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## I. The Background Situation

OTHER AGENCY

The concept of the University of Nigeria had its origin in the Report of the International Bank Mission on the Economic Development of Nigeria, prepared in 1954. This report emphasized the dearth of college graduates in Nigeria, and indicated that while the development of the University College, Ibadan, was a step in the right direction, it could not alone meet the needs of Nigeria. It was pointed out that Nigeria had fewer than one student at college for every 70,000 of the population, while India, by comparison, had one to every 1,400 population. If Nigeria were to equal India, it would require more than 20,000 students.

The Ashby Commission Report, submitted in 1960, summarized the requirement as follows:



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| BCNewbry:cao:euo | Education | 240 | 6/18/64 | W.Haven North, Deputy Director (Ag.) |

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Education
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The estimates (for high level manpower) are a formidable challenge to Nigeria's educational system. In round figures, the minimum need over the next ten years is for 80,000 people with post-secondary education.

It was clear to all that if Nigeria were to progress at a rate equal to the demands of industry, the numbers of university graduates would have to climb very rapidly. As a result, in May, 1958, President John Hannah and Dean Glenn Taggart of Michigan State University were invited to undertake a survey of Eastern Nigeria, in the company of Dr. James Cook of Exeter University who represented the Inter-University Council, London, to determine the educational, economic, and political conditions affecting the establishment of the University of Nigeria. After reviewing the situation, this group of experts submitted a report, considered and approved by the Government of Eastern Nigeria, which advocated the establishment of the University of Nigeria. They recommended a Council to guide the development of the University.

Following this, the United States Government entered into a contract with Michigan State University to assist with the development of the University of Nigeria. The function of the Michigan State University Contract Group was to provide advisory services designed to make possible the development of a university based on the Land Grant philosophy, and dedicated to the principle that the total program must grow out of the demonstrated needs of Nigeria.

The original charge to the MSU Contractor, as spelled out in the AID Contract, was to assist with the development of a total university which involved structuring the administrative organization, developing curricula, and recruiting and developing a teaching staff. It was envisioned that after the initial structuring had taken place, the Contract Group would concentrate their efforts in a number of key fields.

The Government of Eastern Nigeria was to provide the major portion of the physical facilities, equipment, and staff, as well as continuing costs.

## II. Project Targets and Goal Plan Objectives

The scope of this project dictated that the goals would be broad. To develop a total university with an enrollment of 6,000 students in a rolling savannah land, with only a dream to begin with is a herculean task. The first goal was therefore to structure the idea of a university, and then to put flesh to the skeletal idea in the form of an administrative organization, a faculty organization, a student organization, all the while promoting the construction of physical facilities in which to carry on, and recruiting qualified staff to make a genuine university. The goals of the project were at one in many ways with the goals of the University. These are stated as a philosophy rather than as goals:

The objectives of the University of Nigeria have their roots in a spirit and philosophy as old as man's search for his own fulfilment and the ancient university of Bologna and Paris, and as new as Nigerian Independence and the Land Grant Universities of America.

The spirit stems from such expressions as that of one of the University's founders, Dr. Nnamdi Azikiwe, when he wrote, nearly a quarter of a century ago, 'Universities have been responsible for shaping the destinies of races and nations and individuals. They are mirrors which reflect their particular societal idiosyncrasies.' He suggested that if Africa has its own university, there is no reason why the best libraries, laboratories, professors, cannot be produced right here, and this continent become, overnight 'a Continent of Light.' In response to its chartering documents, which have repeatedly emphasized not only academic and cultural excellence, according to the classical concept of universities, but also scientific and vocational excellence, according to the modern concept of universities, the University of Nigeria must approach its curriculum in a somewhat different perspective from that which has hitherto characterized the ideas of University College education in West Africa.

To the extent that the institution is true to its philosophy, the courses of study are related to the day-to-day life of Nigeria, and focus upon the social and economic needs of this nation. At the same time, the University is international in scope and cosmopolitan in its outlook. Admission is open to men and women, without regard to racial or national origin, religious creed, or political persuasion.

