twenty-two respondents (25.5%) suggest teaching styles as fourth among areas that have experienced some reforms. However, the changes were found to be very minimal and were reflected in the increasing use of independent study technique, seminars, fieldwork, and audio-visual equipment. These techniques were frequently used by the lecturers to supplement the traditional lecture and tutorial methods. There is not strong evidence to show that the teaching process is undergoing widespread change.
Admission policies. The respondents were divided in opinion about admissions. There was a mid-range clustering of responses (thirty-eight respondents, 44.1%) which implies that they were undecided. Fifteen respondents (17.4%) felt there have been visible changes while thirty-three respondents (38.3%) denoted that there have been less visible changes. The mid-range clustering of such a large number of responses may be indicative of the fact that there were some changes but that these reforms have not been visible enough to be regarded as a departure from the inherited British practice.

However, it may be relevant to point to some of the reforms highlighted by some of the respondents. Examples of these changes include the acceptance of other local qualifications (e.g., OND, NCE, Diploma in Agriculture, etc.) as equivalents of the G.C.E. (Advance level) for university entry. Moreover, the one year preliminary program, and the School of Basic Studies program has also become acceptable as equivalents of the G.C.E. A/Level. Basically, the new trend has been to find alternative qualifications to the British oriented (G.C.E., Ordinary and Advance Level) qualifications.

As earlier mentioned, the findings suggest that the respondents did not perceive the changes in the areas of administration
as important reforms. Consequently, all the aspects dealing with administration came last on the rank order or scale.

**Items on Administration.** The findings did not support the assumption that there have been any important changes in the aspects related to administration. The responses to each question on this topic seem to show that there have been no noticeable changes in the administrative sectors of the universities. Sixty-seven respondents (77.9%) rejected the idea that the general administrative structure of the university had undergone visible changes. This is the largest percentage of negative judgment of any of the items on administration. Therefore, it may be assumed that there have been the "least visible" changes in this area. In effect, it may be seen as the first among the areas with "less visible" changes. This is followed by provision for student housing and the administrative structure of academic departments with sixty-two respondents (72.0%) and fifty-seven respondents (66.2%) respectively stating that there have been "less visible" changes in these areas. These findings are clearly illustrated in Table 9 below. In addition, in Appendix C the rank ordering of all the areas by the respondents is presented in percentages.

Finally, as mentioned earlier, the findings to Proposition 12 were more supportive of the areas directly concerned with academic
instruction in the universities rather than those related to administration. The written comments, and the views or concerns expressed by those respondents who were interviewed were found to be in agreement with the results reported above. One of such written comments which explicitly demonstrates that there have been "less visible" changes in the administrative areas was provided by Professor E. Yoloye of the University of Ibadan. He declared that "the administrative structure of academic faculties/departments and overall governance through the Senate and the University Council have remained largely British."9

However, it is relevant to point out that there was a difference of opinion between the teaching staff and the full-time administrators with regards to their perception of the extent of changes in the administrative and organizational structures of the universities. In fact, most of the University Registrars and the other administrators interviewed indicated that there have been important and visible changes in the administrative structures of the institutions. On the other hand, a majority of the teaching faculty feel that the changes were "less visible." Those interviewed were always quick to remark that in administration and organization the practices were still pre-eminently British in orientation.
Summary

It is clear from the findings presented in this chapter that the curricula, structure of academic programs, examination and grading, and to a limited extent, teaching styles, were the aspects most affected by the reform movement. The Federal Government, the American trained Nigerian faculty, and other forces emanating from the United States, were found to be the principal agents who inspired the changes. Moreover, local needs and circumstances combined to facilitate change measures.

Furthermore, it was found that the administrative and organizational features of the universities remains unaltered and continues to function in the tradition of the British.

In the next chapter a detailed interpretation of the supported findings are presented with delineatory examples from the university calendar, prospectuses, and other relevant published documents.
<table>
<thead>
<tr>
<th>AREAS</th>
<th>Rank Order(%)</th>
<th>Rank Order(%)</th>
<th>Reformed Areas in Order of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRICULUM</td>
<td>88.3%</td>
<td>2.3%</td>
<td>First</td>
</tr>
<tr>
<td>THE STRUCTURE OF ACADEMIC PROGRAMS</td>
<td>82.5%</td>
<td>3.4%</td>
<td>Second</td>
</tr>
<tr>
<td>EXAMINATION AND GRADING</td>
<td>70.0%</td>
<td>11.4%</td>
<td>Third</td>
</tr>
<tr>
<td>TEACHING STYLES</td>
<td>25.5%</td>
<td>35.9%</td>
<td>Fourth</td>
</tr>
<tr>
<td>ADMISSION POLICIES</td>
<td>17.3%</td>
<td>38.3%</td>
<td>Fifth</td>
</tr>
<tr>
<td>ADMINISTRATIVE STRUCTURE OF ACADEMIC DEPARTMENTS</td>
<td>2.2%</td>
<td>66.2%</td>
<td>Sixth</td>
</tr>
<tr>
<td>PROVISION FOR STUDENT HOUSING</td>
<td>5.7%</td>
<td>72.0%</td>
<td>Seventh</td>
</tr>
<tr>
<td>GENERAL ADMINISTRATIVE STRUCTURE OF THE UNIVERSITY</td>
<td>2.3%</td>
<td>77.9%</td>
<td>Eighth</td>
</tr>
</tbody>
</table>
FOOTNOTES

1. In formulating the questionnaire, the research propositions were denominated "Hypotheses" as the reader will note.


4. Comments by Dr. J.A. Aghenta noted on item 13 of questionnaire.

5. Dr. A. Osagie written comments noted on questionnaire. January 24, 1984.

6. Recorded interview with Professor S.I. Wangboje, Deputy Vice-Chancellor, University of Benin on February 3, 1984, at Benin City, Nigeria.

7. Written comment on questionnaire, provided by Professor E. Yoloye, Institute of Education, University of Ibadan.

8. Comments noted on questionnaire by Professor D. Izevbaye, Department of English, University of Ibadan, Nigeria.

9. Comment by Professor E. Yoloye noted on questionnaire (item 13).
CHAPTER IV

INTERPRETATION OF FINDINGS AND ANALYSIS OF DOCUMENTS

As has been noticed, a number of forces were influential in instituting curricular reforms in the older Nigerian universities. This chapter will be concerned with explicating the role of these forces and the dynamics of the reform process. The discussion will be highlighted under three headings: the need for reform, the reform process, and the nature of the reform.

The Need for Curricular Reform

The responses to the questionnaire for this study upheld the proposition that the changes in the universities curricula and programs can be attributed more to the attainment of independence and the subsequent development of nationalist attitudes and ideas. The nationalist demands arose in response to the inadequacies of the training given to graduates from the University of Ibadan. As in Britain, the University of Ibadan had adopted a philosophy of higher education in which emphasis was placed on the cultivation of the mind, the development of the individual students' interest, and the improvement of knowledge through teaching and fundamental
research. These were perceived by some patriotic Nigerians as esoteric learning which cannot assist the nation to develop economically and socially. Moreover, the university graduates were seen to be lacking technical and vocational skills. When the University of Ibadan was established in 1948, it offered only two professional degrees—Agriculture, and Medicine; besides its conventional programs in the Faculties of Arts and Science. In fact, until 1962 no further attempt was made to introduce any other professional program, not even teacher education which at that time, indeed, could have been considered extremely essential to a young nation requiring teachers for its schools. The unwillingness of the University of Ibadan authorities to expand the institution's curriculum aroused nationalist demands and public criticism. Fafunwa explains the grounds for the criticism in these words:

The demand for expanded curriculum at Ibadan was not limited to the field of education alone; various articles, editorials and lectures, particularly by Nigerians, had also pleaded for departments of economics and political science and faculties of law and engineering. Other critics... included several Nigerian members of the House of Representatives. One of them during a debate on appropriation bills, maintained that the University College should 'find its roots in Nigeria' as soon as possible. Another member... thought it strange that there was 'no 1 Faculty of African Studies' at the College.
In fact, because the authorities of the University of Ibadan were unyielding to the public criticism, the institution came to be regarded, as Dr. Ukeje has noted, as an "Ivory Tower" rather than a "Watch Tower" of the society. Dr. Ukeje has also acknowledged that the public dissatisfaction with the elitist orientation of the Ibadan University curriculum and its apparent irrelevance to the emergent nationalist movement at that time, was a factor in the decision by Dr. Nnamdi Azikiwe, a renowned nationalist, to introduce a bill to the former Eastern region House of Assembly for a charter to establish the first indigenous university (the University of Nigeria, Nsukka) in the country. In a speech delivered in 1960 at the inaugural meeting of the Provisional Council of the University of Nigeria, Nsukka, Dr. Azikiwe cautioned that:

We cannot afford to continue to produce ... an upper class of parasites who shall prey upon a stagnant and sterile class of workers and peasants.... We must frankly admit that we can no longer afford to flood only the white collar job at the expense of the basic occupations and productive vocations ... particularly in the field of agriculture, engineering, business administration, education and domestic science. Explicit in this address was the notion of "relevance" which Professor P. Igbafe, in the findings reported in the previous
chapter, claimed had been the principal motive for the redesign of the curricula of the Nigerian universities.

Another reason for curricular reform was the desire to train sufficient manpower to serve in the nation's civil service and its commerce. The output of graduates from the University of Ibadan was not adequate to supply the needs of the newly independent country for skilled manpower. Besides, the graduates were not prepared in the professional disciplines which were the skills required by the industries and business enterprises. The Ashby Commission, on the eve of independence, had focused on this inadequacy when it recommended that a "university be established at Lagos with day and evening courses leading to degrees in the fields of commerce, business administration, economics and social science, and courses at post-graduate levels in higher management studies."\(^5\)

Moreover, the social conditions of the rural population necessitated changes in the curricular of the institutions. There was need for the academics to conduct much more applied research rather than only theoretical research. It was the conviction of the nationalists that researching into the problems of the society would help in improving the peoples' living conditions. Such research, as has been clearly noted by Professor Yesufu, should
emphasize topics such as rural health, the problems of poverty in its varying contexts, the conflict of cultures in a multi-ethnic society and should provide the basis for unity and agricultural and rural development.  

Furthermore, there was also the desire for the universities to provide the knowledge which might assist in solving the socio-cultural problems of the Nigerian society, especially ethnic disunity, corruption, and nepotism. Ethnic disunity is believed to be responsible for many of the country's political and social problems. In fact, some educational and political critics have argued that the multiplicity of ethnic groups and the existence of low levels of economic organization have largely been responsible for the instability of democratic governments in Nigeria and several other African nations. It was the hope of a generality of the people, and indeed, the Nigerian government that the introduction of meaningful changes to the university curricula will help to bring about ethnic integration and subsequently, the curtailment of social problems. The recent Federal Republic of Nigeria National Policy on Education clearly illustrates the Federal Government's recognition of this need. In this document, the government pointed to the ways in which the universities could serve as effective instruments for cementing national unity:
Widespread ignorance among Nigerian groups about each other and about themselves will be remedied by instituting a compulsory first-year course in the social organization, customs, culture and history of our various people. The award of degrees will be made conditional upon the passing of the paper in this course.

The pressure for technological development was another force which made curricular reform unavoidable. It was the consensus of the respondents to the questionnaire, as reported in Chapter 3, that Nigeria's interest for economic and technological development has accelerated changes in the universities. Nonetheless, it is appropriate to acknowledge that this need only became paramount in the 1970's and 1980's when Nigeria emerged as one of the world's leading producers of crude-oil. As will be discussed later, the 1980's was an era for a new direction in university curricula and programs, when the emphasis shifted from the arts and humanities to the sciences and technology.

The Reform Process

Unlike the United States and perhaps Great Britain, where their respective governments are less directly involved in curricular reform (except occasionally in providing "categorical grants" to the universities, research foundations, and institutes), curricular change in the Nigerian universities might not have occurred
or have been effectively implemented without the active participation of the Federal Government.

As it has been explained elsewhere in this work, the Nigerian universities are centrally controlled on behalf of the Federal Government by the National Universities Commission (NUC). Through the assistance of this agency, the Federal Government has been able to influence curricular reform in the Nigerian universities. Perhaps one should reiterate that the National Universities Commission was established in 1960 by an Act of Parliament on the recommendation of the Ashby Commission. In its first fourteen years, the NUC had very limited powers and was not really drawn into the academic affairs of the universities. This relationship was changed in 1970 when the Federal Military Government promulgated the NUC Decree No. 1. This decree extended the powers of the NUC and brought it into the mainstream of activities of the universities. Apart from assisting to allocate Federal Government grants to the universities, the new decree authorized the NUC to help the universities in matters related to curriculum development and reform in accordance with national needs. The decree also empowered the NUC to be responsible for approving new academic programs for all the universities. In addition, it was similarly to ensure that all the
academic offerings and professional training available in the universities met the requirements of the nation in both quality and diversity.  

With these powers, the NUC has in the past years been able to influence curriculum development and reform in the Nigerian universities. The NUC's role became apparent especially from 1975 when the Federal Government started to emphasize the need for technological development, and indeed exceedingly more, from December 1977 when the Head of State, General Olusegun Obasanjo in a commencement address at Ahmadu Bello University urged the universities and the NUC to "re-examine the orientation of education in the universities especially by reviewing the curricula with a view to giving emphasis to the teaching of ethics, civics and other normative sciences."  

Following this request, the NUC appointed a committee on the redefinition of the orientation of the universities. The committee was requested "to re-examine the role of the universities as educational institutions. Specifically, it was asked to work under the principal guideline that emphasized that graduates of the university in whatever discipline should appreciate their individual responsibility to the society in which they live."  

The recommendations of the Re-definition of Universities Orientation Committee
eventually culminated in the appointment by the NUC of several Curriculum Working Committees which were to re-examine and recommend on the nature of the university curricula in areas such as medicine, engineering, agriculture, and veterinary medicine. In effect, three committees were set up, one in each of the forementioned disciplines. After an extensive study of the system, each of them recommended the implementation of major curricular reforms in the different areas of medical education, engineering education, and agricultural education.

For instance, the working committee for engineering education suggested among other points that "the curricula of the Engineering Faculties be modified to make them more practical and responsible to national needs; and that industrial training centers be established to enhance the practical orientation of engineering students." In support of its recommendation, the committee maintained that the Nigerian-trained engineers had been more oriented towards theoretical concepts rather than to the practical and technical applications which the society now felt was more relevant. On their part, the working committee for medical education advised that more medical colleges should be established and the existing ones expanded to cater for more students. The committee also recommended that changes should be made in the entry
requirements so that more students would be admitted into the medical schools. This implied the recognition and acceptance of other alternative qualifications to the normal General Certificate of Education (Advanced level) requirements. The committee's recommendations were accepted by the NUC. In fact, the usefulness and importance of these recommendations to the NUC motivated that body in 1978 to set up another working committee to study the curriculum for environmental design education in the country. This committee was specially asked to find out "to what extent the existing structure met the manpower requirements of the country, and to advise on curricula and curriculum development and their relevance to national needs." The suggestions of the various committees have been synthesized into national guidelines by the NUC and passed on to the universities to undergird the decisions of their Academic Policy and Planning Committees.

Another evidence of the Federal Government's interest in curricular reform in the universities and particularly in the older institutions, had been its directive in 1976 to the NUC, requesting that the five oldest universities be encouraged to strengthen their academic programs with the objective of developing centres of excellence in some disciplines. On the basis of this proposal, the NUC, after due consideration to the capabilities
of the different institutions, apportioned some disciplines to each of the universities and urged that they should strive to create centres of excellence in the respective areas. The disciplines were allocated as follows:

1. Ahmadu Bello University -- Engineering and Nuclear Technology
2. University of Ibadan -- Medicine
3. University of Ife -- Nuclear Physics
4. University of Lagos -- Mass Communication or Metallurgy
5. University of Nigeria, Nsukka -- Electronics

A more recent illustration of the direct involvement of the Federal Government in implementing curricular reform and ensuring that the changes are permanent was the establishment in 1980 of seven Federal Universities of Technology. Announcing the intention of the government to create these universities in 1979, the President, Alhaji Shehu Shagari, pointed out that the universities would offer degree courses only in the sciences and technology and that they would assist the country in its move towards technological growth. The specific objectives of the new universities as outlined by the NUC were to:
1. develop and offer academic and professional programs leading to the award of diplomas, first degrees, postgraduate research and high degrees which emphasize planning, adaptive, technical, maintenance, developmental and productive skills in the engineering, scientific, agricultural, medical and allied professional disciplines;

2. act as agents and catalysts, through postgraduate research and training for the most efficient, effective and economic utilization, exploitation and conservation of the country's natural, economic and human resources;

3. offer to the general population, as a form of public service, the results of research and to foster the practical applications of these results;

4. identify technological problems and needs of the society relevant to the immediate localities of the Universities and solve them within the context of national needs;

5. provide and promote sound basic scientific training reflecting indigenous culture and in a manner to enhance national unity, as well as the production of socially mature citizens.

It could be observed that some of these objectives have been formulated to provide solutions to a number of the national needs discussed in the preceding section. The program areas allocated to the different Federal Universities of Technology are listed in Figure 3 below. This alternative approach to implementing curricular reform, of course, has been utilized by governments in several developed nations such as Italy,
FUT Bauchi

Science Education
Agriculture and Agricultural Technology
Earth and Mineral Sciences
Engineering and Engineering Technology

FUT Makurdi

Science Education
Agriculture and Agricultural Technology
Engineering
Allied Health Sciences and Technology

FUT Yola

Management Sciences
Science Education
Agriculture and Agricultural Technology
Earth and Mineral Sciences

FUT Owerri

Management Sciences
Agriculture and Agricultural Technology
Earth, Mineral and Natural Sciences
Engineering and Engineering Technology

FUT Abeokuta

Management Sciences
Earth and Mineral Sciences
Engineering and Engineering Technology
Allied Health Sciences and Technology

FUT Akure

Pure and Applied Sciences
Agriculture and Agricultural Technology
Environmental Sciences and Fine Arts
Earth and Mineral Sciences
FUT Minna

Science Education
Management Sciences
Agriculture and Agricultural Technology
Environmental Sciences and Fine Arts

FIGURE 3. APPROVED ACADEMIC PROGRAMS FOR THE
FEDERAL UNIVERSITIES OF TECHNOLOGY

Japan, and Sweden, with centralized university education systems. In most such cases, as Professor Altbach has remarked, the results have always been impressive because the method circumvents the process of compromise at the local level that characterizes other kinds of reforms and more importantly, it does not threaten established ways and interests.\(^17\)

University admissions is a curriculum-related matter whose reform has been engineered by the Federal Government. The response to the questionnaire supported the proposition that by encouraging increases in university places and providing financial supports (scholarships, loans, etc.) to the students, the Federal Government has helped to facilitate changes in the universities. It should be recalled that the University of Ibadan was severely criticized in its first fifteen years for limiting admission to few students. For example, it started in 1948 with 104 students. Ten years later the student population was only 940.\(^18\) This practice was probably related to its attempt to maintain the academic standards of the University of London and uphold the English tradition of rigorously restricting the number of students who can have university education. Unfortunately, this tradition was copied by the Universities at Lagos, Ife, Benin, and Zaria, in the years after the independence.
As a result of public pressure and the need to train more manpower, the NUC, in 1977 urged the Federal Military Government to consider setting up a National Committee on University Entrance. The committee which was constituted was mandated to "study:

1. The problems of admission into universities in Nigeria with a view to removing all bottlenecks limiting entry to these institutions so that the increase opportunities for university education in all parts of the country are enhanced.

