

CONTEMPORARY TEACHER EDUCATION
IN EASTERN NIGERIA

by

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Faculty of Education,
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PREFACE

The scope of this thesis is limited specifically to the education of primary and secondary school teachers in Eastern Nigeria. The word "education" as used in the title denotes both the professional and academic aspects of the preparation of the teacher. It is hoped that the study may make some contribution towards solving a pressing problem in education in Eastern Nigeria, as well as in other parts of the country.

In connection with the preparation of this thesis, the author wishes to thank the officials of the Ministry of Education of Eastern Nigeria who supplied official publications and up-to-date information; the Dean of the Faculty of Education of the University of Nigeria, Nsukka; the principals of teacher training colleges who co-operated by giving the information required of them; and all others who assisted in procuring very useful material.

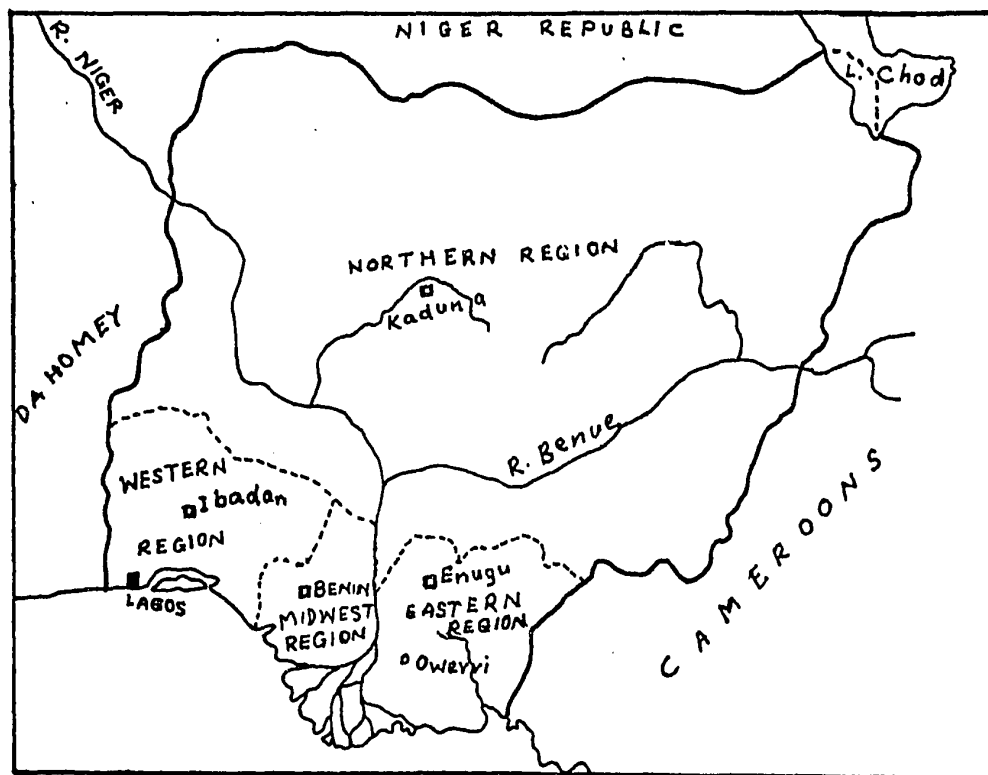
Particular appreciation is extended to Dr. M. Gillett for her able and kind supervision of this work; to Professor R. Edwards who contributed generously of his time and experience in offering constructive criticisms of the work along with advice and assistance.

Thanks are due to those who read the manuscript,

particularly to Mr. Igboko of the Faculty of Education
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Department of General Studies of the same university and
lastly to my husband, for his encouragement.