The initial contract between Michigan State University and the United States Government required that MSU participate completely in developing a university along lines stated in the philosophy of the proposed University of Nigeria.

Specific activity targets were set, however, and have been modified as the project developed, but the basic targets are contained in the following:

(a) To assist in planning the organizational structure, administration, facilities, curricula, equipment requirements, and staff training requirements necessary for the orderly expansion of this University to a peak enrollment of approximately 6,000 students by 1972.

(b) To establish and develop the program of the Continuing Education Center.

(c) To establish and develop the program of the Economic Development Institute.



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(d) To conduct forward planning seminars in fields such as African studies, student affairs, and continuing education.

(e) To continue research and development plans in the selected academic areas of the general studies program, Faculty of Engineering, Faculty of Agriculture, Faculty of Education, Continuing Education Center, and the Economic Development Institute. Emphasis is on the development of staff and materials, and the identification of significant problems for research.

III. Project Results

When USAID began its assistance to the University of Nigeria in 1960 the University consisted of about 1,000 acres of completely undeveloped savannah land at Nsukka. Developments, physical and academic, have been as follows:

A. The physical plant has been developed to the point of accommodating nearly 2,000 students. There are 17 teaching buildings, a continuing education center, library to hold ½ million books, an administration building, 7 hostels, 116 senior staff houses, a refectory to seat 2,500 students, an auditorium, tennis courts, swimming pool, a playing field and stadium, engineer's offices and workshops, and a guest house. The University farm has been developed, an agriculture classroom and research laboratory has been constructed, and $840,000 worth of equipment and pre-fabricated buildings have been procured.

B. The Enugu campus has been made operational, with its 300 acres, two large teaching blocks, a library-examination hall-administration building, a refectory/laundry, a student center, a health center, a maintenance yard, 8 student hostels, 43 senior staff houses, 26 junior staff houses, and a water tower.

C. The administration of the University has been structured, the academic organization developed, and the administrators and faculty members recruited.

D. The academic organization of the University has been developed, with a College of General Studies as the basic Unit. In the spring of 1964 the structure was modified to elevate certain colleges to faculty status and to re-group related areas within appropriate faculties. As it stands, then, there are now seven faculties in existence, with another projected. Existing faculties are those in agriculture, engineering, social studies, science, arts, law, and education, while medicine is projected. In addition, there are the following special programs or institutes: Institute of African Studies; Institute of Economic Development; Division of Extra-Mural Studies; Division of General Studies.

E. The first class of graduates was turned out in 1963, with 150 students



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receiving degrees; the second class of 189 was turned out in 1964.

F. A participant training program is operating, with eight Nigerians having completed their training and returned to Nigeria, and twelve others are currently in training.

G. The Continuing Education program has been developed, and work has been offered to approximately 2,000 adults in various fields throughout Eastern Nigeria. The building for Continuing Education will be completed in late 1964.

H. The Economic Development Institute has been initiated with facilities on the Enugu Campus.

I. The Faculty of Engineering has been established, and some equipment procured for buildings now under construction. Procurement is continuing.

J. The philosophy of the University has firmly established itself, and the University, while still facing criticisms, is gaining prestige rapidly. This is manifested in many ways, but the most obvious are the news reports on the University. The following excerpts from a convocation speech at the University of Nigeria, delivered by one of Nigeria's foremost scholars, Vice Chancellor Eni Njoku of the University of Lagos, are indicative of the views being expressed by Nigerian leaders on the University:

> "I would like to begin by bringing to the University of Nigeria fraternal greetings from the University of Lagos. We all rejoice with you on this occasion and congratulate you on the remarkable achievements which you have made in so short a time.
>
> "We wish you continued success and we look forward to playing our part along with you and the other Nigerian Universities in fulfilling the high hopes of our countrymen who are sacrificing so much of the country's scarce resources in the furtherance of higher education.
>
> "The progress made here at Nsukka represents the realisation of a great and noble dream. The founding fathers of this University have put us all, and generations of Nigerians yet unborn, in their eternal debt.
>
> "Your Excellency and Chancellor, the part which you have personally played in this great adventure is not a matter which we can merely leave to history to record. Fortunately, it has been possible in your lifetime for you to see the flowering and the fruiting of the tree which you planted and to receive the acclaim of appreciative men and women in and outside Nigeria. I wish to take this opportunity of adding my humble tribute.