2. The steps to be taken, both within and outside the university system, to ensure that liberalization of admission into the universities is balanced against the need to maintain quality in the graduate output by means of appropriate course system.

3. The performance of the various pre-university examination bodies in Nigeria (including W.A.E.C.) in terms of how much they constitute a bottleneck to entry into the universities, and if necessary to make recommendations on appropriate alternatives such as Joint Matriculation Board.

4. The entry requirements of the various universities in Nigeria with a view to making them not only realistic and responsive to national needs and aspiration but also uniform in the whole University system, if necessary through a Common Entrance Board."

The recommendation for a common entrance examination board was implemented immediately in 1978.
The new body known as the Joint Admissions and Matriculation Board (J.A.M.B.) was vested with "the responsibility of placing suitably qualified candidates in the universities after having taken into account the vacancies available in each and every university, the preference expressed or otherwise indicated by candidates for certain universities and courses." Besides, it was also to assist the NUC in ensuring that the universities keep to the government's recommendation of a 60:40 student enrollment ratio for the Science and the Arts. With the assistance of the Joint Admissions and Matriculation Board, the universities have been able to admit more students than before. In 1981, the University of Ibadan had close to about 10,000 students. In the past few years actual enrollment has consistently been above the projected figures:

In the 1975/76 academic year, student enrollment skyrocketed to 32,286 in seven universities (including the University of Calabar which was started that year). Ten years earlier--1964-65, student population in the five older universities of Ibadan, Lagos, Nsukka, Zaria and Ife was 6707. And in the 1979-80 academic year, the ambitious government target enrollment of 53,000 projected was exceeded to read 57,542 in 13 universities (including) the seven new ones. It is estimated that the student population in Nigerian Universities would reach 130,000 by the 1985 academic year.
Thus, at the current rate of increase in enrollment, by the year 1990, the figures might be three or four times the 1985 projection of 130,000.

This increase in student enrollment in the universities, nevertheless, was found to have caused some negative consequences for learning. As one interviewee has disclosed, increasing student enrollment without a corresponding increase in the basic infra-structure has necessitated a "watering down" of the curriculum.\textsuperscript{23} If this situation is allowed to continue unabated, there may result a fall in standards. Table 10 shows the distribution of student enrollment in the various disciplines in Nigerian Universities.

At this juncture, it is pertinent to examine the role of the faculty members in the reform process. The responses to the questionnaire were in agreement with the proposition which dealt with this aspect. The American trained Nigerian faculty members were found to be influential in implementing the reform objectives. As Professor Wangboje has correctly remarked, the details of any curriculum are usually worked out by the faculties. Therefore, one may surmise that the changes that have been observed could be credited not only to the Federal Government but also to the faculty members. The efforts of the
TABLE 10

DISTRIBUTION OF ENROLLMENT FIGURES IN
NIGERIAN UNIVERSITIES 1964/65 TO 1978/79

<table>
<thead>
<tr>
<th>Year</th>
<th>Padan</th>
<th>Lagos</th>
<th>Nsukka</th>
<th>Zaria</th>
<th>Benin</th>
<th>Jos</th>
<th>Calabar</th>
<th>Kano</th>
<th>Gums</th>
<th>Sokoto</th>
<th>Born</th>
<th>Harcourt</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964</td>
<td>2.284</td>
<td>563</td>
<td>2.482</td>
<td>719</td>
<td>659</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6,707</td>
</tr>
<tr>
<td>1965</td>
<td>2.687</td>
<td>773</td>
<td>2.570</td>
<td>957</td>
<td>713</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7,709</td>
</tr>
<tr>
<td>1966</td>
<td>2.729</td>
<td>1.116</td>
<td>3.125</td>
<td>973</td>
<td>945</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>8,888</td>
</tr>
<tr>
<td>1967</td>
<td>2.593</td>
<td>1.859</td>
<td></td>
<td>1.352</td>
<td>1.254</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7,058</td>
</tr>
<tr>
<td>1968</td>
<td>3.118</td>
<td>2.062</td>
<td>1.745</td>
<td>1.663</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8,588</td>
</tr>
<tr>
<td>1969</td>
<td>3.146</td>
<td>2.395</td>
<td>2.351</td>
<td>1.803</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9,695</td>
</tr>
<tr>
<td>1970</td>
<td>3.639</td>
<td>2.535</td>
<td>2.931</td>
<td>2.444</td>
<td>2.411</td>
<td>108</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14,468</td>
</tr>
<tr>
<td>1971</td>
<td>3.742</td>
<td>2.918</td>
<td>3.363</td>
<td>3.835</td>
<td>2.985</td>
<td>250</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17,093</td>
</tr>
<tr>
<td>1972</td>
<td>3.783</td>
<td>3.053</td>
<td>3.891</td>
<td>5.177</td>
<td>4.568</td>
<td>417</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20,889</td>
</tr>
<tr>
<td>1973</td>
<td>4.618</td>
<td>3.400</td>
<td>4.677</td>
<td>5.828</td>
<td>4.005</td>
<td>700</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23,228</td>
</tr>
<tr>
<td>1974</td>
<td>5.304</td>
<td>3.698</td>
<td>5.800</td>
<td>6.257</td>
<td>4.400</td>
<td>417</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>26,448</td>
</tr>
</tbody>
</table>

individual faculty member in effecting curriculum reform should be viewed both in terms of his personal contribution and in terms of his membership in the group nominated to make the final decision. In most Nigerian universities, any new curriculum or reform proposals have to be approved by committees of the individual academic units, and finally by a university-wide academic board, such as the "Senate." Thus, the faculty is always an invaluable element in the change process. This conclusion, therefore, reaffirms the theoretical postulation that teachers are the most crucial agent in engineering curricular reforms because they are closest to the learner and as such are in a better position to develop instructional materials and policies.24

The interviewees also revealed that the non-American trained faculty members at first contributed rather less to the reform exercise and opposed curriculum reform. Writing in the early 1960's, Lord Eric Ashby frequently referred to this resistance by Nigerians and other Africans to curriculum reform in the African environment:

Some African intellectuals, especially those educated in Britain, resist changes in curriculum or in pattern of courses because they confuse such changes with a lowering of standards. They are accordingly suspicious
of any divergence from the British pattern. Some of them are particularly allergic to proposals for incorporating African Studies into the curriculum. Is this, they say, the first step toward disarming us intellectually; to substitute Arabic and African Languages for the classics; to teach English to Africans as Chinese is taught to Englishmen; not as Englishmen learn English at Cambridge; to neglect Tudor history in favor of the history of Africa; to regard oral tradition as legitimate material for scholarship; to take seriously the political institutions of a Yoruba town; to reflect on the indigenous ethical systems of animists and muslims as well as on Christian ethics?25

Those who came to support curricular changes were said by the persons interviewed to have been influenced by nationalist sentiments. It appears therefore, that there has been a complete shift in the pre-independence notion, shared by many literate Nigerians, that any academic program that diverges from the British curriculum and orientation results in the lowering of standards.

Beyond the nationalist shift and the influence of the American trained faculty members, there is in addition the contribution of a number of agencies from several technologically developed countries. The responses to the questionnaire agreed with the statement that foreign sources have facilitated changes through the provision of financial aids and other forms of
assistance. Out of the nations indicated on the questionnaire as the principal sources of foreign aid, the respondents almost unanimously chose the United States as the one with the greatest influence. Those interviewed pointed out that aids from American universities, philanthropic organizations, and the National Government itself produced more significant consequences for curriculum reform. It should be mentioned, however, that some of the Nigerian universities have a history of long association with many American universities. As has been pointed out earlier in this work, the University of Nigeria was established with the assistance of the Michigan State University and the U.S. Government owned Agency for International Development (A.I.D.). In its initial years, the United States supplied almost all the needs of the University of Nigeria, Nsukka, and as would be expected, its curriculum and general structure were entirely American. Surprisingly, this study found that the presence of the university at Nsukka, was not a factor in the decision of Ibadan University and several other Nigerian universities to introduce changes in their curricula. Nonetheless, it will be unrealistic for one not to give any consideration to the role of the University of Nigeria, Nsukka, in the success of the reform exercise at the other Nigerian universities.
In this connection, Ezeocha has noted that the university at Nsukka was an examplar by providing a different curriculum and degree program.\(^{26}\)

Today, the University of Nigeria, Nsukka, to a limited extent, still maintains close relationships with the Michigan State University and a few other American institutions. Since the early 1970's, other Nigerian universities have equally benefited from various linkages with American universities. These bilateral linkage agreements include: "assistance with development of academic programs, departmental units, training of staff, exchange of staff on short term basis, purchase of scientific equipment, and the development of joint research programs."\(^{27}\) Tables 11 and 12, show the current and past linkage agreements between American and Nigerian universities.

Through these cooperative agreements, the American universities have been able to stimulate curriculum changes in some of the Nigerian institutions. It was observed, however, that this type of influence was more effective when the agreement involved assistance with the development of an entirely new program. For example, the Optometry and Computer Science programs at the University of Benin was found to be very similar to those available at the University of Oregon and the University of Texas,
TABLE 11
PRESENT LINKS BETWEEN
U.S. AND NIGERIAN UNIVERSITIES

<table>
<thead>
<tr>
<th>U.S. UNIVERSITY</th>
<th>NIGERIAN UNIVERSITY</th>
<th>OBJECTIVE</th>
<th>FIELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. U. of Pennsylvania</td>
<td>U. of Ibadan</td>
<td>Academic exchange</td>
<td>Medicine, Dentistry, Law, Engineering, etc.</td>
</tr>
<tr>
<td>2. Georgetown U.</td>
<td>U. of Ibadan</td>
<td>Student exchange (ISEP)</td>
<td>Student Exchange</td>
</tr>
<tr>
<td>3. Georgetown U.</td>
<td>U. of Ife</td>
<td>Student exchange (ISEP)</td>
<td>Student exchange</td>
</tr>
<tr>
<td>4. U. of Wisconsin Madison</td>
<td>U. of Calabar</td>
<td>Development of Faculty of Agriculture</td>
<td>Agriculture</td>
</tr>
<tr>
<td>5. U. of Texas Austin</td>
<td>U. of Port Harcourt</td>
<td>Development of programmes in Engineering &amp; Management Studies</td>
<td>Engineering and Business</td>
</tr>
<tr>
<td>6. U. of Texas Austin</td>
<td>U. of Benin</td>
<td>Faculty development in Optometry</td>
<td>Physics and Optometry</td>
</tr>
<tr>
<td>7. U. of Oregon</td>
<td>U. of Benin</td>
<td>Faculty Development</td>
<td>All areas</td>
</tr>
<tr>
<td>8. Howard University</td>
<td>All Nigerian Universities</td>
<td>Faculty and Student exchange</td>
<td>Faculty Development</td>
</tr>
</tbody>
</table>

Source: Akinjide Osuntokun, Expansion of University Education in Nigeria, p. 17.
<table>
<thead>
<tr>
<th>U.S. UNIVERSITY</th>
<th>NIGERIAN UNIVERSITY</th>
<th>OBJECTIVE</th>
<th>FIELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Iowa State University</td>
<td>U. of Nigeria Nsukka</td>
<td>Faculty development</td>
<td>Education</td>
</tr>
<tr>
<td>2. Johns Hopkins University</td>
<td>U. of Lagos</td>
<td>Health Education</td>
<td>Public/Family Health</td>
</tr>
<tr>
<td>3. Kansas State University</td>
<td>Ahmadu Bello University</td>
<td>Faculty development</td>
<td>Agriculture and Veterinary Medicine</td>
</tr>
<tr>
<td>4. Michigan State University</td>
<td>U. of Nigeria</td>
<td>University development and planning</td>
<td>Various fields and Continuing Education</td>
</tr>
<tr>
<td>5. New York University</td>
<td>U. of Lagos</td>
<td>Faculty development</td>
<td>Business Administration and Social Sciences</td>
</tr>
<tr>
<td>6. Teachers' College Columbia University</td>
<td>U. of Lagos</td>
<td>Professional studies programme</td>
<td>Teacher education</td>
</tr>
<tr>
<td>7. University of California at Los Angeles</td>
<td>U. of Lagos</td>
<td>Development of teacher training college</td>
<td>Teacher education</td>
</tr>
<tr>
<td>8. University of Massachusetts/University of Connecticut</td>
<td>U. of Ife</td>
<td>Graduate training and inservice</td>
<td>Public Administration</td>
</tr>
<tr>
<td>9. University of Pittsburgh</td>
<td>Ahmadu Bello University</td>
<td>Growth and expansion of Institute of Administration</td>
<td>Public Administration</td>
</tr>
<tr>
<td>10. University of Wisconsin Madison</td>
<td>U. of Ife</td>
<td>Faculty development</td>
<td>Agriculture</td>
</tr>
<tr>
<td>11. University of Wisconsin Madison</td>
<td>Ahmadu Bello University</td>
<td>Primary teacher training programme</td>
<td>Education</td>
</tr>
<tr>
<td>12. Washington University</td>
<td>U. of Ife</td>
<td>Yoruba primary curriculum development</td>
<td>Education</td>
</tr>
</tbody>
</table>

Source: Akinjide Osuntokun, Expansion of University Education in Nigeria, p. 18.
Austin. Irrespective of the terms of the agreement, it is necessary for one to note that the foreign influence that comes with them could be very immense.

**Nature of the Reform**

In this section, curricular changes that have been observed in the Nigerian universities since independence in 1960 would be described. Specifically, the character of the reforms of Nigerian universities as they have occurred in the areas of curriculum, the structure of the academic programs, examinations and grading, teaching styles, and admission policies would be discussed.

**Curriculum**

As has been stated earlier, the attainment of independence by Nigeria in 1960, brought with it a demand for Nigerian universities to relate their activities to the needs of its people and the environment in which the universities are situated. Thus, from that date, the term "relevance" became the watchword for the universities. In the Nigerian context, the concept of "relevance" means the development of a higher education curriculum and degree program which focus on Nigeria and Africa and on the acquisition of relevant knowledge which could assist in the emancipation of the society from a state of
economic dependence to that of true economic independence. Above all, such knowledge should also enable the Nigerian graduates to perform effectively within their social group and to the benefit of their traditional environment. This conception of the meaning of "relevance" as used in the Nigerian context has been very well explained by Fafunwa and Hanson; they have pointed out that "the concept of relevance is related to the pressing needs of the people--not merely the needs of students but the needs of wider audiences which the African university is dedicated to serve." Implicit in these two definitions are the purposes of education and, indeed, higher education, in an indigenous African society. In this setting, the purpose of either traditional or Western education is to equip the child to serve and help improve the society. As Roome has aptly remarked of the traditional African society, "the child is not regarded as a developing personality, but as a member of a group ... birth fixes for life the social status of each individual." It could be easily seen, therefore, that this contradicts the premises of Western education and especially, the British tradition of higher education which emphasizes the individual as an autonomous personality. The curriculum of the University of Ibadan and the four other older universities
epitomized the British elitist system which was not very helpful to the Nigerian society. The demand for "relevance" was therefore an attempt by the people to reorient the purposes of higher education in Nigeria.

This study has found that, in response to this demand, the Nigerian universities over the last two decades have indeed been introducing major reforms in the structure of their curricula and degree programs. Various techniques have been employed to relate learning and instruction to the society. Generally, the trend has been to develop a curriculum that is broad-based and rich in the African culture without prejudice to the existing universal knowledge which is necessary for survival in the modern technological world. The new curriculum is planned to be flexible and it negates the narrow specialization characteristic of the inherited English curricula and degree programs. It gives the students opportunity to study other subject areas indeth together with their major subject. This is more appropriate for students from a developing country since they may be called upon after graduation to serve their country in multiple capacities. As has been quoted in Chapter I, it was the view of some Nigerian educators that:
The Nigerian (African) university graduate, whether in economics, politics or mathematics, sociology, geography, theology, or engineering should be capable of providing leadership as a rural development officer, organizer and manager of a cooperative society, teacher, etc. There should be cross-fertilization of disciplines: the engineer should do some economics, history, sociology; and the historian should have some practical elements of rural development, constructing wells, simple building structures, etc. ²⁹

Specifically, to ensure relevance and subsequently, a broad-based education, the universities have introduced a general education curriculum called General Studies which is compulsory for every student offered a place by the universities irrespective of his/her major discipline. The general education curriculum is packaged differently by the three institutions covered by this study and by other Nigerian universities. In the University of Ibadan and Ahmadu Bello University, instead of General Studies, a plan of electives and compulsory courses has been adopted. In this approach, an academic unit prescribes or suggests a list of courses from other disciplines from which its students must make selections toward the requirements for a degree.