MAP 1

THE FEDERAL REPUBLIC OF NIGERIA:
POLITICAL REGIONS

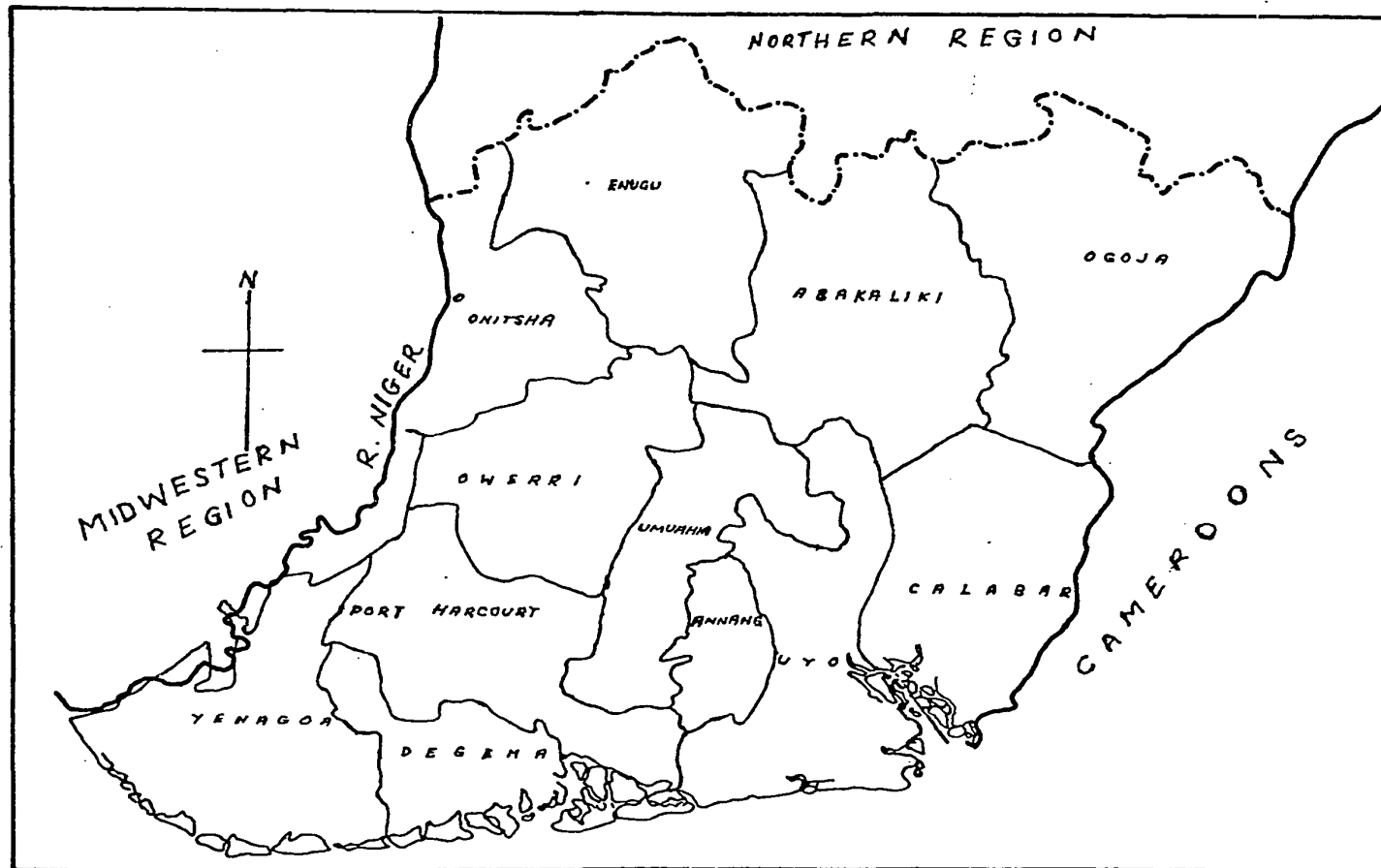


- Regional boundary.
- Federal capital.
- ▣ Regional headquarters.

0 100 200 miles

MAP 2

PROVINCES OF EASTERN NIGERIA - 1966



CHAPTER I

INTRODUCTION

The purpose of this study is to make an analysis of contemporary teacher education in Eastern Nigeria.¹ As in most emerging nations of Africa, social, cultural, political, and economic factors have caused and are forcing many changes in the daily lives of the people. These are among the many factors which determine the education of any society and they are the factors which a properly trained teacher should reckon with. As Sadler said:

In studying . . . systems of education we should not forget that the things outside the schools matter even more than the things inside the schools, and govern and interpret the things inside . . . A national system of education is a living thing . . . It reflects while seeking to remedy, the failings of national character. By instinct it often lays special emphasis on those parts of training which the national character particularly needs.²

Nigeria's introduction to Western civilization was made through traders and missionaries. By education and evangelical work, the traditional pattern of life was transformed and the traditional culture modified by the impact of the Western world. Such transformation was thought necessary since early educators and missionaries