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5

"Others there are whose tireless and self-sacrificing efforts have helped to build this University. Here one can, with every justification, single out the retiring Vice-Chancellor, Dr. George Johnson.

"No words of mine can really do justice to the pioneering work he has done here. He is also well known outside this University.

"In the councils of the recently-formed Committee of Vice-Chancellors, we have found his mature and wise judgment most valuable in our deliberations and we shall all miss him very much. The honorary degree conferred on him today is a fitting climax to his work for this University and for Nigeria. I join his friends in wishing him and his wife all future success."

K. Quality Nigerian and expatriate staff have been recruited.

L. Of special significance is the fact that 58% of the faculty members at the University of Nigeria are Nigerian, a much higher percentage than at any other Nigerian university.

IV. Resources Employed

A. U. S. Resources Employed

1. U.S. Funds (net obligations) $5,482,722
Counterpart or U.S. owned local currency (402 U.K. sterling) dollar equivalent $1,022,000 (£364,996)
Total U.S. obligation $6,504,722
Total from FY 60 through FY 64 $5,239,722 contract services
$ 243,000 commodities
Programmed for FY 65 $1,245,500

2. Resources by type

a. U.S. Technicians

(1) Contract (man years) 75
(2) Direct Hire (man year) 1

b. Participants, all U.S. trained

Total = 20; Total man months used = 324
Returned = 8
Now in Training = 12
Approved for 1964-65 academic year = 8
All participants will return to an official position at the University of Nigeria, either in a teaching/research



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6

or administrative role.

c. Commodities - $840,000 worth of agricultural commodities have been procured; $200,000 worth of engineering equipment is currently being procured.

The agricultural commodities range from pre-fabricated buildings, fencing, to brooders. This equipment is currently being installed. It appears that maintenance will not be a major problem. An American advisor is supervising installation and use, and is in the process of training Nigerians to assume complete responsibility.

The engineering equipment is for civil, mechanical, and electrical fields, with the major emphasis being on civil.

d. Other Resources: The Peace Corps is currently providing 22 PCV's at the University; the Dutch Government is providing five engineers and a small amount of equipment, specifics unavailable at this time. Ireland: one professor; West Germany: one professor; United Kingdom: four professors; $3,500 for books, and $53,553 for equipment from the United Kingdom.

B. Cooperating Country Resources Employed

1. The host country has contributed approximately 3½ million pounds (9.8 million dollars) for construction, and approximately 4.4 million pounds (12.22 million dollars) in recurrent costs.

2. Nigeria has provided all construction at the University of Nigeria except the Continuing Education Center, which is being constructed with U. S. funds.

C. Resources Employed by Other Contributors

1. Holland: Six engineering staff members, with 9 programmed for 1964-65.
Engineering equipment, value not currently available

2. United Kingdom: Four professors

$3,500 for books
$53,553 for equipment



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3. Ireland: One professor

4. West Germany: One professor

5. Peace Corps: 22 volunteers

6. MacMillan Publishing Company: 2,800 books and some teaching aids.

V. Major Factors Affecting Progress

A. Cooperating Country Performance

The physical evidence of the cooperating country's support is great. The fact that the University has grown physically to the point of accommodating 2,000 students and over 200 faculty, that it has provided the various buildings earlier enumerated, and that it has provided all but a very small percentage of the faculty, is clear evidence of the support the Government of Eastern Nigeria has given this project.

His Excellency The Rt. Hon. Dr. Nnamdi Azikiwe, is Chancellor for life of the University, and designated by the University of Nigeria Law as Head of the University. Administrative Head of the University is the Vice Chancellor, appointed by the Council. The Council is the supreme governing body of the University, and controls the policies and finances of the University, exercising all powers not specifically accorded to other bodies by the Law. In all academic matters, the University is governed by the Senate, composed of deans, heads of colleges, and others who may be designated.