The University of Benin uses General Studies jointly with the electives. It is relevant to point out that the University
of Nigeria, Nsukka, was the first university in the country to introduce a General Studies curriculum. As in Nsukka, the General Studies curriculum at the University of Benin consists of 1) the use of English, 2) social sciences, 3) natural sciences, and 4) humanities. However, while students at Nsukka are asked to take General Studies for two years, those at Benin are required to register for the subject only in their first year at the university. The General Studies curriculum at the University of Ife is similar to that at Nsukka. The general education curriculum at the University of Lagos is different from those at Benin, Ibadan, Ife, Nsukka, and Zaria. At Lagos, all students are required to take a special course in African Studies. Fafunwa and Hanson have summarized the compulsory General African Studies curriculum at the University of Lagos thus: "It outlines African History and cultures for all students and a 'balancing' program of African 'cultural' fields or the African natural environment, depending respectively upon whether the student involved is in one of the sciences or in an Arts department."30

Although these different general education curricula were recently introduced, a number of the respondents interviewed for this study acknowledged that the benefits were gradually
becoming obvious from the performance of graduates in the Civil Service efficiency tests, and in their attitude and dedication to serve the society. Several respondents spoke of the National Youth Service Corps (N.Y.S.C.) in which all university graduates are required to serve. The N.Y.S.C. provides an opportunity for students who have completed higher education to put their specialized knowledge to use in many ways. Graduates with medical qualifications unlike in the previous years now readily serve the nation for one year in a rural area on half of their normal pay. In this way their general education knowledge and specialized skills are fully utilized for the improvement of the health and social conditions of the peasant society. Another merit of the curriculum is that by sending graduates in sciences or engineering into administrative or teaching positions, the problems of the "two-culture" tradition which has been identified by Fafunwa and Hanson is ameliorated. According to them, this phenomenon separates graduates with specialties in the natural sciences from those in the humanities.31

The newer prospectuses of the universities show that the curricula of the humanities, social sciences, and the creative arts have been thoroughly Africanized in all the universities, and, to a lesser degree, even the natural sciences and some
aspects of medicine. There are at the moment in the five universities emphasized in this study courses in African History, African Literature, African Art, African Music and Dance, and degrees in the Nigerian languages--Hausa, Igbo, Yoruba, and Edo.

The extent of the Africanization of the curriculum content of one or two subjects offered at a degree level in some of the universities covered by this study is worth noting. Let us examine the content of a B.A. degree in History at the University of Ibadan as it was in 1965/66 and as it is in 1980/82. In the 1965/66 Faculty of Arts* prospectus, about three-quarters of the topics listed to be covered by students majoring in History for their second and third (final) years dealt with foreign content. Among these were topics such as: the History of Europe (including the British Isles) since c.1750, British History since c.1500-1750, British Constitutional History since c.1750, Evolution of the British Commonwealth since c.1800, Ancient History, the French Revolution 1787-1795, the Anglo-French Entente, 1898-1912, the New Deal, 1933-40, etc., as can be seen from an excerpt of the course description outlined below:  

---

32
Department of History

First Year

Courses in the History School are designed to develop a sense of historical perspective by combining a detailed study of a limited area and period with studies of wider scope. At the same time, the content of the courses is intended to give the student insight into the evolution of his own society within the context of the general development of Africa, and in relation to important historical developments in other parts of the world. While preserving this principle, the alternative general and special subjects within the syllabus allow the student a considerable choice in content and emphasis.

III

Part I (Two Papers:

1) History of Africa in the 19th and 20th centuries (I)

2) History of Africa in the 19th and 20th centuries (II) and two subsidiary subjects, one of which must be an approved additional language, and which must be chosen from the following list:

- Economics
- English
- Geography
- Political Science
- Religious Studies
- Sociology
- Approved Additional Language (for 1965-6: Arabic or French)

Second Year

Part II--(Four Papers to be taken one year after the completion of requirements for Part I)

1) & (2) Two papers to be chosen from among the following:

*The Faculty of Education in Nigeria is the equivalent of the College of Education in the United States.*
(i) Nigerian History from earliest times:
(ii) History of Europe (including the British Isles) since c.1750
(iii) African History from the 15th century to c.1800
(iv) History of Islam to 1492
(v) History of Middle East since c.1750
(vi) History of Europe (including the British Isles) c.1500-1750
(vii) British Constitutional History since c.1750
(viii) Evolution of the British Commonwealth since c.1800
(ix) History of Political Ideas
(x) History of the United States of America

(3) & (4) Two papers to be prescribed, one in each of the subsidiary subjects chosen in Part I, provided that the prescribed Part I examination has been passed in the subjects chosen. One of the subjects must be an approved additional language. Papers which may be taken in these subjects in Part II are as follows:

Third Year

Part III--(Six Papers to be taken one year after the completion of requirements for Part II)

(1) History of Africa in the 19th and 20th centuries

* (2) & (3) Two Papers to be chosen from the list for Papers 1 & 2 of Part II. No candidate may repeat in Part III any Papers already taken in Part II; and all candidates must take either in Part II or Part III, Papers (i) and (ii) in the list for Papers 1 & 2 of Part II.

(4) & (5) A special Subject from among the following:

(i) Yorubaland and Dahomey 1818-1864: a study in power politics
(ii) Problems of the "Plural Society" in East Africa 1920-1955
(iii) The French Revolution, 1787-1795

*This regulation makes it impossible for students to graduate from the program without studying topics on British, and European History. (Author's note)
By the 1980-82 academic year, the above offerings had been thoroughly revised, and there was now less emphasis on foreign content. This appears obvious from the course listing for History in the University of Ibadan calendar presented below:

Department of History

Minimum Degree Requirements for the B.A. (History)

1. Single Honours
   (a) 100 Level Courses
   The following courses must be taken: HIS 101, 102, 103, 104 (3 units each); of these, three (9 units) must be passed.
   
   (b) 200 and 300 Level Courses
   (i) Compulsory
      
      One of HIS 215, 216 or 217 (Political Ideas) 2 units
      Two or three courses from the group
      HIS 219-226 (African History), to total 6 units
      HIS 227 or 228 (Nigerian History) 3 units
      HIS 301 or 302 (Nigerian History) 2 units
      HIS 303 or 304 (Historiography) 2 units
      One Special Subject, HIS 305-311 4 units
      HIS 399 (Project Essay) 5 units
      Total 24 units
   
   (ii) (a) Required
      
      HIS 201 (Prerequisite for HIS 303, 304) 2 units
      HIS 227 and 228 (one being compulsory) 3 units
      HIS 303 and 304 (one being compulsory) 3 units
(iii) Elective

The remaining 3 units required to make up the total of 35 units which have to be obtained from history courses at the 200 and 300 level courses in the syllabus or from such other courses at these levels which Senate may approve. The remaining units which have to be obtained in order to reach the required minimum of 60 units (45 at 200 and 300 levels) for the award of a degree must be chosen in consultation with Head of Department or his representative(s). These will amount to at least 6 units at 100 level (to make 15) and at least 10 (to make 45) at the 200 and 300 levels.

The calendar does not provide a description of the 100 level courses, but they are known to be comparable to the introductory courses in history at the University of Benin, for which more complete description is available.

At the Department of History, University of Benin, eighteen and sixteen courses respectively were listed for the four and three years B.A. (Honors) degree programs. More than half of these courses deal with Africa. The remaining courses focus not exclusively on Britain but on all other countries of the world. In a sense, there seems to be a balance in the non-African content, as can be observed in the following schedule of course descriptions. 34

Department of History

For the B.A. (Honours) degree, the following History courses can be combined with courses in other disciplines.
### Schedule of Courses

<table>
<thead>
<tr>
<th>Pre-Degree Year:</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>* HIS 011</td>
<td>History of Africa before 1800 9</td>
</tr>
<tr>
<td>HIS 021</td>
<td>Aspects of World History up to the 15th Century 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part I Year (Three Year Program):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>* HIS 111</td>
<td>Introduction to Historiography 6</td>
</tr>
<tr>
<td>HIS 121</td>
<td>Aspects of World History from the 15th to the early 19th century 6</td>
</tr>
<tr>
<td>* HIS 131</td>
<td>History of Political Ideas 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part II Year (Second Year)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>* HIS 211</td>
<td>Studies in African History up to 1800 6</td>
</tr>
<tr>
<td>HIS 221</td>
<td>Aspects of World History from the early 19th Century to the Present Day 6</td>
</tr>
<tr>
<td>HIS 241</td>
<td>History of the U.S.A. from Independence 6</td>
</tr>
<tr>
<td>HIS 251</td>
<td>History of Russia, from the 19th Century to the present day 6</td>
</tr>
<tr>
<td>* HIS 261</td>
<td>History of the Middle East 6</td>
</tr>
<tr>
<td>HIS 271</td>
<td>History of the Far East and Asia 6</td>
</tr>
<tr>
<td>HIS 281</td>
<td>Latin American History from the Colonial Period to the Present 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part III Year (Final Year):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>* HIS 311</td>
<td>Nigerian History Since 1914 Amalgamation 6</td>
</tr>
<tr>
<td>* HIS 312</td>
<td>Africa Since 1800, to Independence and the O.A.U. 6</td>
</tr>
<tr>
<td>* HIS 313</td>
<td>The Benin Kingdom in History 6</td>
</tr>
<tr>
<td>* HIS 321</td>
<td>The Origins and Development of the Modern Commonwealth, from the 1800's to the Present Day 9</td>
</tr>
<tr>
<td>HIS 322</td>
<td>History of International Relations Since 1763 6</td>
</tr>
<tr>
<td>HIS 391</td>
<td>An Original Long Essay 9</td>
</tr>
</tbody>
</table>

*Courses with African or Nigerian content. A detailed description of the above courses are provided in Appendix E. (author's note)

In the same manner, it is possible to discern the current emphasis on African content in the curriculum of the B.A. degree in
English offered by the Universities of Ibadan and Benin. In 1965-66 students majoring in English at the University of Ibadan studied topics such as the development of English language since Chaucer, Shakespeare, American literature, Literature in English (in the British Isles), etc., and only one or two topics on African Literature. Today, particular attention is accorded to the study of Nigerian and African literary works, as can be seen from an excerpt of the course description of the Department of English, University of Benin, presented below. In this listing, the Department of English provides thirteen courses for students in the four year B.A. degree program, of which six courses are concerned with African content while the others are on conventional topics. For the three year degree program, there are eleven courses, out of which six deal with African and Nigerian content. Thus, even though the emphasis is on African content, it could be seen that there is an attempt to ensure equity in the coverage accorded to foreign content.

Department of English
University of Benin, Benin City, Nigeria

Degree Program and Requirements:

The Department offers a B.A. degree program with courses in the English Language, English Literature, African Literature, African Literature in English and English translation, Caribbean and Afro-American literature, American literature, Commonwealth literature, and European continental literature in English translation. Students are required to take courses in both language and literature throughout their period of study; they shall also take the General Studies course and some elective courses.
## Schedule of Courses

### Pre-Degree Year:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl. 001</td>
<td>Elements of the English Language</td>
<td>9</td>
</tr>
<tr>
<td>Engl. 011</td>
<td>Introduction to Literature</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>15</strong></td>
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</tbody>
</table>

### Part I (First Year)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl. 101</td>
<td>English Phonetics, Grammar and Composition</td>
<td>6</td>
</tr>
<tr>
<td>Engl. 111</td>
<td>Critical Appreciation of Literature</td>
<td>6</td>
</tr>
<tr>
<td>* Engl. 132</td>
<td>Introduction to African Oral and Written Literature</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

### Part II (Second Year)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl. 201</td>
<td>Structure of Modern English</td>
<td>6</td>
</tr>
<tr>
<td>* Engl. 202</td>
<td>Varieties of English</td>
<td>6</td>
</tr>
<tr>
<td>Engl. 311</td>
<td>Studies in the Novel</td>
<td>6</td>
</tr>
<tr>
<td>* Engl. 232</td>
<td>African Poetry and Drama</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

### Part III (Final Year)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl. 301</td>
<td>Studies in English Syntax, Stylistics and Usage</td>
<td>6</td>
</tr>
<tr>
<td>Engl. 312</td>
<td>Studies in Poetry and Drama</td>
<td>6</td>
</tr>
<tr>
<td>* Engl. 332</td>
<td>The African Novel</td>
<td>6</td>
</tr>
<tr>
<td>* Engl. 333</td>
<td>Studies in African Oral Literature</td>
<td>6</td>
</tr>
<tr>
<td>* Engl. 303</td>
<td>English Language and Bilingualism</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

### Additional Courses for Single Honours Students

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl. 321</td>
<td>Twentieth Century British Literature</td>
<td>6</td>
</tr>
<tr>
<td>Engl. 342</td>
<td>Caribbean and Afro-American Literature</td>
<td>6</td>
</tr>
<tr>
<td>Engl. 351</td>
<td>Literary Research and Theory of Literature (with long Essay)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

### Option--One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl. 303</td>
<td>English Language and Bilingualism</td>
<td>6</td>
</tr>
<tr>
<td>Engl. 304</td>
<td>Teaching English as a Second Language</td>
<td>6</td>
</tr>
</tbody>
</table>
*Courses with African or Nigerian content. A detailed description of these courses are provided in Appendix F (author's note)

Apart from reforming the course content of the different disciplines, several Nigerian universities also have created specialized institutes for research into African and Nigerian cultural, economic, and social phenomena. The enthusiasm and success of the reformers in establishing the Institute for African Studies, as well as Africanizing the curriculum content has incidentally not escaped the criticism and comments of a few expatriate staff within the Nigerian university system. One such comment was offered by Professor C. M. Brann, Chairperson, Department of Languages, University of Maiduguri. He has remarked that in order to provide a balance there may be need for the Nigerian universities to create centres for European Studies, American Studies, Asian Studies or Latin American Studies alongside their African counterpart. With respect to the nature of the curricular reform, Dr. Brann said:

After independence, there was an understandable reaction against wholesale importation of foreign values: while Medicine and the Natural Sciences could not yet conceive of African models per se, it was the Human Science that called for an Africanization of the syllabi. First History, then Sociology (Human), Geography, Literature, Languages etc., were understandably Africanized and mostly localized, i.e., the subject--content was taught from the inside out and not from the outside in, as previously.
Elaborating on the nature of the reform and criticizing in particular the increases in the creation of specialized Institutes for African Studies, he remarked:

Is it really necessary, one now asks, for all Nigerian Universities to specialize only in Africa? Is knowledge not world-wide, and should not each Nigerian University, in addition to taking a special area of African Studies, also specialize in an extra-African territory, cultural or epoch? Should not, at African Universities, exist centres for American, Arabic, Asian, European, Latin American Studies, in order to provide the countries with much-needed specialists, especially in Nigeria with its growing number of higher institutions, and its natural role of leadership in sub-Saharan Africa?38

Despite this cogent criticism by Professor Brann, in the long run the Africanization of the curriculum may have a desirable effect that will ultimately outweigh the unpleasant consequences which he seems to be envisioning. Nevertheless, his reaction to the reform is helpful in illustrating the extent of the curricular changes which have been implemented in the Nigerian universities.

Structure of Academic Program

The first of the Nigerian universities, the University of Ibadan, began with the programs of the University of London which provided the options of a General and a single Honors degree. In the Honors degree, a student studied only one subject for three years; while in the General degree, he/she registered for three subjects in each of the three years of the degree program. With the attainment of independence from the University of London in 1962, the University of Ibadan swiftly moved to
replan its degree structure. The institution explains its motives for introducing reforms succinctly in these words:

The special relationship scheme with London University did not prevent the College from adapting its syllabuses to suit local needs wherever possible. Several changes were in fact made in the degree structure as the need arose . . . most of the degree courses and academic disciplines were re-examined from 1962 when the College gained its academic independence.

The main objective of the institution, it is clear, was to come up with a "broad-based" degree program that would provide students with knowledge in other disciplines in addition to their area of specialization. Such a program, it was expected, would be more useful to the Nigerian graduates in performing effectively within their society. The outcome of the changes was the introduction of a degree pattern with no distinction of a General or a Honors course. As Ukeje has rightly observed, "the honors classification was now based on the performance of the student rather than on the number of subjects studied."40

The broader degree program, which has continued to the present, lasts three years; and students are admitted into it with the G.C.E. (Advanced Level). During the first year, the student registers for three subjects, in two of which he must have passed at the G.C.E. (Advanced Level). For instance, a student wishing to major in science would choose three subjects from the following list: biology, botany, chemistry, geology, physics, modern mathematics, health science, zoology, geography, pure mathematics, applied mathematics, mathematics, and statistics. In the second year, he continues with two of the subjects
studied in the first year. In the final year, he registers either for one or two subjects; these patterns are referred to as 3:2:1 or 3:2:2.

In 1969, after adopting the course system, the University of Ibadan once more had to reform this pattern. The students now register for courses instead of subjects. The course system brought into being course terminologies such as: electives, pre-requisite, compulsory, concurrent, and required. To graduate, the student needs 90 credits; out of these, 60 credits must be completed in the second and third years and in his area of specialization. For those students admitted for a four year program, with the G.C.E. (Ordinary Level) and an entrance examination, the number of credits required for graduation is about 120. On the other hand, the University of Nigeria, Nsukka, requires 190 to 220 credits for graduation for the four year program.

Following the adoption of the course system by the University of Ibadan, the other Nigerian universities (with the exception of Ahmadu Bello University) were eventually motivated to change to the course system. Concerning the sources of this influence, Professor M. Adamu, Vice-Chancellor, University of Sokoto, in his comments to the questionnaire for this study, has pointed out that the universities established in 1975 adopted the course system because of the directives from the National Universities Commission.

Not all the academic units within the universities that have adopted the course system use it, as can be seen in the prospectuses
of these institutions. For example, the Faculty of Medicine at the Universities of Ibadan and Benin have yet to adopt the course system.

A related reform has been the change to the semester system. Under this arrangement the universities operate in two semesters instead of the former three academic terms, which is a far more realistic pattern given the climate of Nigeria in the summer months. The duration for each semester is specified in a news item from the University of Benin published by the National Universities Commission:

The University of Benin is to adopt the American Semester System of Education as from the next Academic Year beginning in September, 1980. Under the system, the University would run a two-term session instead of three as is now being practiced .... An official of the institution explained that recommendations for the semester system were made by the Academic Policy and Planning Committee of the University and adopted by the Senate.

A calendar of the approved semester showed that the first session would last for 20 weeks from September 16, 1980, to February 20, 1981, with a week each for examinations and orientation for fresh students. The students would have break for Christmas while the second semester which would last 16 weeks, allows for 14 weeks of lectures and one week each for the mid-semester break and examinations.42

To a considerable extent, there is uniformity among the various Nigerian universities in respect to the duration of their semesters.