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1. See Map. 1. Eastern Nigeria is one of the four Regions of Nigeria.
 2. Sir Michael Sadler, How Far Can We Learn Anything of Practical Value from the Study of Foreign Systems of Education (1900), quoted in N. Hans, Comparative Education, (A Study of Educational Factors and Traditions) (2nd ed; London: Routledge & Kegan Paul Limited, 1950); p. 3.

naturally did not appreciate the Nigerian traditional way of life. As a missionary educationist in Eastern Nigeria had noted:

For half a century or more school education has been education away from the life of the village, away from families, away from the culture and social organization into which the children were born. These were judged, openly or by implication, to be inferior to the culture on which the school was based, and this was accepted by teachers, parents, and pupils alike . . . The school was something that came from outside. This is deeply ingrained in our thinking; we speak of the Church as giving or bringing schools to villages and towns. Schools are children, and these were neither brought or given to the villages. But schools are more than children. They are ideas, books, teachers, communities, and here came the alienation between home and school. The school did not grow out of the village and in much of our thinking it is still separate from the cultural heritage of the pupils.³

The writer of the above passage did acknowledge that much of what was contributed to the schools from outside was valid. Furthermore, the simple life of the Africans has become more complicated as a result of contact with the Western world. To be more precise,

Western Civilization has intermingled with African culture and the African who is so affected by both cultures is a man of both worlds; he is therefore called upon to operate on both levels with a juggler's dexterity. The African (as well as his Asian and Latin American counterpart) must by force of circumstance live under this ambivalent situation. Since it is most unlikely that the African will completely abandon his culture, since he cannot

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3. W. J. Wood, (Educational Adviser to Protestant Missions), Report to Joint Education Advisory Council (Nsukka, Nigeria: 2nd July, 1964), p. 4.

survive without his newly acquired Western orientation, (and since the Western Civilization itself is a garb with borrowed plumes), the African must seek a satisfactory synthesis between his cultural environment and his Western skills and tools.⁴

The modern teacher must be in a position to draw what is best in our culture and marry it with what is best in the imported one.

This search for a synthesis between the traditional and the modern is evident in various levels of Eastern Nigerian society. It is, however, a part of a bigger whole. The achievement of independence by many African countries has cast a new light on Africa which has drawn the attention of the outside world. Departments of African Studies have been established not only in African universities but also in the universities of many other parts of the world. Archaeologists and scholars are engaged in the work of discovering the past of the continent which was obscured by the fact that Africa, particularly south of the Sahara, has no systematically recorded history and possesses no accumulated historical data on her past civilization and accomplishments.

For Nigeria and some other African countries, the search for a synthesis between the traditional and the modern involves a reorientation in outlook, a common-sense appreciation of the past with the confidence and

4. A. Babs Fafunwa, "African Education and Social Dynamics," West African Journal of Education, VII, No. 2. (June, 1963), p. 66.

self-respect this will give, and a full appreciation of the place of the "modern" and Western in a new pattern of life. Future generations should be given an orientation which will generate the self-confidence necessary for self-realization. It is a task for education and particularly for the interpreters of this education to the young. Such interpreters are the teachers men and women professionally trained for the job. "More than anyone else the teacher must speak for man, he above all others must find and speak out man's finest and noblest aspirations."⁵ The teacher in an extended sense, may also include the school, the home, the Church and modern media of communication. The teacher, however, cannot "speak out" man's finest and noblest aspirations, if through his education he is made imitative. His education should therefore equip him with the capabilities necessary to meet the contemporary challenge.

Admittedly, there is much that is good and noble in the achievements of the Western world but the African may benefit more from them if his aspirations are guided more by his culture. "African intellectual life must become self-reproducing, inventing its own techniques, establishing its own values, becoming not only a

5. J. W. Hanson, "The Spirit of the Teacher," in O. Ikejiani (ed.) Nigerian Education (Ikeja: Longmans of Nigeria Ltd., 1964), p. 78.

recipient, but a donor of world knowledge."⁶ Mere training in teaching is not sufficient for the teaching strength of any country. Something broader in scope should enter into the total education of teachers so that they will be aware of the relationship between the economic, social, political and educational problems of the society in which they live. In particular they should be able to recognize the need for interpreting education in such a relationship to the young. It is perhaps only when this is done that the teacher can give his best in the service of a community because he is a product of that society. In the light of the recent social, political and economic developments, an analytical study of the policies and practices governing the education of teachers in Eastern Nigeria will be made.