The Government of Eastern Nigeria has come up to all requirements, and while USAID is anxious for a Nigerian to assume the vice-chancellorship, failure to do so does not indicate a failure in commitments. It simply means that the Council of the University has not identified a Nigerian of the caliber to assume this position. It is reasonable to expect, however, that 1964-65 will see a Nigerian trained to assume this position.

B. U.S. Performance

The planning for this project goes back to the period earlier alluded to during which time representatives from Michigan State University came to Nigeria to study the situation and to determine the feasibility of developing the University of Nigeria and the advisability of MSU participating in this development. Growing out of this study was a contract between the United States and Michigan State University, which defined the areas of responsibility for the contractor.



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8

From this point on there was advanced planning in the form of discussions which developed into E-1's, project agreements, and PIO/T's, and in 1963 work was begun on a detailed work plan covering all areas of the Contractor's responsibility. Planning for the project has been excellent. The project has developed at a very rapid pace, and personnel provided by the Contractor has been generally of high quality.

Michigan State University is an institution of major importance in the field of international education, and it is organized and staffed to do the kind of backstopping that such a project requires. There has been careful and continued supervision of the project by top administrative officials at MSU, obviously growing out of a deep commitment to the University of Nigeria.

The Contractor was well ~~admirably~~ selected, not only from the point of view of its concern with international education, but from the point of view of its size and diversity, for Michigan State University has a large pool of talent from which it can draw to staff its program at the University of Nigeria.

VI. Appraisal of Results

A. Rate of Progress

The rate of progress has been equal in all respects to expectations. It was assumed at the initiation of the project that it would take considerable time to develop Nigerian staff to assume all major ~~pk~~ roles. The fact that 58% of the staff are Nigerians is a clear indication of the speed with which the University is moving to provide Nigerian personnel. It was hoped that the Vice Chancellorship would be assumed by a Nigerian in 1964, but this has not proved possible.

B. Significance

There are two areas of major significance, one quantitative and the other qualitative.

Quantitatively, the University of Nigeria is turning out a rapidly increasing number of badly needed graduates, 143 in 1963, 189 in 1964 and from 1965 onward it will be in excess of 500, building to a maximum when the total enrollment target of 6,000 students is reached. Harbison estimated that Nigeria would need over the next ten years a minimum of 2,000 graduates going out of the universities each year. Obviously, the output from the University of Nigeria will make a significant contribution to this objective.

Qualitatively, the University of Nigeria has set as its goal an educational program that will make it respected throughout the world academic community in a broad range of disciplines. The concept of the University is a departure from ~~from~~

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the traditional in many ways: It was developed as the first university in Nigeria to be independent from the beginning; it took students for a four-year program after the West African School Certificate; it required all students to take general studies; it followed the land grant philosophy in that the University is to reflect Nigerian needs and to provide service to the total community. It was apparent from the beginning that those steeped in traditional British education viewed these departures from the traditional as a lowering of standards. But this early skepticism has largely disappeared, and the newspapers are now unanimous in pointing to the University of Nigeria as a worthy institution of higher learning, and in wishing it well.

The timing as well as the concept of the University was appropriate, for it was launched at the very beginning of Nigerian independence and existed at the beginning of the development plan period. As a result, the University is producing graduates sufficiently early to allow them to play an important part in the achievement of Nigeria's Development Plan objectives.

The stress at the University on African studies, on Nigerianized content, on general studies, and on admitting students with only the West African School Certificate has had its effect on educational thought both at the university and the high school level. There has been a broadening of curricular offerings and a broadening of individual educational programs as a result. There has been a serious consideration of the place the non-sixth form students have in the university generally. The influence on educational thought will continue and the direction has been established sufficiently firmly to enable it to continue long after USAID is no longer a part of it.