Perhaps the most important of the reform in the structure of academic programs of the Nigerian universities is the development of entirely new degree programs in the professional and technological fields. Political leaders early in this decade reasoned that the creation of degree programs in these fields would assist the nation in
industrializing. In the Fourth National Development Plans (1981-1985), and the revised National Policy on Education, 1981, it was emphasized that priority should be accorded to the development of scientific and technical subjects in all educational institutions in the country.

At the University of Ibadan, diversification of academic programs began in the early 1970's. Prior to this date, the institution offered instruction in only three professional disciplines--Medicine, Agriculture, and Education. The Institute of Applied Science and Technology, established in 1970, was raised to the status of a Faculty in 1972, with responsibility for teaching and research. At the moment, it offers degrees in programs such as Petroleum Engineering, Agricultural Engineering, Forestry Engineering, Wood Processing, Mechanical Engineering, and Food Technology. In addition, many new departments were created from existing research institutes and centers. For instance, the Department of Archeology was created from the Institute of African Studies in 1970, Computer Science from the Computer Center in 1974, Human Nutrition Department from the Faculty of Medicine in 1976, and the Department of Agricultural Extension Services from the Faculty of Agriculture in 1975. Other new departments were: Physical and Health Education (1975), Language Arts (1975), and Theatre Arts (1970).

Moreover, in 1981/82, the NUC approved the establishment of additional programs in the areas of Law, Pharmacy, Business Administration, Banking and Finance, Industrial and Labor Relations, Urban and Regional Planning, and Surveys for the University of Ibadan. The
creation of these professional programs at Ibadan has come as a surprise to the Nigerian public who perceive the institution as the most conservative and compulsively British in orientation. In support of this claim, one may recall that between 1957 and 1964, Ibadan University offered students tuition for the award of the University of London degree in Engineering through an arrangement with the former Nigerian College of Arts and Technology, Zaria. \(^{44}\) It is a possibility, that at that time, the authorities of the University were still firmly committed to the belief that the vocations and technological disciplines should be the concerns of the Colleges of Technology, and the Polytechnics.

However, the situations at the Ahmadu Bello University and the University of Benin were slightly different from that at Ibadan. This is because these two institutions, from their inception, were started with a bias towards the sciences and technology. At Ahmadu Bello University, emphasis was more on consolidation and expansion of existing academic units. On the other hand, approval was given to the University of Benin by the NUC to establish degree programs in the Humanities, Social Sciences, Education, Law, Agriculture, and Dentistry; see Tables 13 and 14 for an illustration of the main disciplines available in the institutions and when they were started. Tables 15a and 15b further reinforce this illustration by listing subjects that could be studied in the Nigerian universities in 1967 as compared to 1983 after the diversification of degree programs.
<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Ibadan</th>
<th>Lagos</th>
<th>Nsukka</th>
<th>Zaria</th>
<th>Ife</th>
<th>Benin</th>
<th>Jos</th>
<th>Calabar</th>
<th>Kano</th>
<th>Maiduguri</th>
<th>Ilorin</th>
<th>Sokoto</th>
<th>Port Harcourt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Social Sciences</td>
<td></td>
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<td></td>
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</tr>
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<td></td>
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<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
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<td>—</td>
<td></td>
<td></td>
<td></td>
<td>1962</td>
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<td></td>
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</tr>
</tbody>
</table>

Notes: 1. The entry shown in each box is the approximate year in which the programme started.
2. X Pharmacy is included in Science at Nsukka and in Medicine at Zaria.
3. Dentistry has been approved for all the six older Universities. Presumably for reasons of teaching staff shortage, enrollment of dental students has not taken place at Zaria, Nsukka, Ife and Benin.
4. Figures in parenthesis are the recently approved programs.

<table>
<thead>
<tr>
<th>University</th>
<th>Civil</th>
<th>Electrical</th>
<th>Mechanical</th>
<th>Chemical</th>
<th>Agricultural</th>
<th>Food Technology &amp; Science</th>
<th>Wood</th>
<th>Forestry</th>
<th>Petroleum</th>
<th>Surveying</th>
<th>Production</th>
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<td></td>
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</tr>
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<td>X</td>
<td></td>
<td>X</td>
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<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benin</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</table>

TABLE 15
DIRECTORY OF SUBJECTS OF STUDY AVAILABLE IN
THE NIGERIAN UNIVERSITIES IN 1966-67

The table below lists subjects that can be studied at one or more of the five Nigerian universities. The letter U means that the subject can be studied at the undergraduate level only at the university indicated; the letter G means that the subject can be studied there at both undergraduate and postgraduate level.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Ahmadu Bello</th>
<th>Ilorin</th>
<th>Ife</th>
<th>Lagos</th>
<th>Nsukka</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
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<td>Agricultural Economics</td>
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<td>Agricultural Mechanization</td>
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<td>Anatomy</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>G</td>
</tr>
<tr>
<td>Animal Science</td>
<td>U</td>
<td></td>
<td>U</td>
<td>U</td>
<td>G</td>
</tr>
<tr>
<td>Arabic &amp; Islamic Studies</td>
<td>U</td>
<td>U</td>
<td>U</td>
<td>U</td>
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</tr>
<tr>
<td>Architecture</td>
<td>U</td>
<td></td>
<td>U</td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>Botany</td>
<td>U</td>
<td></td>
<td>U</td>
<td>U</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
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<td>G</td>
</tr>
<tr>
<td>Economics</td>
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<td></td>
<td>U</td>
<td>U</td>
<td>G</td>
</tr>
<tr>
<td>Geography</td>
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<tr>
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<td>U</td>
<td>G</td>
</tr>
<tr>
<td>Mathematics</td>
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</tr>
<tr>
<td>Microbiology</td>
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<td>G</td>
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<td>Morphological Sciences</td>
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<td>Psychology</td>
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<tr>
<td>Sociology</td>
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<td></td>
<td>U</td>
<td>U</td>
<td>G</td>
</tr>
</tbody>
</table>

Source: Commonwealth University Yearbook, 1966.
TABLE 15 (continued)

| Biochemistry | U | G | | | | Nigerian Languages | U | U | U | U |
| Biology | U | | | | | Nursing | U | |
| Botany | U | G | U | U | U | Pathology | G | U | |
| Business Management Studies | U | U | U | U | U | Pharmaceutical Chemistry | U | |
| Chemistry | U | G | U | U | U | Pharmaceuticals | U | |
| Classics (Latin and/or Greek) | U | G | | | | Pharmacognosy | U | |
| Construction | U | | | | | Pharmacology | G | U | U | |
| Dental Surgery | U | | | | | Philosophy | U | U | U | |
| Drama | G | | | | | Physics | U | G | U | U | U | |
| Economics | U | G | U | U | G | Physiology | U | U | U | |
| Education | G | G | G | | | Plant Soil Science | U | U | U | |
| Engineering, Agricultural | U | U | | | | Political Science (Government) | U | G | U | U | U | |
| Civil/Electrical/Mechanical | U | U | U | U | | Psychology | | | | U | U | |
| English | U | G | U | U | U | Public Administration | U | G | |
| Entomology | | U | | | | Religious Studies | U | G | U | U | |
| Fine Arts | U | | | | | Russian | U | | U | |
| Forestry | U | | | | | Secretarial Studies | U | | | |
| French | U | U | U | U | | Sociology | U | G | U | U | |
| Geography | U | G | U | U | U | Spanish | U | | | |
| Geology | U | U | | | | Statistics | U | U | U | G | |
| German | U | U | U | U | | Surveying | U | U | | U |
| History | U | U | U | U | U | Theology | U | G | | |
| Home Economics | U | | | | | Veterinary Studies | U | U | U | |
| Human Relations | U | | | | | Zoology | U | G | U | U | U |
TABLE 16

DIRECTORY TO SUBJECTS OF STUDY AVAILABLE IN
THE NIGERIAN UNIVERSITIES IN 1983-84

(Compiled from information supplied by the Offices of Vice-Chancellors of Nigerian Universities)

The table below lists subjects that can be studied at one or more of the Nigerian universities.

<table>
<thead>
<tr>
<th>University</th>
<th>University of Lagos</th>
<th>University of Ibadan</th>
<th>University of Ife</th>
<th>University of Nigeria, Port Harcourt</th>
<th>University of Nigeria, Calabar</th>
<th>University of Nigeria, Maiduguri</th>
<th>University of Benin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>G U U</td>
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</tr>
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<td>Agric. Econ./Management</td>
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<td>Agric. Extermination Services</td>
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</table>

Source: Commonwealth University Yearbook, 1983-84.
DIRECTORY TO SUBJECTS OF STUDY (cont.)

<table>
<thead>
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DIRECTORY TO SUBJECTS OF STUDY (cont.)

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## DIRECTORY TO SUBJECTS OF STUDY (contd.)

| Subject | University of Health Sciences | University of Lagos | University of Ife | University of Ife, N.C. | University of Ife, O.A. | University of Ife, A.B. | University of Ife, E. | University of Ife, S. | University of Ife, I. | University of Ife, T. | University of Ibadan | University of Ife, O. | University of Ife, K. | University of Ife, A. | University of Ife, L. | University of Ife, F. | University of Ife, D. | University of Ife, B. | University of Ife, C. | University of Ife, S. | University of Ife, R. | University of Ife, U. | University of Ife, T. | University of Ife, S. | University of Ife, R. | University of Ife, U. |
|---------|-------------------------------|---------------------|------------------|------------------------|-------------------------|------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Preventive Medicine | U | U | G | U | U | G | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U |
| Psychiatry | U | U | G | U | U | G | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U |
| Radiography | U | U | G | U | U | G | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U |
| Surgery | U | U | G | U | U | G | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U |
| Microbiology | G | U | U | U | U | U | G | U | G | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U |
| Mineral Science & Technology | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U |
| Music | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U |
| Nursing | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U |
| Ophthalmology | U | | G | | G | | G | | G | | G | | G | | G | | G | | G | | G | | G | | G | | G | | G |
| Pharmacy | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U |
| Industrial | U | | U | | U | | U | | U | | U | | U | | U | | U | | U | | U | | U | | U | | U | | U |
| Physiology | | | U | | U | | U | | U | | U | | U | | U | | U | | U | | U | | U | | U | | U | | U |
| Planning | G | | G | | G | | G | | G | | G | | G | | G | | G | | G | | G | | G | | G | | G | | G |
| Potagro | U | | U | | U | | U | | U | | U | | U | | U | | U | | U | | U | | U | | U | | U | | U |
| Public Administration | G | U | | P | | P | | G | | G | | G | | G | | G | | G | | G | | G | | G | | G | | G | | G |
| Public Health | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Russian | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U | U |

* *Presessional*
Another significant aspects of the reform is the increase in the number of graduate and non-degree programs now available in Nigerian universities which the governments anticipate will help to provide qualified personnel for middle management positions.

Tables 16a and 16b set forth the enrollments of students in the Nigerian universities within the various disciplines for the non-degree and the graduate programs for 1976/77 and 1977/78. It can be observed from the figures listed for Ibadan University, that there have been some increase in the number of students registering for the non-degree (sub-degree and Diploma) programs. The sub-degree programs have of recent become very attractive following the Governments' decision to grant scholarships and study leave to interested candidates.

**Examinations and Grading**

The adoption of the course system and the several other reforms which have been discussed so far has necessitated some modifications in procedures for evaluating students. With the notable exception of Ahmadu Bello University, the other two universities under study and indeed many others that have introduced the course system, have either set aside the old evaluation procedures or are employing old and new approaches jointly.
### TABLE 17
<br>ENROLLMENT OF STUDENTS IN NON-DEGREE AND<br>GRADUATE PROGRAMS IN NIGERIAN UNIVERSITIES 1976/77

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*Figures listed include enrollment for the Post Graduate Diploma.<br>N.A. - Not Available.<br><br>Compiled From: National Universities Commission, Annual Report, July 1975-June 1977.
### Table 18

**Enrollment of Students in Non-Degree and Graduate Programs in Nigerian Universities 1977/78**

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<td>Lagos</td>
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<td>Nsukka</td>
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<td>Ife</td>
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<td>Kano</td>
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<tr>
<td>Maiduguri</td>
<td>293</td>
<td>242</td>
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<td>Ilorin</td>
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<tr>
<td>Port Harcourt</td>
<td>32</td>
<td>19</td>
<td>7</td>
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<tr>
<td>All Universities</td>
<td>2283</td>
<td>558</td>
<td>1833</td>
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<td>140</td>
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<td>775</td>
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<td>348</td>
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</tbody>
</table>

In the inherited British pattern, evaluation of students took place only once in an academic year, usually at the end of the academic year in June. Any student who failed in one or two subjects in this examination was given another opportunity for a retake examination in September. In the event of a failure in the retake examination, the student was disallowed from going to the next academic year. Such student was required to repeat the year, and in case of a very poor performance, was asked to withdraw from the University. This pattern was reformed at the University of Ibadan in 1969 following the adoption of the course system. In its place, there are both the continuous assessment and end-of-semester examinations. In this institution, continuous assessment accounts for not more than 30% of the full marks for the 100 level courses or 20% of the marks for the 200/300 level courses. Likewise, the University of Benin prescribes that continuous assessment of the student course work should count as 30% while the semester examination takes the remaining 70%. The subsequent effect of the course system was that students are no longer required to repeat a year's work in the event of failure in a subject or a few courses. The students are now allowed to reschedule the course in the following year. Thus, like in the United States, the current approach is flexible; allowing for the
"fast runner" and the "slow runner." The implication of this arrangement is that students are no longer compelled to graduate within the three or four year period recommended by the universities.

An interesting aspect of the reforms in Examination and Grading, which equally may apply to some other changes discussed so far, is the system's excellent ability to blend the British and American practices. In computing the grades for the tests, and determining the proper class for a degree, the institutions use the American cumulative "Grade Point Average" jointly with the conventional "Percentage Score" scale. Instead of the American style for distinguishing levels of achievements, such as Cum Laude, Summa Cum Laude, etc., the Nigerian universities have preserved the British approach for classifying degrees with designations such as:

First Class
Second Class (Honors) Upper
Second Class (Honors) Lower
Third Class (Honors)
Pass

Students are awarded any of these classes of degree based on his/her overall Grade Point Average or, in the British approach,
the final aggregate mark. The method for determining the G.P.A. and the class of degree in both the American and the British approach has been described in the University of Ibadan calendar. There it was noted:

In order to obtain the Grade Point Average of a candidate, the appropriate index (Grade Point) assigned to each range of numerical mark is multiplied by the course unit and the product is added up, the total is divided by 60 except for Faculties of Agriculture and Forestry and Technology where the divided is 70 and 80 respectively.

The final aggregate mark shall be a whole number. The class of the degree shall be awarded on the basis of the final aggregate mark as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>7</td>
<td>70 and above</td>
</tr>
<tr>
<td>A-</td>
<td>6</td>
<td>66-69</td>
</tr>
<tr>
<td>B+</td>
<td>5</td>
<td>60-64</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>55-59</td>
</tr>
<tr>
<td>B-</td>
<td>3</td>
<td>50-54</td>
</tr>
<tr>
<td>C+</td>
<td>2</td>
<td>45-49</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>40-44</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>0-39</td>
</tr>
</tbody>
</table>

Grade Point Average and Remarks

- 6.2 and above: First Class
- 4.8-6.1: Second Class Hons. Upper
- 2.9-4.7: Second Class Hons. Lower
- 1.7-2.8: Third Class Honours
- 1.0-1.6: Pass
The list of successful candidates for the degree shall be published with the following classifications: First Class Honours, Second Class Honours (Upper and Lower Divisions), Third Class Honours and Pass, with the names in each class arranged alphabetically. On the other hand, the University of Benin employs the same computation technique, but on a six point scale as shown below:

<table>
<thead>
<tr>
<th>Class of Degree</th>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class Honours</td>
<td>A</td>
<td>4.51 to 5.00</td>
<td>70 - 100%</td>
</tr>
<tr>
<td>Second Class Upper Hons.</td>
<td>B+</td>
<td>3.51 to 4.50</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>Second Class Lower Hons.</td>
<td>B</td>
<td>2.51 to 3.50</td>
<td>50 - 59%</td>
</tr>
<tr>
<td>Third Class Honours</td>
<td>C+</td>
<td>1.51 to 2.50</td>
<td>45 - 49%</td>
</tr>
<tr>
<td>Pass</td>
<td>C-/C</td>
<td>1.00 to 1.50</td>
<td>40 - 44%</td>
</tr>
<tr>
<td>Failure</td>
<td>D</td>
<td>0.00 to 1.00</td>
<td>29 - 39%</td>
</tr>
<tr>
<td>Bad Failure</td>
<td>E</td>
<td>29 and Below</td>
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</tr>
</tbody>
</table>

At Ahmadu Bello, the Grade Point Average is not used because the university has not introduced the course system. This finding on the mixing of the British and American practices by the Nigerian universities further re-confirm the experiences of Professor Mark Hector while teaching in 1981 at the University of Ife. He communicates his observations lucidly in these words:

During my year at the University Ife, I repeatedly sensed the mixing of traditions. The following situations and events are examples of this mixing. At the end of the terms, there were British-type comprehensive essay examinations supervised and administered by a university-wide examination office. Throughout their university careers, students took courses and accumulated credits toward graduation in an American fashion. The entire faculty of education sat down as a
group to decide which students would pass and fail courses of individual lecturers in a British fashion. Some lecturers were starting to give more American-style multiple choice tests. The educational backgrounds of the majority of the faculty at Ife are either American or British. There seems to be a constant blending of these two philosophies in institutions of higher education in Nigeria.49

The existence of this phenomenon in which there is a continuous effort by the system to blend the British and American practices may have had some far reaching implications. Obviously, it could be a limiting factor on the early evolution of an indigenous evaluation technique within the Nigerian universities.

Another aspect of the British system which has been retained by the Nigerian universities is the use of external examiners in moderating degree examinations at the end of an academic year. This practice was an offshoot of that instituted by the University of London when it was in special relationship with the University College, Ibadan. In the 1959/60 Calendar of the University College, the conditions governing examinations and the awarding of degrees were explained in these words:

The examinations are conducted jointly by the College and the University of London, the University being responsible for the final form of the question papers and for the results obtained by candidates.
It is an essential condition of the scheme that the standard of performance required of a candidate from the College is the same as that laid down for all other students of the University of London.50

Thus, under this arrangement faculty members at the University College write the examination questions which were ultimately revised by staff in London. After the test had been administered, all papers were sent to London for grading and for decisions concerning the degrees to be awarded. Today, this tradition flourishes in Nigeria in a modified form. Close to the end of an academic year, every University appoints an external examiner for each subject. The examiner helps in checking the scoring of the scripts by the faculty members. In some cases, he might recommend changes in a student's grade. In addition, he participates in the Department or Faculty meetings where the classes of degrees are determined. It is the general belief among Nigerian academicians that this process helps in maintaining standards and quality of achievement between the Nigerian universities.

Writing on the external examination phenomenon in Nigeria, Professor Ukeje summarized his opinion in this way:

The External Examination System has largely succeeded in bringing about fairly uniform standards among the Nigerian universities. Consequently, there are hardly inferior or superior universities generally. Some may,
however, have certain departments that are stronger than their counterparts in the other universities.51

Dr. Omolewa of the University of Ibadan has remarked that "beside preserving standards, it was desirable to have a mediator between the teacher and his student who could be trusted by the latter to be impartial and objective in making evaluation decisions. This type of "controls," he argues is necessary in a multi-ethnic society dominated by social problems and issues of interpersonal relationship, kinship, and friendship ties."52 Thus, these reasons may therefore be sufficient in explaining why the external examiner system has survived the recent reform exercise in the Nigerian universities.

Areas Awaiting Reform

Aside from curriculum, structure of academic programs, and examinations and grading which were strongly supported by the findings of this dissertation as components that have been reformed, there were two more aspects in which the respondents agreed that visible changes are beginning to appear. These aspects were teaching styles and admission policies. However, it should be remarked that there were no sufficient evidence in the published materials available to show the scope of these changes.
Teaching Styles

The reforms in teaching styles, as has been pointed out by the responses to the questionnaire and some of the persons interviewed, have been mainly in the increasing utilization of a variety of teaching approaches such as independent study, field work/experience, seminars, and audio-visual equipment together with the traditional lecture method. Field experience was noted as becoming an essential part of the curriculum of a number of professional degree programs. We may recall that the Working Committee on engineering education constituted by the NUC in 1977, in their recommendations, emphasized the need for students in engineering to be exposed to some practical training by participating in field work.

Admission Policies

Normally, students gain admission to the Nigerian universities through either of two channels:

1. Direct Entry (for the three year degree program)
2. Entrance Examination (for the four year degree program)

To be considered for Direct Entry, students are usually required to possess one of the following qualifications:

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*These qualifications require an additional two years of schooling after the School Certificate.
a) The General Certificate in Education (Advanced Level) in at least two subjects together with passes in five subjects at the G.C.E. (Ordinary Level).

b) The Higher School Certificate (H.S.C.) with passes in at least two subjects together with passes in five subjects at credit levels in the School Certificate Examination or five passes in the G.C.E. (Ordinary Level).

To qualify for the Entrance Examination which was originally administered by the individual universities and now is administered by the Joint Admissions and Matriculation Board (JAMB), students have been required to possess either the School Certificate with passes in five subjects at credit levels or the G.C.E. (Ordinary Level). One of the subjects must be the English Language. Depending on the student's field of interest, he may also be required to possess a pass in mathematics.

It is necessary to note that very few students were often able to satisfy the requirements for the Direct Entry, partly because until 1970 all questions in the H.S.C. and the G.C.E. (Advanced Level) examinations were written in London and the students were often unfamiliar with the content of certain subjects. Because of the high rate of failure in the Higher School Certificate examination it finally had to be phased-out in Nigeria. Even though
the questions in the Advanced and Ordinary Level G.C.E., and the School Certificate examinations are now drawn in Nigeria by the West African Examination Council, the standards remain very high and the bias towards foreign content is still easily discernible. As a result of these factors, the number of students who are successful in the examination compared to those taking the tests have continued to be very few. Furthermore, those who are successful have still to be matched against the limited spaces available in the universities. Nor have the universities been prepared either to relax the rigorous conditions for admission or to develop other alternatives. In fact, for almost two decades after the attainment of independence, the Nigerian universities continued to maintain the very strict entry requirements they had inherited during the colonial era.

These conditions have, however, been somewhat modified since the establishment of the Joint Admissions and Matriculation Board (JAMB) in 1978. At the present, diplomas from the two and three-year colleges such as the Advanced Teachers' Training Colleges or Colleges of Education, the Polytechnics, Colleges of Arts and Sciences, Schools of Agriculture, and the Schools of Basic Studies have become acceptable as equivalents of the G.C.E. (Advanced Level) qualifications. Similarly, the certificates from the five-
year Teachers' Training Colleges have been recognized as equal to the School Certificate or the G.C.E. (Ordinary Level). A detailed description of the requirement for admission (as prescribed by J.A.M.B., and the University of Ibadan) which the candidates must satisfy in order to be considered for a place in any of the institutions is presented in Appendix G.

A cursory comparison of the current admission requirements into the Nigerian universities with those demanded during the colonial era, as exemplified by the description provided in the University of Ibadan calendars for 1980/82 and 1955/56 (which have both been reproduced in Appendixes H & I), shows that there are really no significant differences. Writing about the requirements for entry into the colonial colleges in the 1950's and 1960's, which became the standard thereafter for the new Nigerian universities, Lord Eric Ashby asserted:

The University colleges required the same high qualifications for entry to degree courses—qualifications similar to those which British candidates have to fulfill to enter Oxford, Cambridge, or London. In fact, the entry-requirements for the university colleges in Ibadan and Accra were more exacting than those for the universities in Scotland and Ireland, and much more exacting than the entry-requirements for universities in America, Canada, and Australia.53
In fact, one may surmise that these rigorous admission requirements, to a limited extent, are still devotedly enforced by the Nigerian universities. Thus, even with all the changes and variations that are now being introduced, Ashby's ideas expressed in the above quotation still remain true. Matters concerning admission requirements are indeed in a state of flux. This is an issue which the federal Government, the NUC, the Nigerian universities, and the West African Examination Council are yet to address.

From the foregoing discussion, it can be seen that the reform in teaching styles, and admission policies are things that may become more visible and important in the near future but at the moment are not. Due to the fact that significant changes have already occurred in the areas of curriculum, the structure of academic programs, and examinations and grading, then it should be expected that similar obvious changes will soon become imminent in teaching styles and admission policies.
FOOTNOTES


16. As mentioned in Chapter 2, the number of the Federal Universities of Technology have been cut to three by the present Military Government headed by Major-General Mohammed Buhari. The three institutions which were to remain as full-fledged federal universities of technology are those in Akure, Minna, and Owerri. The four affected ones at Abeokuta, Bauchi, Makurdi, and Yola were asked to merge with other older universities in the country with effect from 1984/85 academic year. The Federal University of Technology at Abeokuta was asked to merge with the University of Lagos, the Federal University at Bauchi with the Ahmadu Bello University, the Federal University of Technology at Yola would merge with the University of Maiduguri. (Source: West Africa, July 2, 1984).

Nevertheless, this information does not affect the context in which the federal universities of technology were discussed in this study.


23. Comments made in a recorded interview by Dr. A. Osagie, Faculty of Science, University of Benin, Benin City, Nigeria. January 25, 1984.


30. A. Babs Fafunwa and John W. Hanson, "The Post-Independence Nigerian Universities", p. 108.

31. See A. Babs Fafunwa and J.W. Hanson, p. 108 for a clearer explication of the problem as it existed in Nigeria.


34. University of Benin, *Calendar*, 1978/80, pp. 120-121.

39. University of Ibadan, Calendar, 1980/82.
40. B.O. Ukeje, p. 10.
41. Comments noted on item 13 of the questionnaire by Professor M. Adamu, Vice-Chancellor, University of Sokoto, Sokoto, Nigeria. February 2, 1984.
43. University of Ibadan, Calendar, 1980/82, pp. 466-486.
44. University College, Ibadan, Calendar, 1959-60, p. 65, 1960-61. Reference to this arrangement was also mentioned in the Ahmadu Bello University, Calendar, 1964/65, p. 72.
45. University of Ibadan, Calendar, 1980/82, p. 120.
47. University of Ibadan, Calendar, 1980/82, p. 118.
48. Compiled from the University of Benin, Faculty of Education, Prospectus, 1982/83, p. 21, and Faculty of Engineering, Prospectus, 1982, p. 17.

CHAPTER V
SUMMARY, CONCLUSION, AND PROJECTIONS

Summary

The purpose of this study was to investigate the curricular changes which have occurred in some selected Nigerian universities since independence in 1960, and more especially, in the years after the Nigerian Civil-War. Precisely, the study was an attempt to analyze the nature and extent of the reforms in the curricula of some older Nigerian universities which were originally developed under the British pattern.

The study arose from the desire to understand the basis for the recent widespread public criticism of the nation's educational system and the subsequent response by the Federal Government to encourage some reforms at all levels of the educational system, and more importantly, at the universities. Moreover, it was also considered valuable to learn if there would be any difference in the processes of initiating curricular reforms in Nigeria and those processes earlier utilized by some technological developed countries which undertook to reshape their systems of education.

In order to accomplish the purpose of the study, the Universities at Ibadan, Zaria, and Benin were selected as case
studies. In choosing these institutions, it was assumed that since they were developed exclusively on the British pattern, the reforms of curriculum innovations effected by them would be representative of the situation in the other Nigerian universities (since these other ones tend to copy the policies and practices at Ibadan, Benin, Zaria, and a few more established in the early 1960's) and would therefore, be adequate sources for understanding the dynamics of the forces inherent in the processes for implementing curricular reforms in Nigerian higher education institutions.

Different approaches were utilized in collecting the data for this study. Specifically, the following research methods were used:

1. Data were gathered from two types of published sources:
   a) Annual Reports, Bulletins, calendars, prospectuses, and catalogs of the Universities covered by this study, and the Nigerian Universities Commission.
   b) Books, dissertations, and journal articles written by Nigerians and by foreign educators about the Nigerian universities, together with books about the nature of the British and American universities.

2. Conversations and interviews were held in the United States with distinguished Nigerian university professors,
and administrators, chiefly in the offices of the Nigerian Embassy, and the Nigerian Universities Commission, Washington, D.C.

3. A questionnaire was distributed by mail or in person to one hundred leading university administrators and lecturers in Nigeria (see pp. 75-76 and Appendix A).

4. Follow-up interviews were arranged in Nigeria with selected educators who had answered the questionnaire; some were Vice-Chancellors, Deputy Vice-Chancellors, University Registrars, and heads and senior faculty members of academic units.

Items in the questionnaire were formulated to generate answers to research questions such as these: Have there been changes in the structure of the curricula and organization of Nigerian universities during the twenty-five years since independence? In what areas have changes been most noticeable? What factors appear to have promoted or inhibited the reforms? and What were the processes of reform?

Conclusion and Projections

The principal argument of this study has been that although university curriculum and programs and indeed, their general model can be copied and imported from older nations, eventually they
undergo a process of adaptation and reform appropriate to the needs of the nation. This assumption seems to have been rigorously sustained by several of the findings of this study analyzed in the preceding two chapters.

At this juncture, it will be worthwhile to conclude by reviewing some of the important findings that have been discussed earlier about the nature and extent of the curricular reforms in the selected older Nigerian universities which were originally developed under the British pattern, while at the same time pointing to some present impediments to further development. Perhaps the most interesting discovery of this study has been the change or re-orientation of the people's perception of the usefulness of the British tradition of higher education. There has been a shift in the belief, widely shared in the years prior to and immediately following independence, by many literate Nigerians that any academic program that diverges from the objectives and orientations of the British curriculum results in a lowering of standards. Ibadan University, the institution which for a long time helped in perpetuating the British tradition in Nigeria appears to have been the very first to pioneer the movement for curricular reform, and subsequently, a dislodgement of the belief in the virtues of the British system. The University of Ibadan started effecting
changes in its curriculum in 1962 and more intensively in the 1970's. This reform exercise was eventually copied by a number of the other Nigerian universities. However, it should be noted that the institutions were all motivated to introduce major curricular innovations basically as a means to ensuring relevance and in order to help facilitate Nigeria's rapid economic and technological growth. It is nevertheless in the latter objective that there seems to have been less success. The lack of accomplishment in the technological arena could be explained by the ineptness of the policy-making bodies or individuals to organize the enormous human and material resources of the country. Very often, promising scientific and technological discoveries of the universities can be stifled in the bureaucratic web of the Federal Ministries. In order for the country to enjoy the results of the reforms it is necessary for the governments to find means to ameliorate the problems of bureaucracy and organizational disharmony.

Specifically, the nature of the reform has been, in the first instance, to modify the inherited British curriculum, which was considered too classical in comparison with the American system which was more directed towards economic and technological expansion and the improvement of the social conditions of the masses. However, even though the reforms have generally been in
favor of the American model, in some aspects a few of the British practices have been preserved. Thus, the current orientation can be described as a synthesis of the American and British systems, even though, it seems to be verging toward a pattern which is essentially Nigerian. If an indigenous pattern is to be fully achieved, certain hurdles need to be overcome. The Nigerian universities would have to be more dedicated to providing graduate education. For as some of the respondents to this study have rightly acknowledged, the evolution and survival of a genuinely Nigerian pattern must ultimately depend on locally-trained faculty members.

Beyond the Federal Government, the nationalists, and the American-trained Nigerian faculty members who were largely responsible for influencing and initiating curricular changes in the universities, other forces from the United States were a factor in the success of the reforms. The foreign influence was manifested in aid from philanthropic organizations, and from universities based in America. Of particular significance was the impact of the linkages and cooperation agreements between paired American and Nigerian universities. Through these channels came financial, human, and material resources which were valuable supplements to the local resources. Although the aid from organizations in the
United States have been a force in determining the direction of the reform, it has not been very successful in preventing the Nigerian reformers from seeking the best of the two systems or evolving an approach which will perhaps be more functional in the African environment. Indeed, this may explain the Nigerian public's rejection of the initial curriculum and programs of the University of Nigeria, Nsukka, which was perceived as a wholesale importation of the American system. Implicit in this explication are some political undertones which have culminated in the creation of nationalistic awareness among the people. The reforms which have been implemented in Nigeria will be beneficial not only to that country but could also have desirable implications for many other developing countries wanting to be free of imperalist controls.

In respect of the areas that were most affected by the reform exercise, it was observed that the changes were more visible in curriculum, structure of academic programs, and examination and grading--aspects which were clearly related to instruction. The most obvious change in curriculum was the Africanization of the content of the courses in a majority of the disciplines. The reform has not only been effected in the humanities and social sciences but in fields such as medicine, engineering, agriculture, and the natural sciences. However, in introducing these innovations,
attempts were made not to undermine the basic universal knowledge in each of the subject areas. In effect, the emphasis of the reform has been to relate teaching and learning to the society by drawing illustrative examples from the surrounding environment.

The changes in the structure of academic programs came in the form of the introduction of a general education curriculum which seeks to provide the students with a cross-disciplinary knowledge. Knowledge of other disciplines in addition to those in a student's major area of specialization was considered important in preparing the African graduates to serve their society effectively in the different responsibilities to which each may be called. Furthermore, another reform in the structure of academic program has been the diversification of offerings from the conventional disciplines to the professional and technological fields. An example of this was the establishment at the University of Ibadan of degree programs in disciplines such as law, surveying, home economics, petroleum engineering, wood technology, computer sciences and several other similar programs which in the years when the institution was in special relationship with the University of London were considered not appropriate endeavors of the university. The diversification of offerings to the professional and technological
fields seem logical since these disciplines are paramount to industrial growth.

Although the reform in examinations and grading appears to respondents in this study, noteworthy, it was in this aspect more than in either of those just discussed that there was a mixing of the British and American traditions, rather more than a complete change. This aspect as well as admissions policies and teaching styles are most likely to experience even more changes in the near future. A need for alternative modes for selecting students arises from the great divergence of educational provision in the nation. The African culture is built on an oral tradition which emphasizes discussion and the exchange of ideas, hence the British style of teaching does not fit with the nature of the culture and will be supplanted.

Finally, it is important to point to a few more observations made during this study. We must bear in mind that the process for making curricular decisions in the Nigerian universities seems to exclude the learner. The inability of the students to participate in deciding on what they have to learn is not encouraging for a country wanting to be democratic. An ideal curriculum for the Nigerian universities of the future must incorporate and reflect the interest of not only the government, the experts, the society,
but also the learner. Again, we should note that there has been a variation in the extent of the curricular changes among the different Nigerian universities. As mentioned in the previous chapters, very few changes were found to have been effected by the Ahmadu Bello University. This therefore means that the reforms have been limited to the institutional levels except in some aspects where the changes have been proposed by the National Universities Commission. Thus, one is likely to find as Mr. Akwukwuma, the Registrar of the University of Benin, has correctly acknowledged, that differences exist in the degree of curricular changes between the various Nigerian universities. It is certainly not to be urged that reforms must be everywhere the same. But it is nonetheless true that the process of reform needs to be carried through quite widely if the Nigerian universities are to serve their true function.

Furthermore, it has been remarked that although Nigeria is a developing country, the process for initiating and implementing curricular reform appears to be very similar to those employed in countries such as Italy, Sweden, and Japan with a centralized university system which is controlled by the Federal Government. In these nations, reforms are stimulated by the Government and the public. If we are to examine this issue further, even in the
United States with a highly decentralized university system, curricular reforms often seem to be engineered indirectly by the Federal Government, usually in consideration of national projects such as we have analyzed in the case of Nigeria in the past twenty-five years of independence. There is a danger that a strong National University Commission can cause the leadership in the universities to relax their own responsibilities and merely carry out what is proposed to them officially. The Nigerian nation would best be served by university leadership which, on its own, initiates reforms appropriate to local or state needs.

Reflecting generally on the nature of the curricular reform in the Nigerian universities, it may be relevant to remark that in a sense, by introducing a cross-disciplinary program and a general studies/education curriculum which emphasizes subject mastery as well as ensuring relevance to the society, the universities may have been successful in achieving the main objectives of higher education in the Nigerian society which have been identified as: "1) the development of intellectual and physical skills needed for survival as useful members of the community; 2) the inculcation of proper value-orientation; and 3) the acquisition of an objective view of the local and external environment." But if these achievements are to be sustained, the current reforms need to be properly
developed throughout the universities. Each university must frequently review its program of general studies or general education, keeping in mind the general needs of the nation, but the process of university reform is likely to become sterile if all decisions are made centrally.