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## WORKING BALANCE SHEET

| Components | 1960 Status | 1964 Status |
|---|---|---|
| Faculty | | |
| Quantity | 13 faculty members | The faculty consists of approximately 250 staff members, 58% of whom are Nigerian. In academic year 1963-64, there were 175 on the teaching staff, and 34 on the administrative staff. Additional staff have been added to take care of late enrollment and to meet needs of the coming year. |
| Quality | Good | Sixty-two, or 35%, of the teaching staff had the Ph.D. or equivalent in 1963-64. |
| Employment Incentive | Salaries high enough to attract quality personnel. | Salaries and fringe benefits sufficiently high to attract quality personnel. Studies currently being made to establish a tenure and leave system. |
| Study Body | 220 students. Coeducational. Made up of holders of the Higher School Certificate. | Approximately 2,000 students, men and women. Made up of holders of the West African School Certificate or of the Higher School Certificate. WASC people pursue a four-year course while HSC people take a three year course. |
| Graduates | The first graduating class received degrees in June, 1963. A total of 118 students met the requirements for the degree of Bachelor of Arts (36 in English, 50 in history, 17 in political science, 15 in sociology). 32 students received the Bachelor of Science, (27 in economics, and 5 in mathematics). 189 graduated in 1964. | |

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| Components | 1960 Status | 1964 Status |
|---|---|---|
| ~~Graduates~~ Curriculum | Necessarily narrow because of lack of facilities and staff | The curriculum is broad and varied. In 1963-64 it had the Faculty of Arts, Faculty of Science, Faculty of Social Studies, and Faculty of Technology. Approval has been given by the Council (June, 1964) for the complete reorganization of the faculty, with engineering, agriculture, education being given faculty status. No official announcement, however, has been made. |
| Administration | Law of 1955 to establish a university in Eastern Nigeria | University of Nigeria Law, 1961. This law is "A Law to consolidate the Laws relating to the University of Nigeria, at Nsukka, in Eastern Nigeria, and to provide for the Governance thereof and for Matters incidental thereto. The University is directly under the Office of the Premier, Eastern Nigeria Nigeria. The Chancellor of the University is the Head of the University, appointed by the Council to serve until his Death. This position is held by His Excellency the Right Honourable Nnamdi Azikiwe, P.C., M.A., M.Sc., Ll.D., D. Litt., Litt.D. |
| Campus | 1,000 acres at Nsukka | 1,000 acres, plus about 600 acres of agriculture land, at Nsukka, and 360 acres at Enugu. |

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| Components | 1960 Status | 1964 Status |
|---|---|---|
| Physical Plant | One teaching building. One administration and multiple purpose building. One hostel block, and 36 senior staff houses. | Seventeen teaching buildings, a Continuing Education center, library to hold ½ million books, an administration building, 7 hostels, 116 senior staff houses, 60 junior staff houses, a refectory to seat 2,500 students, an auditorium tennis courts, swimming pool, a playing field and stadium, engineer's offices and workshops, and a guest house. The University farm has been developed, and $840,000 worth of equipment and prefabricated buildings is being procured. The Enugu campus has two large teaching blocks, a library - examination hall - administration building, a refectory/ laundry, a students' center, a health center, a maintenance yard, 8 student hostels, 43 senior staff houses, 26 junior staff houses, a water tower. The Nsukka construction is valued at 3 million pounds, and the Enugu construction at 1 million pounds. |

It appears that there is ample land to enable the University to come to full size by 1972.

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| Components | 1960 Status | 1964 Status |
|---|---|---|
| Agriculture Production | The University farm was only gradually developed during the 1962-64 period, with land being brought under cultivation, experimental plots established, fences built, a well drilled, etc. Herds have been established as well, but only beginnings have been made. It is anticipated that by 1966 the beef and dairy cattle teaching and research herds will expand to 200 females and 4 bulls of the following breeds: White Fulani, N'Dama, American Brahma, and Holstein Fresian.<br><br>Swine teaching and research herds will be established by late 1964 to include 45 sows and eight boars of the following breeds: Native Nigerian, Large White, Hampshire, and Duroc Jersey.<br><br>Poultry teaching and research flocks have been established, and by late 1964 will include 3,000 hens and 151 cockerals of the following breeds: Native, White Leghorn, Rhode Island Red, White Plymouth Rock, and Dark Cornish. | |

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Financing

Total U.S. Resources Employed $5,559,222

MATHEWS

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