The success of curricular reform in the Nigerian universities has yet another implication which should be mentioned at the close. Since Nigeria is the most populous and influential nation in Africa, the success of its curricular reforms in the universities may motivate other African countries to introduce similar changes. It may also have the effect of attracting other African nations interested in fostering the spirit of African nationalism to send their students to the Nigerian universities for advanced education. Moreover, the reforms in the curricula of the universities are a reliable indicator that in the near future still more changes are bound to be introduced in other areas of the universities such as administration, and instructional styles, which at the moment seem still to be too alien to the society and to the African culture. The process of these reforms can be studied later by another scholar.
FOOTNOTES

1. Comments noted on item 13 of the questionnaire by Mr. B.O. Akwukwuma, Registrar, University of Benin, Benin City, Nigeria.

APPENDIX A

A LETTER ACCOMPANYING THE QUESTIONNAIRE TO THE RESPONDENTS (FULLTIME TEACHING FACULTY MEMBERS, ETC.) IN NIGERIA, AND THE QUESTIONNAIRE SCHEDULE ITSELF
Dear Sir/Madam:

I am a staff member of the University of Benin and presently studying at The Ohio State University. I am conducting a survey for my Ph.D. dissertation, in which I will try to analyze the changes in the curricula and organizational structure of selected universities in Nigeria since independence in 1960. Put in a different way, the study will analyze the ways in which some of the universities in Nigeria, developed under the British model or style, have become modified over the years in response to local socio-political influences and also to the American model.

I have been fortunate to hold interviews with Nigerian university professors and administrators visiting, on sabbatical leave or studying in the United States. From these conversations and from a review of Nigerian educational documents available here, I have been able to formulate a set of general hypotheses about the reform of Nigerian universities. These hypotheses are listed in the accompanying sheets. It will be appreciated if you can indicate whether you agree with them or not. If you disagree, could you please provide me with a line or two in support of your opinion in the space provided below each hypothesis.

A stamped self-addressed envelope is enclosed for return of this questionnaire. Thank you for your cooperation.

Yours faithfully,

Egerton Osunde

Encs.
HYPOTHESES (RESEARCH PROPOSITIONS)

Please indicate your opinion by drawing a circle around the letter(s) indicating the extent of your agreement or disagreement with each of the statements.

SD= Strongly Disagree, D= Disagree, U= Undecided, A= Agree, SA= Strongly Agree

1. Although the first set of Nigerian Universities (except Nsukka) were based on the British model in organization and curricula, over the years there have been considerable changes and modifications of this pattern.

2. An indigenous model, peculiar to Nigeria itself is evolving.

3. A model is evolving that is a synthesis of the British and American systems.

4. The changes are in favour of, or in the direction of, the American model.

5. Academic and administrative faculty members trained in the United States of America have been mainly responsible for the introduction of these changes.

6. The practices at the University of Nigeria, Nsukka helped in facilitating changes at the other universities.

7. The formulation of linkage agreements with American universities have contributed to the changes.
8. Affiliations and other cooperative arrangements entered into with universities in continental Europe have largely been responsible for these changes.

9. The changes in university programs in Nigeria can be attributed more to the attainment of independence and the subsequent development of nationalist attitudes and ideas.

10. The Nigerian Government through its liberal policies (for scholarships and loans, etc., encouraging an increase in the number of university places) has helped to facilitate changes in the universities.

11. The desire for Nigeria's economic and technological development accelerated change in the university system.

12. Areas where the changes have been most visible (please place in rank order 1 to 8, number 1 being the most visible).

   _____ Admission policies.
   _____ The structure of academic programs.
   _____ Curriculum.
   _____ Teaching styles.
   _____ Examination and grading.
   _____ Provision for student housing
   _____ Administrative structure of academic departments.
   _____ General administrative structure of the university.
13. Other relevant comments and observations.
APPENDIX B

TABLE SHOWING THE DISTRIBUTION OF RESPONSES TO ITEMS 1 TO 11 ON THE QUESTIONNAIRE
## PERCENTAGES OF TOTAL RESPONSE TO THE PROPOSITIONS

<table>
<thead>
<tr>
<th>Propositions</th>
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<th>% Distribution of Responses</th>
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<td>2</td>
<td>86</td>
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<tr>
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## APPENDIX C PERCENTAGES OF TOTAL RESPONSE TO PROPOSITION 12

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<thead>
<tr>
<th>AREAS LISTED</th>
<th>RANK ORDERED RESPONSES (IN %)</th>
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<td>Admission Policies</td>
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<td>The Structure of Academic Programs</td>
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<tr>
<td>Curriculum</td>
<td>34.8</td>
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<td>Teaching Styles</td>
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<tr>
<td>Examination and Grading</td>
<td>13.9</td>
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<tr>
<td>Provision for Student Housing</td>
<td>----</td>
</tr>
<tr>
<td>Administrative Structure of Academic Department</td>
<td>----</td>
</tr>
<tr>
<td>General Administrative Structure of the University</td>
<td>----</td>
</tr>
</tbody>
</table>
APPENDIX D

LIST OF PERSONS WITH WHOM INITIAL INTERVIEWS AND CONVERSATIONS WERE HELD IN THE UNITED STATES
Amongst those interviewed in the United States were:

1. Chief A.Y. Eke  
The Nigerian Ambassador to the United States  
Nigerian Embassy  
Washington, D.C.

2. Mr. Bisi Ayansiji  
Principal Secretary  
Nigerian University Commission Office  
2010 Massachusetts Ave., N.W.  
Washington, D.C. 20036

3. Dr. Rasheed Yesufu  
Indiana University  
Bloomington, Indiana

4. Dr. Ablert V.K. Osaghae  
Visiting Fulbright Scholar  
Renessalar Institute of Technology  
Troy, New York

5. Dr. M. Iwu  
Visiting Fulbright Scholar  
College of Pharmacy  
The Ohio State University  
Columbus, Ohio 43210
APPENDIX E

DETAILED DESCRIPTION OF HISTORY COURSES
OFFERED AT THE UNIVERSITY OF BENIN,
BENIN CITY, NIGERIA
Descriptions of Courses:

HIS 011
(formerly, HIS 001): History of Africa Before 1800. (Whole Year) (9 Units).

This covers


(B) **Egypt, Ethiopia and Christianity in Africa: (2nd Term).**
1. **Egypt.** Egypt and the beginnings of civilization. Early evolution of the country as a Kingdom and its occupation by foreign powers beginning with Libya and finally its inclusion in the Roman Empire. The period between the collapse of the Roman imperium and the establishment of Ottoman rule. Mohammed Ali and the struggle against the Porte.
2. **Ethiopia.** Early Ethiopia in History. Conversion to Christianity and the beginnings of Conflict: Ethiopian Christianity and Islam; Roman Catholicism and Ethiopian Monophysitism. Medieval Civilization. External intervention and the development of regionalism. The arrival of the Portuguese in the country and the development of regular contact with Europeans.
3. **Christianity in Africa.** A Survey of the various religions in Africa from the Earliest Times. North Africa under Roman occupation and the introduction of Christianity. Portuguese incursions into parts of Africa prior to the 19th century and the religious aspects of their contacts with natives. The coming of various christian denominations to parts of Africa; African religious movements.

(C) **Prehistory of Africa: East Africa; Southern Africa: (3rd Term).**
1. **Prehistory of Africa.** The various theories about the origin of Man. Traces of Early Man in Africa and comparison with similar remains of Early Man in

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*Extracted from University of Benin, Benin City, Nigeria. Calendar 1978-80, pp. 125-135.*

2. **East Africa.** The Early peoples of East Africa. The formation of East African States and their mutual relationship. Cultural and economic ties between the coast and the hinterland. Early contacts between East Africa and the outer World: the strategic position of Zanzibar. The development of contacts with Europeans—the Portuguese and the maritime States of East Africa.


**HIS 021**
(formerly, HIS 002) *Aspects of World History up to the 15th Century.* (2nd & 3rd Terms) (6 Units).
A Survey of the various theories about man and his position as the centre of History. The Early civilization and the legacy they left to posterity. The coming of the Greeks and the Romans and their chief contributions to the making of World History. Collapse of the Roman imperial system and its survival by the culture known as "Gracco-Roman". The Essential characteristics of the period following the fall of the Roman Empire, usually known as the "Middle Ages", and the forces responsible for the revival of the culture of antiquity known as the Renaissance. Features of the Renaissance as an historical phenomenon which left a stamp on World History.

**HIS 111**
(formerly, HIS 101): *Introduction to Historiography.* (1st & 2nd Terms) (6 Units).

**HIS 121**
(Formerly, HIS. 102): *Aspects of World History from the 15th to the Early 19th Century. (1st & 3rd Terms) (6 units).*


**HIS 131**
(formerly, HIS 103): *History of Political Ideas. (2nd & 3rd Terms) (6 Units).*

The coverage of this Course includes:


HIS 211
(formerly, HIS 201): Studies in African History up to 1800.
(Whole Year) (9 Units).
An in-depth treatment of the following: Africa in Prehistoric Times. Earliest evidences of systematically organised culture in Egypt. North Africa in the system of the Civilization of Antiquity: the Phoenicians, Greeks, Carthaginians and Romans. North Africa under Muslim Arabs, the Fatimids, the Almoravids and Almohads. Ottoman rule in North Africa. Also, the peoples and cultures south of the Sahara in:

1. West Africa (Kingdoms and Empires): Ghana, Mali, Songhai, Benin, Oyo, Asante and Dahomey. (1st Term).

2. East and Central Africa—the organisation of the native races until the intervention of Arabs from the Coast of the Indian Ocean. (2nd Term).


HIS 221
(formerly, HIS. 202): Aspects of World History from the Early 19th Century to the present day.
(1st & 3rd Terms) (6 Units).

HIS 241
(formerly, HIS. 203): History of the USA from Independence.
(2nd & 3rd Terms) (6 Units).
(Colonial America and the War for Independence will be the background to this course). The course proper covers the making of the constitution and settling down after
1783; the War of 1812; slavery and the problems it brought; the Civil War of 1861–5. President Abraham Lincoln's leadership. Reconstruction after 1865, and industrialization in the late 19th Century. Migrations and expansion westwards come in too—American as a Colonial and World Power from 1898 is examined. America in World War I. President Woodrow Wilson. Isolationism and 'withdrawal' into self in the Inter-War Years. The Great Depression of the 1930s, and the 'New Deal'. America in World War II. Post-War America. Internal Politics and affairs. America in the World. The Cold War of America and Decolonization in Africa, Asia and Latin America. America and Europe.

HIS. 251
(formerly, HIS. 204): History of Russia, from the 19th Century to the Present. (1st & 3rd Terms) (6 Units).

The era and regimes of Peter the Great and Catherine II—the Great—of Russia, to 1896, form the background to this course. The course covers:

HIS. 261
(formerly, HIS. 205): History of the Middle East. (1st & 3rd Terms) (6 Units).

The rise of Mohammed and Islam in the 7th Century A.D. is covered. Then, the creation of Arab Caliphate Empire. The Seljuk Turks. 1071–1307. Ottoman rule. The Fall of Constantinople, 1453. Sultan Salim I, 1512–1520. The Balkan risings. Ottoman Turkey in international Relations, to 1699. The 18th. Century to the Treaty of Kutchuk Kainarji, 1774. Affairs in the 19th Century Unkia Skelessi, 1833; the Crimean War, 1853–6; risings and other crises. The Young Turks, 1908, and their programmes. The Balkan Wars, 1911–1913. The first

HIS. 271
(formerly, HIS. 256): History of the Far East and Asia. (2nd & 3rd Terms) (6 Units)

HIS. 281
(formerly, HIS. 207): Latin American History, from the Colonial Period to the Present. (2nd & 3rd Terms) (6 Units).
The coverage should include mention of the early empires and civilizations of the area for background: the Incas and the Aztecs (Peru and Mexico). Contact with Europe from the times of their world-Wide explorations in the Renaissance period of early modern times should follow. Spanish and other colonialism in the area. By the early nineteenth century, the struggles for independence, with the leadership—Simon Bolívar, & c. Foreign factors of importance at the time: the Monroe Doctrine; George Canning and British financial and political support. Developments after independence: the railway boom. Mexico after the monarchy—the French adventure in the place. The twentieth century and the problems of government in the area: Revolutions and a certain amount of instability. The USA in the area. Argentina and Peron’s dictatorship. Cuba and Castro, and their influence in the area. The situation now.

HIS. 311
(formerly, HIS. 301): Nigerian History Since 1914 Amalgamation. (1st & 3rd Terms) (6 Units).
The Course covers the history of modern Nigeria. Amalgamation arrangements and their implications are looked at. Indirect Rule. Why it came, how it worked,
the different opinions as to how it should grow or develop.

HIS. 312
(formerly, HIS. 302): Africa Since 1800 to Independence and the O.A.U. (whole year) (9 Units).

This looks at (First Term)

(A) Northern and Western Africa: The Jihads of the Savannah grassland, and Hausa land in particular, are looked at. Also, the decline of the Oyo Empire. Asante and the British; and the French in the Senegambia and in Algeria, 1830. Abolition of the slave trade. European penetration and advance. Missionaries, journeys of discovery. Trade (trans-Saharan trade, and the other with Europeans on the Coasts). European conquest in late 19th Century. African resistance. By the early twentieth century; French and British rule in their colonies; 'Assimilation' and 'Indirect Rule'. Colonial development and welfare: Education. Nationalism in N. & W. Africa, the leaders, the movements and the parties. Independence to the various units. Algeria's war for her own independence. The Arab league and the OAU for African co-operation in the area.

(B) The Nile Valley and Ethiopia/North Eastern Africa (Second Term):

The coverage includes:

Arab League, the UNO. Also, the Sudan in the nineteenth and twentieth centuries. The Mahdist Revolt. Gordon. The 1898 conquest. Anglo-Egyptian Condominium. Nationalism in the Sudan. Independence (1956) and problems of North and South since.


(C) Eastern, Southern and Central Africa (with Angola). (Third Term)

The coverage includes:


2. Southern and Central Africa with Angola:
HIS. 313
(formerly, HIS. 305): *The Benin Kingdom in History*. (2nd & 3rd Terms) (6 Units).

This is intended mainly as a historical study but the earlier parts or places of the course should include accounts or a look at the area encompassed by the Kingdom in its physical geographical setting; also, the archaeology, languages and ethnography of the Edo and the areas they brought under control, including the social structures or customs, and perhaps their notions about and of law. Benin works of art and culture. The historical parts should include the Ogiso period and its character, as known. Then, the Ife connection from the coming of Prince Oranmiyan. The early Obas of the dynasty: Eweka I, Ewedo, Olua, Ozolu. The fifteenth century and the beginnings of expansion: Oba Ewuare. The Benin army. City walls/moats: defence arrangements. The sixteenth century: more expansion. The coming of Europeans, foreign trade and Christianity. Oba Esigie. The seventeenth and eighteenth centuries. Akenzua I. The nineteenth century. Oba Ovonranmwen, and British conquest, 1897. British rule into the twentieth century. Indirect Rule. Education, Social, Political and Modern economic developments; Oba Akenzua II's time. All through the course, the structure of government, control, and rule, native, then foreign, should be looked at. The latest archaeological and historical works in Benin. Benin today in Nigeria and in African History.

HIS. 321
(formerly, HIS. 303): *The Origins and Development of the Modern Commonwealth, from the 1880s to the Present Day*. (Whole Year) (9 Units).

This examines the processes, arguments and exercises by which the Old Empire ruled from Whitehall has been transformed into a Commonwealth of independent and friendly nations. The Imperial Federation idea opens the Course. Colonial Conference, 1897, 1902, 1907, 1911, are looked at. The First World War period, and its effects. Imperial Conferences, 1917, 1921, 1923, 1926. The Balfour Declaration. 1931 Statute of Westminster. The Empire/Commonwealth in the 1930s. World War II and its effects. Independence of India, Pakistan, Ceylon, Malaya, Ghana, Nigeria, & c. The multi-racial Commonwealth. Modern Prime Ministers and other Commonwealth Conferences. The case of South Africa. Rhodesia. The Commonwealth today.
HIS 322
(formerly, HIS 304): History of International Relations Since 1763. (Whole Year) (9 Units).

This covers the Principles of International Relations. The 'Balance of Power' concept and its meaning are examined. The practice and patterns of International Relations since 1763 are then dealt with. The world which followed the Seven Years War. The Peace of 1783 and its effects. The French Revolution and the Napoleonic saga as they affected International Relations. The Peace of Vienna and the Concert of Europe. The Ottoman Empire, and the diplomacy around it in the 19th Century. The Partitioning of Africa and effects on the relations of nations. The First World War period. The rise of the USA. Soviet Russia's emergence. Inter-war Europe. The League of Nations. The Second World War. The UNO. The Cold War. Suez. New weapons and International Relations. Espionage and secret diplomacy. Africa, Asia and Latin America in modern international relations.

HIS 391
(formerly, HIS 305): An Original Long Essay. (Whole Year) (9 Units):

This should be a work of about 10,000 words, on a local or other suitable historical subject or theme, arising from field research, oral evidence or tradition and/or Documentary evidence or sources. The work will be Supervised by an appropriate member of the Staff and the exact title or theme will be chosen by the student with his advice. The final form of the Essay should be typed in quarto, double-spacing, and preferably bound.

11. Research Activities and Higher Degrees:

Students for the Bachelor of Arts (B.A.) Degree will have to engage in some research, particularly those taking HIS 391, (formerly HIS 306), 'An Original, Long Essay'.

The Higher Degrees of Master of Arts (M.A.), and Doctor of Philosophy (Ph.D.) are approved for History and the other Departments in the Faculty in the University. Some of the research work done in the different sections of the Department of History will be for these Degrees, according to the 'Regulations for Higher Degrees' which will be issued. The Master of Arts Degree will also involve some teaching.

Staff research activities are also stressed in our Department, and most members are already keeping some of their own work going or planning projects. Dr Mbaeyi, is keeping work on about "The Military Aspects of Benin History to 1897—A New Look" and about "Rule and Rulers, from the angle of political thought", with an eye on Contemporary (Modern) Africa. Rev. Dr Nzemeke has a project on aspects of the history of the "West Niger Ibos, 1850-1970". And Mr S. E. Orobator has work on Aspects of Soviet-Nigerian/African Relations.
APPENDIX F

DETAILED DESCRIPTION OF COURSES OFFERED IN
THE DEPARTMENT OF ENGLISH, UNIVERSITY OF
BENIN, BENIN CITY, NIGERIA
### SCHEDULE OF COURSES *

**Pre-Degree Year:**
- Engl. 001  Elements of the English Language  9 units
- Engl. 011  Introduction to Literature  6 units

**Part I Year:**
- Engl. 101  English Phonetics, Grammar and Composition  6 units
- Engl. 111  Critical Appreciation of Literature  6 units
- Engl. 132  Introduction to African Oral and Written Literature  6 units

**Elective**  (from French, Linguistics, History, Fine Art, Theatre, Sociology)  6/9 units

**Part II Year:**
- Engl. 201  Structure of Modern English  6 units
- Engl. 202  Varieties of English  6 units
- Engl. 211  Studies in the Novel  6 units
- Engl. 232  African Poetry and Drama  6 units

**Part III Year:**
- Engl. 301  Studies in English Syntax, Stylistics and Usage  6 units
- Engl. 312  Studies in Poetry and Drama  6 units
- Engl. 332  The African Novel  6 units
- Engl. 333  Studies in African Oral Literature  6 units

**Additional Courses for Single Honours Students**
- Engl. 321  Twentieth Century British Literature  6 units
- Engl. 342  Caribbean and Afro-American Literature  6 units
- Engl. 351  Literary Research and Theory of Literature (with Long Essay)  6 units

**Option**  One of the following
- Engl. 303  English Language and Bilingualism  6 units
- Engl. 304  Teaching English as a Second Language  6 units
- Engl. 341  American Literature  6 units
- Engl. 343  Commonwealth Literature  6 units
- Engl. 344  European Continental Literature  6 units

**Total for Combined Honours**  30 units
**Total for Single Honours**  48 units

*Extracted from the University of Benin, Calendar 1978-80, pp. 151-154.*
DESCRIPTION OF COURSES

Engl. 001  *Elements of the English Language* (6 units)
The course deals with the fundamentals of English speech, Comprehension, Grammar, and Essay writing.

Engl. 011  *Introduction to Literature* (9 units)
The course which is based on selected novels, poems and plays deals with the nature, basic elements, and functions of literature.

Engl. 101  *English Phonetics, Grammar and Composition* (6 units)
The course deals with phonetics; Sentence Structure, and punctuation; different types of essays—descriptive, narrative, exposition and argumentative—and critical appreciation of selected prose passages. Equal emphasis is placed on theory and practice.

Engl. 111  *Critical Appreciation of Literature* (6 units)
This course is designed to equip the students with those critical tools which will enable them to study literature with critical insight and deep appreciation. It involves the appreciation and evaluation of the elements, techniques and content of the three major genres of literature; namely, poetry, the novel and drama, in their various forms; it also deals with the various critical approaches to literature and relationship between literature and other disciplines.

Engl. 132  *Introduction to African Oral and Written Literature* (6 units)
A survey of the various genres of African oral literature—myths and legends, folktales, folkdrama, oral poetry, proverbs and riddles—against the background of the principles and theories of oral literature; the various genres of written African literature—novels, poetry and drama; and the theory and criticism of modern African literature.

Engl. 201  *The Structure of Modern English* (6 units)
The course involves a brief history of the English Language, and the syntactic elements and patterns of modern English.

Engl. 202  *Varieties of English* (6 units)
This embraces regional and usage varieties of the English language, including American and Nigerian English; formal, colloquial and slang usage; commercial English, Civil Service English, and Journalistic.

Engl. 211  *Studies in the Novel* (6 units)
The course deals with theory of the Novel and novel criticism and an intensive critical study of selected works of major novelists—British, American, European (in translation), etc.
Engl. 232  *African Poetry and Drama* (6 units)  
A study of major African poets and playwrights of English expression and those of French expression (in translation) against the background of African critical theory and socio-political experience.

Engl. 301  *Studies in English Syntax Stylistics and Usage* (6 units)  
The course deals with the structural and stylistic varieties of the English sentence, the nature and use of stylistics, and linguistic analysis of sets of language events; different types of ambiguities and how to resolve them; the meaning of "correctness" of usage; English homonyms, commonly misused words, prepositions and figurative usage.

Engl. 303  *English Language and Bilingualism* (6 units)  
The course deals with the phonological and syntactic problems of the English language study in a bilingual situation with special reference to Nigeria.

Engl. 304  *Teaching English as a Second Language* (6 units)  
The course deals with the teaching of lexis, speech, reading, grammar, and writing; the place of literature in the teaching of English language; and the relative merits of the direct and traditional methods of teaching English language.

Engl. 312  *Studies in Poetry and Drama* (6 units)  
The course deals with theory and criticism of poetry and drama, and an intensive critical study of selected poetry and plays from Beowulf (in the case of poetry) and classical times (in the case of drama) to the present.

Engl. 321  *Twentieth century British Literature* (6 units)  
A critical study of the major British poets, novelists, short story writers, and playwrights of the twentieth century, with attention paid to the major literary movements of the period.

Engl. 332  *The African Novel* (6 units)  
A study of major African novelists of English expression and those of French expression (in translation) against the background of African critical theory and socio-political experience.

Engl. 333  *Studies in African Oral Literature* (6 Units)  
The course deals with theory of oral literature and an in-depth study of the representative texts of the various forms of African oral literature against the background of socio-cultural contexts.
Engl. 341 American Literature (6 units)
A study of selected works of major American authors (poets, novelists and playwrights) with attention paid to the socio-cultural and historical background.

Engl. 342 Caribbean and Afro-American Literature (6 units)
A critical study of the poetry, prose and drama produced by the Caribbean and Black-American writers with attention paid to the socio-cultural and historical background.

Engl. 343 Commonwealth Literature (6 units)
A study of major literary authors from Commonwealth countries, excluding England, The Caribbeans, and African countries.

Engl. 344 European Continental Literature (6 units)
A study of major European literary works (poetry, prose and drama) in translation, with attention paid to the major literary movements and socio-cultural and philosophical impulses.

Engl. 351 Literary Research and Theory of Literature (with Long Essay) (6 units)
The course deals with the nature, types and methods of research on literature, and with theoretical approaches to the study of literature. It also involves a long essay, which should reflect independent work and judgement, sustained argument and logical presentation, and which shall be between 4,000 and 6,000 words.
APPENDIX G
CURRENT ADMISSION REQUIREMENTS INTO THE NIGERIAN UNIVERSITIES PUBLISHED BY THE JOINT ADMISSIONS AND MATRICULATION BOARD (J.A.M.B.)
GENERAL ENTRY REQUIREMENTS*
APPROVED FOR ADMISSION TO NIGERIAN UNIVERSITIES

1. Joint Matriculation Examination Requirements
Candidates who take the Joint Matriculation Examination (JME) may be admitted into the Preliminary courses or the first year of the four-year degree course provided that:

(1) they have completed or are about to complete a full course of training in a secondary school or in an approved institution of equivalent status;

(2) they reach the age of sixteen or above on the first day of October in the year of their candidature;

(3) they reach the appropriate standard in the examination for entry to the course of their choice;

(4) they possess one or more of the following qualifications:
   (a) The School Certificate with credit in at least five subjects obtained at not more than two sittings;
   (b) the General Certificate of Education, Ordinary Level with passes at credit Level in at least five subjects obtained at not more than two sittings;
   (c) the Teacher’s Grade II Certificate with Credits/Merits in at least five subjects obtained at not more than two sittings (subject to University requirements).

Subjects passed in (a) — (c) above must be chosen from the list in Appendix A; the five subjects specified in (a) — (c) should include English Language in the case of candidates applying for admission into Arts, Social Science and Education Arts courses, and Mathematics and one other science subject plus a pass in English in the case of candidates seeking admission into degree programmes in the Sciences, Medicine, Agriculture, Engineering and such other science based courses;

(5) Candidates awaiting the results of the General Certificate of Education (Ordinary Level), the School Certificate Examination or the Teacher's Certificate Grade II are eligible to take the JME. Their results however must satisfy the conditions in (a)—(c) above before they can be considered for admission.

2. Direct Entry

Applicants with one of the following qualifications may be considered for admission by Direct Entry.

*(1) Passes at the SC/GCE examination in five subjects of which at least two must have been obtained either at the Principal or Advanced Level at not more than two sittings;

*(2) Passes at the SC/GCE examination in four subjects of which at least three must have been obtained either at the Principal or Advanced level at not more than two sittings;

Note: An extra sitting is allowed for candidates to make up English or Mathematics requirements.

(3) Passes in two major subjects in the NCE with GCE 'O' Level passes or equivalent in three other subjects, (Education is accepted as a third 'A' level subject for those taking courses in Education—Mainly for courses in Education).

(4) Two passes at the IJMB examinations or Cambridge Moderated Schools of Basic Studies terminal examination or International Baccalaureate from a recognised institution with School Certificate credit or equivalent in three other subjects (Subject to University Requirements)

OR

(5) Three passes in (4) above with a School Certificate Credit or equivalent in one other subject.

Note: (i) A pass in English Language at the GCE 'O' Level, or credit in the School Certificate examination is required;

(ii) Candidates should note that the number of places available in any degree course is limited. Therefore, the possession of minimum entry qualifications does not necessarily guarantee admission to the course;

Subjects passed under (1)—(2) must have been chosen from the approved list (see Appendix A). No subject may be counted at both Ordinary and Advanced level.
In addition to fulfilling the General Entry Requirements candidates will be required to meet the stipulated requirements for their course of study at their chosen University.

A matriculated student of any Nigerian University is not eligible to sit for the Joint Matriculation Examination.

APPENDIX A

Subjects generally accepted as fulfilling matriculation requirements are listed below. These are the ones currently examined by the West African Examinations Council. Subjects offered for other examining Boards which differ from those stated below may be accepted. Subjects accepted as fulfilling matriculation requirements are determined by the course requirements as stated by each University.

<table>
<thead>
<tr>
<th>Level</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Accounting</td>
</tr>
<tr>
<td>O A</td>
<td>Agricultural Science</td>
</tr>
<tr>
<td>O A</td>
<td>Arabic</td>
</tr>
<tr>
<td>O A</td>
<td>Art</td>
</tr>
<tr>
<td>O</td>
<td>Auto Mechanics</td>
</tr>
<tr>
<td>O</td>
<td>Basic Electronics</td>
</tr>
<tr>
<td>O</td>
<td>Bible Knowledge</td>
</tr>
<tr>
<td>O A</td>
<td>Biology</td>
</tr>
<tr>
<td>A</td>
<td>Business Management</td>
</tr>
<tr>
<td>O</td>
<td>Business Methods</td>
</tr>
<tr>
<td>O A</td>
<td>Chemistry</td>
</tr>
<tr>
<td>O</td>
<td>Clothing and Textiles</td>
</tr>
<tr>
<td>O</td>
<td>Commerce</td>
</tr>
<tr>
<td>O A</td>
<td>Economics</td>
</tr>
<tr>
<td>A</td>
<td>Economic History</td>
</tr>
<tr>
<td>O</td>
<td>Elementary Surveying</td>
</tr>
<tr>
<td>O</td>
<td>English Language</td>
</tr>
<tr>
<td>A</td>
<td>English Literature</td>
</tr>
<tr>
<td>O</td>
<td>Foods and Nutrition</td>
</tr>
<tr>
<td>O A</td>
<td>French</td>
</tr>
<tr>
<td>A</td>
<td>General Paper</td>
</tr>
<tr>
<td>O</td>
<td>General Science</td>
</tr>
<tr>
<td>O</td>
<td>General Science (Additional)</td>
</tr>
<tr>
<td>O A</td>
<td>Geography</td>
</tr>
<tr>
<td>O</td>
<td>German</td>
</tr>
<tr>
<td>O</td>
<td>Ghanaian Languages (Twi, Fante, Ewe, Ga)</td>
</tr>
<tr>
<td>O A</td>
<td>Government</td>
</tr>
<tr>
<td>O</td>
<td>Greek</td>
</tr>
<tr>
<td>O</td>
<td>Health Science</td>
</tr>
</tbody>
</table>
The selection of subjects shall be subject to the following limitations: Greek Literature in Translation cannot be counted with Greek; Modern Hebrew cannot be counted with Classical Hebrew; Mathematics (Pure and Applied) cannot be counted with Pure Mathematics or Applied Mathematics; Additional Pure Mathematics cannot be counted with Pure Mathematics; Physics with Chemistry cannot be counted with Physics, Chemistry, General Science or Additional General Science; General Science or Additional General Science cannot be counted with Physics, Chemistry, Physics with Chemistry, Botany, Biology, General Biology, Rural Biology or Zoology; Botany cannot be counted with Biology, General Biology or Rural Biology; Zoology cannot be counted with Biology, General Biology or Rural Biology; Biology cannot be counted with General Biology or Rural Biology.
APPENDIX H
CURRENT ADMISSION REQUIREMENTS PUBLISHED
BY THE UNIVERSITY OF IBADAN, IBADAN,
NIGERIA
UNIVERSITY ADMISSION REQUIREMENTS *

ADMISSION PROCEDURE

A Joint Admissions and Matriculation Board (JAMB) has been set up to assume responsibility for admission to First Degree and Preliminary Courses in all Nigerian universities and degree-awarding institutions in Nigeria.

Candidates seeking admission to the University of Ibadan should therefore direct their enquiries to the Joint Admissions and Matriculation Board at the following address:

The Registrar,
J.A.M.B.,
13 Hawksworth Road,
Ikoiyi,
Lagos.

Detailed Admission Regulations for the University of Ibadan are, however, given below.

GENERAL REGULATIONS GOVERNING THE ADMISSION OF STUDENTS

1 Candidates with qualifications sufficient for Direct Entry to the course of study proposed may be admitted provided they have reached the age of seventeen years on the first day of October in the year of their candidature. Candidates for the Preliminary Courses may be admitted provided they have reached the age of sixteen years on the first day of October in the year of their candidature.

2 Candidates seeking admission to the University for Diploma and Certificate courses must complete the appropriate application form, obtainable from the Admissions Office before their case can be considered.

3 For admission to all degree courses candidates must satisfy the admission requirements of the University. For certain degree courses additional faculty requirements may have to be satisfied.

4 A candidate may be required to attend the University for interview or for such tests as may be set to assess suitability for admission to a particular course.

*Extracted from the University of Ibadan, Calendar, 1980/82, pp. 67-73.
REGULATIONS

5. Applicants who are offered places in the University shall be required to submit birth certificates or other acceptable evidence of age and documentary evidence of examination qualifications for scrutiny during the registration.

6. Students shall, on admission, pay to the University the fees prescribed by regulations.

7. Candidates whose mother tongue is not English will be required to produce evidence of proficiency in the language before their applications can be considered.

ADMISSION REQUIREMENTS FOR DEGREE COURSES

The following are eligible to be considered for admission to degree courses in the University.

1. Graduates of universities recognized by Senate for this purpose.

2. Candidates holding the University of London General Certificate of Education (or its approved equivalent) including five subjects of which not less than two have been passed at Advanced Level OR including four subjects of which not less than three have been passed at Advanced Level, provided that:
   
   (a) the subjects have been chosen from the approved list below;
   
   (b) no subject may be counted at both Ordinary and Advanced Levels;
   
   (c) the subjects passed include English Language, except that candidates who show special ability in relevant science subjects but have not passed in English Language may be given special consideration by Senate for admission to the Faculties of Science, the Social Sciences, Medicine, Agriculture & Forestry, Veterinary Medicine, Technology and Education in the case of students offering Education with Science subjects. (Credits gained in School Certificate or passes gained at Subsidiary Level in Higher School Certificate will be accepted as the equivalent of passes at Ordinary Level in General Certificate of Education; passes at Principal Level in Higher School Certificate will be accepted as the equivalent of passes at Advanced Level in General Certificate of Education).

The following subjects (or their equivalent accepted in lieu) are approved for inclusion in General Certificate of Education or School Certificate qualifying for matriculation:
**ADMISSION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Level</th>
<th>Subject</th>
<th>Level</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>English Language</td>
<td>O</td>
<td>Pure Mathematics</td>
</tr>
<tr>
<td>A</td>
<td>English Literature</td>
<td>O A</td>
<td>Additional Pure Mathematics</td>
</tr>
<tr>
<td></td>
<td>O A Geography</td>
<td>O A</td>
<td>Applied Mathematics</td>
</tr>
<tr>
<td></td>
<td>O A History</td>
<td>O A</td>
<td>Mathematics (Pure and Applied)</td>
</tr>
<tr>
<td></td>
<td>A Indian History</td>
<td>O A</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>A Islamic History</td>
<td>O A</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>O A Ancient History</td>
<td>O A</td>
<td>Technical Drawing</td>
</tr>
<tr>
<td></td>
<td>O A English Economic History</td>
<td>O A</td>
<td>Geology</td>
</tr>
<tr>
<td></td>
<td>O A British Constitution</td>
<td>O</td>
<td>General Science</td>
</tr>
<tr>
<td></td>
<td>O A Economics</td>
<td>O</td>
<td>Additional General Science</td>
</tr>
<tr>
<td>O</td>
<td>Logic</td>
<td>O A</td>
<td>Botany</td>
</tr>
<tr>
<td></td>
<td>O A Religious Knowledge</td>
<td>O A</td>
<td>Agricultural Science (for Agriculture, Veterinary Medicine, and Education)</td>
</tr>
<tr>
<td></td>
<td>O Greek literature in Translation</td>
<td>O</td>
<td>Health Science</td>
</tr>
<tr>
<td></td>
<td>O A Music</td>
<td>O</td>
<td>Modern Mathematics</td>
</tr>
<tr>
<td></td>
<td>O A Art</td>
<td>O A</td>
<td>Statistics</td>
</tr>
<tr>
<td></td>
<td>O A Latin</td>
<td>O A</td>
<td>Zoology</td>
</tr>
<tr>
<td></td>
<td>O A Greek</td>
<td>O</td>
<td>Biology or General Biology</td>
</tr>
<tr>
<td></td>
<td>O A Classical Hebrew</td>
<td>O A</td>
<td>Rural Biology</td>
</tr>
<tr>
<td></td>
<td>O Modern Hebrew</td>
<td>O A</td>
<td>Human Anatomy, Hygiene and Physiology</td>
</tr>
<tr>
<td></td>
<td>O A French</td>
<td>O A</td>
<td>Italian</td>
</tr>
<tr>
<td></td>
<td>O A German</td>
<td>O A</td>
<td>Russian</td>
</tr>
<tr>
<td></td>
<td>O A Spanish</td>
<td>O</td>
<td>Classical Arabic</td>
</tr>
<tr>
<td></td>
<td>O Commerce</td>
<td>O</td>
<td>Hausa</td>
</tr>
<tr>
<td></td>
<td>O Accounts</td>
<td>O</td>
<td>Ibo (Igbo)</td>
</tr>
</tbody>
</table>

The selection of subjects shall be subject to the following limitations:

Greek Literature in Translation cannot be counted with Greek;
Modern Hebrew cannot be counted with Classical Hebrew;
Mathematics (Pure and Applied) cannot be counted with Pure Mathematics or Applied Mathematics;
Additional Pure Mathematics cannot be counted with Pure Mathematics;
Physics-with-Chemistry cannot be counted with Physics,
Chemistry, General Science or Additional General Science;
General Science or Additional General Science cannot be counted with Physics, Chemistry, Physics-with-Chemistry, Botany Biology, General Biology, Rural Biology or Zoology;
REGULATIONS

Botany cannot be counted with Biology, General Biology or Rural Biology;
Zoology cannot be counted with Biology, General Biology or Rural Biology;
Biology cannot be counted with General Biology or Rural Biology.

3. Candidates holding diplomas of the University of Ibadan will be accepted for admission (by direct entry) to the relevant degree courses in the University provided the candidates satisfy the minimum University requirements and there requirements prescribed by the faculty concerned.

The Nigerian Certificate of Education

4. The Nigerian Certificate in Education (NCE) is recognized for purposes of direct entry to degree courses in the University provided that candidates possess GCE Ordinary Level passes in three subjects, including English Language and excluding the teaching subjects at the NCE.

5. Exceptionally, other persons whose examination qualifications Senate may deem sufficient, provided that:
   (a) the Higher Level of the International Baccalaureate would be equivalent to the HSC or GCE Advanced Level, with the cut-off point at grades 4-7, except in English and Geography for which the cut-off point should be one point above the other subjects;
   (b) the Lower Level of the International Baccalaureate would be comparable to the West African School Certificate in appropriate subjects.

ADMISSION REQUIREMENTS FOR PRELIMINARY COURSES

†1. Notwithstanding anything in the preceding Regulations 1-3 above, and until such time as Senate may otherwise rule, a candidate may qualify for concessional entry to the University for a preliminary course in science subjects by taking an entrance examination provided that:
   (a) he satisfies the requirements prescribed for entry to the entrance examination;
   (b) he is selected for admission to the University on the entrance examination.

† A matriculated student of any Nigerian University is not eligible to sit this entrance examination.
ADMISSION REQUIREMENTS

2. Entrance Requirements:
The Entrance Examination shall normally be open only to candidates who have obtained the necessary qualifications not more than five years prior to the date of entry to the examination, provided they are not otherwise eligible for entry to the University. The following are the prescribed qualifications:

(a) either the West African School Certificate with passes at credit standard or the General Certificate of Education with passes Grade 1-6 at Ordinary Level obtained on the same occasion in five subjects which shall include:

(i) English Language, except if exempted therefrom.
(See Regulation 2 (c) below);
(ii) either Mathematics* or one of the following approved subjects:

Candidates seeking admission to the Faculties of Agriculture & Forestry, and Veterinary Medicine may count Agricultural Science as one of these subjects.

(iii) Three other subjects selected as follows:
Candidates offering the General Certificate of Education as a qualification for admission to the entrance examination shall select the three subjects from the list of approved subjects specified under section 2 (a) of these regulations.
Candidates offering the West African School Certificate as a qualification for admission to the entrance examination shall select three subjects from the following list:

<table>
<thead>
<tr>
<th>English Literature</th>
<th>History or History of the British Empire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin</td>
<td>Geography</td>
</tr>
<tr>
<td>Greek</td>
<td>Religious Knowledge</td>
</tr>
<tr>
<td>French</td>
<td>Economics</td>
</tr>
<tr>
<td>German</td>
<td>Art or Music</td>
</tr>
<tr>
<td>Spanish</td>
<td>Elementary Mathematics</td>
</tr>
<tr>
<td>Italian</td>
<td>Additional Mathematics</td>
</tr>
<tr>
<td>Bemba</td>
<td>Mechanics</td>
</tr>
<tr>
<td>Ewe</td>
<td></td>
</tr>
</tbody>
</table>

* Except that for Candidates wishing to obtain degrees in the Faculty of Science, Mathematics must be one of the five subjects.
### REGULATIONS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fante</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Ga</td>
<td>Physics</td>
</tr>
<tr>
<td>Ganda</td>
<td>Botany or Biology</td>
</tr>
<tr>
<td>Hausa</td>
<td>General Science</td>
</tr>
<tr>
<td>(Ibo) Igbo</td>
<td>General Science (Second Subject)</td>
</tr>
<tr>
<td>Nyanja</td>
<td>Health Science</td>
</tr>
<tr>
<td>Twi</td>
<td>Physics-with-Chemistry</td>
</tr>
<tr>
<td>Yoruba</td>
<td>Agricultural Science</td>
</tr>
<tr>
<td>or any other</td>
<td>Technical Drawing</td>
</tr>
<tr>
<td>approved Language</td>
<td>Housecraft or Handicraft</td>
</tr>
<tr>
<td></td>
<td>Hygiene</td>
</tr>
<tr>
<td></td>
<td>Physiology</td>
</tr>
</tbody>
</table>

One of the three subjects must be a language taken from the above list, except that a candidate whose mother tongue is not English will be permitted to qualify without a language other than English. If two Oriental or African Languages are offered one must be a Classical Language.

(b) A candidate who fails to satisfy the entrance requirements set out above but who holds the West African School Certificate with passes at credit standard, or the General Certificate of Education with passes Grade 1–6 at Ordinary Level at one and the same examination, in four of the five subjects required, may complete his qualification by passing at credit standard in the remaining Examination, or by passing Grade 1–6 in that subject at Ordinary Level at a General Certificate of Education examination, provided that the five subjects together form a combination of subjects acceptable under the regulations.

(c) A candidate who is applying to enter the preliminary course in the Faculty of Science, and who has obtained a pass, not a credit, in English Language, may qualify, provided he passed at credit standard in six of the prescribed subjects, including Mathematics, at not more than two sittings of which at least four credits must be obtained at one and the same examination.

(d) Successful candidates shall, on admission, normally spend their first academic year in Preliminary courses in the Faculty of Science in order to complete any additional requirements that may be needed for entry to degree courses in the Faculties of Science, Medicine, Agriculture and Forestry, Veterinary Medicine and Technology.
ADMISSION REQUIREMENTS

(e) Candidates who are applying to enter the preliminary course in the Faculty of Education for Science and have obtained a pass but not a credit in Ordinary Level English Language may qualify but will be required to take a remedial course in English given in the Faculty of Education during the preliminary year. However, a credit in Mathematics at Ordinary Level is still essential.

3. In special cases candidates who obtained any of the following qualifications from recognized schools of Agriculture, Animal Health and Husbandry with high grades in the Examination after a two-year course for holders of the G.C.E. (Ordinary Level) in relevant subjects or the equivalent, may be considered for admission to the preliminary course in science with a view to proceeding to a degree course in the Faculties of Agriculture & Forestry and Veterinary Medicine:

(i) Agricultural Assistant Certificate
(ii) Forestry Assistant Certificate
(iii) Animal Health Assistant Certificate
(iv) Their equivalents.

4. Also candidates who have obtained the Ordinary National Diploma qualification from a recognized technical institution and who obtained 65% in each subject in the final examination of the course and possess credits in five subjects in the West African School Certificate or equivalent which must include Mathematics or Physics and Chemistry, shall normally be considered for direct admission to the preliminary course in Science with a view to proceeding to a degree course in the Faculty of Technology.

5. The preliminary course under this section shall be an additional year of study in the University, before entry to a degree course which shall be devoted to preliminary work including the completion of any faculty requirements that may be needed for admission to the selected course.
APPENDIX I

ADMISSION REQUIREMENTS PUBLISHED BY THE UNIVERSITY COLLEGE, IBADAN, DURING THE COLONIAL ERA (PRE-INDEPENDENCE PERIOD)
COLLEGE ENTRANCE*

1. There are two methods of entry to the University College, Ibadan: (a) Direct Entry (b) by the Entrance Examination.

2. Direct Entry is granted to candidates who have passed the External Intermediate Examination of the University of London, or who have gained exemption therefrom.

3. To be eligible to sit the College Entrance Examination, a candidate must hold one of the following qualifications:

   (a) A Cambridge School Certificate with passes at Credit standard at one and the same examination in 5 subjects, of which one must be English Language, one Elementary Mathematics, and one a language other than English, except in the case of a candidate whose native tongue is not English, when a language other than English need not be offered among the 5 subjects. (Candidates who obtain four out of the five credits at one and the same examination may complete their qualifications by passing with credit in the fifth subject at a subsequent School Certificate Examination, or by passing in the subject (Main or Subsidiary standard) at the Cambridge Higher School Examination, provided that the five subjects together form a combination of subjects acceptable under the regulations. (A Subsidiary pass in English in the Higher School Examination cannot, however, be counted as equivalent to a credit in English at the School Certificate Examination.). A student who obtains a pass (not a credit) in one (but not more than one) of the subjects: Elementary Mathematics or German or French, may qualify provided that he passes at Credit standard in five of the prescribed subjects at one and the same examination, and provided that a pass in Elementary Mathematics is not counted together with a credit in Additional Mathematics, and a pass in French or in German is not counted together with a credit in any language

*Extracted from the University College, Ibadan, Calendar 1955/56, pp. 43-44.
other than English. The pass in Elementary Mathematics or French or German, and passes at Credit standard in the other five subjects must all be obtained at one and the same examination.

(b) A General Certificate of Education with passes at Ordinary Level, subject to the same conditions as in 3 (a) above.


(d) An education qualification which is deemed by the University of London to be equivalent to one or other of the above.

4. The College Entrance Examination is held in May each year at centres in Nigeria which will be announced before the examination.

5. The entrance fee for the examination is one guinea (£1. 1s. 0d.). Candidates admitted by Direct Entry pay an exemption fee of one guinea (£1. 1s. 0d.).


The General Paper is divided into the following sections: Latin, English, History, Geography, Mathematics, Mechanics, Physics, Chemistry, Zoology, Botany and Religious Studies. Candidates are required to answer five questions in all, not more than two to be taken from any one section.

Previous Examination Papers are sold at 1s.6d. a set.

7. Information about the Entrance Examination, with details of any changes in its form, will be announced in the Press before the examination.

8. Applications and inquiries should be addressed to:—
The Secretary, Entrance Board, University College, Ibadan.
APPENDIX J

A DETAILED DESCRIPTION OF THE FUNCTIONS OF THE NATIONAL UNIVERSITIES COMMISSION (NUC)
FUNCTIONS OF THE NATIONAL UNIVERSITIES COMMISSION*

The National Universities Commission was reconstituted in 1975 in order to meet the increased demand for higher education in Nigeria. Broadly, the functions of the Commission are related to those of the co-ordination, development, and financing of Nigerian Universities and specifically the following:

(a) to advise the Head of the Federal Military Government, through the Commissioner, on the creation of new Universities and other degree granting institutions in Nigeria;

(b) to prepare, after consultation with all the State Governments, the Universities, the National Manpower Board and such other bodies as it considers appropriate, periodic masterplans for the balanced and co-ordinated development of Universities in Nigeria and such plans shall include:

(i) the general programmes to be pursued by the Universities in order to ensure that they are fully adequate to national needs and objectives,

(ii) recommendations for the establishment and location of new Universities as and when considered necessary, and

(iii) recommendations for the establishment of new faculties or post-graduate institutions in existing Universities or the approval or disapproval of proposals to establish such faculties or institutions.

(c) to make such other investigations relating to higher education that the Commission may consider necessary in the national interest;

(d) to make such other recommendations to the Federal Military Government and State Governments or to the Universities relating to higher education as the Commission may consider to be in the national interest;

(e) to inquire into and advise the Federal Military Government on the financial needs, both recurrent and capital, of University education in Nigeria and, in particular, to investigate and study the financial needs of University research and to ensure that adequate provision is made for this in the Universities;

(f) to receive block grants from the Federal Military Government and allocate them to Universities in accordance with such formula as may be laid down by the Federal Executive Council;

(g) to take into account, in advising the Federal Military Government on University finances, such grants as may be made to the Universities by State Governments and by persons and institutions in and outside Nigeria;

(h) to collate, analyse and publish information relating to University education in Nigeria and from other sources where such information is relevant to the discharge of its functions under this Decree;

(i) to undertake periodic reviews of the terms and conditions of service of personnel engaged in the Universities and to make recommendations thereon to the Federal Military Government where appropriate;

(j) to recommend to the visitor of a University that a visitation be made to such University as and when it considers it necessary;

(k) to act as the agency for channelling all external aid to the Universities in Nigeria; and

(l) to carry out such other activities as are conducive to the discharge of its functions under its Decree.

Overseas Offices

In view of the large demands for qualified Nigerians abroad and for foreign academics, the Commission in agreement with the Committee of Vice-Chancellors decided to set up overseas offices initially in London, Washington, D.C., Cairo, and Ottawa with the following responsibilities:
(i) Staff recruitment - the office will be responsible for advertisements of staff requirements emanating from the Universities and for collating and forwarding applications received therefrom to the respective University for necessary short-listing. The Office will also be responsible for the arrangement of interviews and the setting up of panels in accordance with the wishes of the University concerned.

(ii) General information and publicity on the Nigerian University system.

(iii) Arrangement for and the placement of University staff on post-graduate and other staff development courses in Overseas Universities according to the needs of Nigerian Universities.

(iv) Servicing of inter-institutional linkages between Nigerian Universities and Overseas institutions.

(v) Servicing Technical Assistance and Co-operation agreements.

(vi) Purchase and supplies as required by the Universities and the Commission.

(vii) General Welfare of University staff in Overseas countries or in transit, including consular problems.
APPENDIX K

LETTERS OF INTRODUCTION TO LIBRARIANS AND

OTHER RESOURCE PERSONS FOR USE OF FACILITIES
September 12, 1983

Ms. Frances Reynolds  
Reference Librarian, Education  
Library of Congress  
Washington, D.C. 20540

Dear Ms. Reynolds:

This letter will serve to introduce to you Mr. Egerton Osunde, a candidate for the degree Doctor of Philosophy at The Ohio State University. Mr. Osunde's advisory committee has approved his proposal to write a dissertation which will analyze changes in the structure and curriculum of selected universities in his native country, Nigeria, in the early years of that country's independence. He plans to review as much pertinent material as he can find in American libraries, preparatory to a visit to Nigeria to seek documents held only locally.

We shall greatly appreciate any assistance you can give to Mr. Osunde, who is one of the finest of our candidates in the present cohort. It is likely that he needs to spend some time with the African collections, which I have not used and hence I cannot guide him. He will be working in the Library through a week or more.

Thank you in advance for whatever guidance you can give Mr. Osunde, who is himself a trained librarian and will quickly understand and follow up any suggestions you may make. I cannot judge whether an assigned study desk will be appropriate in this case (or is even available), but you can judge this for yourself as you confer with Mr. Osunde.

Sincerely,

Robert B. Sutton  
Professor, Comparative Education and  
Adviser to Mr. Osunde

RBS/JS1
September 23, 1983

Professor Robert Sutton  
29 West Woodruff  
Columbus, Ohio  
03210

Dear Professor Sutton:

Our library has a great deal of material from both the University of Ibadan and from Ahmadu Bello University in Zaria. We have the Calendars from Ibadan dating back to 1955/56. While we do not have every year we have a total of 16. From Ahmadu Bello we have Calendars from 1964/65, 1970/71, 1972/74, 1974/75, 1975/77, 1978/79 and 1981/82. In addition we have Prospectus from some of these years.

We have a large number of other publications from various parts of the University of Ibadan and from Zaria.

We do not have Calendars from Benin except one for the Institute of Technology from 1971/72. We do have a few publications including addresses to the Commencements from several years.

We also have a substantial amount of material from the University of Ife and from the University of Lagos.

Please feel free to call with other questions. I think that your student would find much to interest him in our collection.

Sincerely,

Maidel Cason  
African Documents Librarian
July 11, 1983

The Director
Nigerian Universities Office
1333 New Hampshire Avenue, N.W.
Suite 220
Washington, D.C. 20036

Dear Sir:

I am on the staff of the University of Benin, and a doctoral candidate conducting a dissertation study on "The Curricular Reforms in Selected Nigerian Universities since Independence, 1960-1983." I have found references to some materials owned by your office. Is it possible for me to visit to have a look at these materials? You might also be helpful in giving suggestions on the research, and as to how I may get other relevant information.

Your cooperation in this regard will be highly appreciated.

Yours faithfully,

[Signature]

Egerton Osunde

EO/bc
December 16, 1983

To Whom It May Concern:

This letter will introduce Mr. Egerton Osunde of the University of Benin, on study leave as a doctoral candidate at The Ohio State University. For the dissertation which he is writing, Mr. Osunde is studying the curricular reforms of Nigerian universities since independence.

Any assistance which you can provide to this promising scholar, either by granting him interviews or by providing him with books, documents or other public records, will be appreciated by all of us at Ohio State University, who foresee for him an active career in education, very useful to his home country.

Very truly yours,

Robert B. Sutton, Ph.D., D.H.L. (h.c.)
Professor, History of Education and Adviser to Mr. Osunde

RBS/bc
APPENDIX L

A LETTER TO SELECTED RESPONDENTS REQUESTING
FOR AN APPOINTMENT FOR ORAL INTERVIEW
Chief/Dr./Prof.

Dear Sir,

I am visiting Nigeria and will be in Benin/Ibadan/Ife/Lagos/Zaria on January ___ 1984. It will be appreciated if you could schedule a thirty-minute appointment for me to speak with you about your response to the questionnaire I mailed to you on the aforementioned date. Thank you for your cooperation.

Yours faithfully,

Egerton Osunde
BIBLIOGRAPHY


**Dissertations**


**Journals**