An increasing faith in the economic, social and political values of an educated population is causing changes in the content of education. Emphasis is shifting from a literary and classical type of education to the one which is scientific in content and technological in application. Success here depends greatly on the availability of a qualified teaching force. There is, furthermore, a need for the restructuring of the existing educational system which has developed without much benefit of planning.

6. Eric Ashby, African Universities and Western Tradition (Cambridge, Massachusetts: Harvard University Press, 1964), p. 95.

Such an undertaking is significant since many of the problems of training and retaining an adequate, qualified teaching force stem from lack of planning in the educational system. In its present state, the system is a conglomeration developed from the contributions of Government, Voluntary Agencies, chiefly religious bodies, and private enterprises; the last often initiated more for commercial than for educational purposes. Lack of coordination has acted as a deterrent to the comprehensive reorganization of the educational system. The advantages of a system with some elements of planning will be examined in this thesis.

The problem of supply of teachers is not unique to Eastern Nigeria. It is a problem which exists in the educational systems of most countries. In Eastern Nigeria, as in most developing countries, however, teacher shortage is a problem of greater magnitude than is the case in highly developed countries because development in the former is at an early stage. The situation is such that it is easy to yield to the temptation of lowering the quality of education by maintaining a low quality teaching force.

The need for an increase in the quality and number of teachers in most African countries has been emphasized by the World Confederation of Organizations of the

Teaching Profession's Commission on Educational Policy in Africa, the Conference on Education in East Africa,⁷ the Addis Ababa Report, and the Conference on The African University and National Educational Development.⁸ The findings of the above conferences are an important source and material for the present thesis.

While there has been a publication on teacher training in Nigeria, there has been no study of teacher education in the light of current social, political, and economic developments in Eastern Nigeria. Solaru's Teacher Training in Nigeria (1964)⁹ is an historical survey of teacher training in Nigeria and covers the period 1842 to 1962. His study of the first one hundred and six years was first presented as a thesis and approved by the Senate of the University of London for the Master of Arts degree in Education in 1948. The study ended, however, just when Nigeria arrived at the threshold of far-reaching constitutional changes. Earlier in 1943, N. Okongwu in Columbia University in New York City had written a Master's thesis on "Professional Education of Teachers in

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7. The Conference was held at Princeton University in December, 1960.
 8. The Conference on the African University and National Educational Development was held in New York City in 1964 and was sponsored by the Afro-Anglo-American Programme in Teacher Education.
 9. T. T. Solaru, Teacher Training in Nigeria, (Nigeria: Ibadan University Press, 1964).

Nigeria."¹⁰ He noted the inadequacy of the training programmes and called for an increase in teachers' salaries. The inadequacies he pointed out have even become so acute today that another study of the problem is considered necessary.

The constitutional changes which led to independence in 1960 and the expanding needs of the country on all fronts prompted the Government to appoint the Ashby Commission in 1959 to study Nigeria's needs in post-school certificate and higher education in the next twenty years. The report¹¹ of this Commission has guided educational planning and development in many ways. It led Ian Espie to make a survey of the period 1948-62 which survey formed the final chapter of Solaru's book. This chapter is largely an historical study and ends with the endorsement of the recommendations of the Ashby Commission. The Commission had recommended remedial education for most of the 80,000 primary school teachers, teacher guidance service, the ultimate creation of a force of (about one thousand) experienced travelling teachers to maintain primary school teacher standards, specialized two-month vacation courses to be offered by teachers recruited from abroad; a programme of recruitment of teachers from abroad to be

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10. N. Okongwu, "Professional Education of Teachers in Nigeria (1842-1942)" (Unpublished M.A. thesis, Teachers' College, Columbia University, New York, 1943).
11. Nigeria, Federal Ministry of Education, Investment in Education, The Report of the Commission on Post-School Certificate and Higher Education in Nigeria (Lagos: The Federal Government Printer, 1960).

initiated and linked to a scheme for sending Nigerians to other countries for university education and preparation for teaching. In the words of the Commission, the proposals were "massive, expensive, and unconventional." But they have to be faced if Nigeria will ever gain a footing in the twentieth century technological world. Indeed, the Governments of the country are carrying them out courageously, and the appraisal of the efforts of the Eastern Nigeria Government will be made in this thesis.

The plan of this work is a simple one. The second chapter will be devoted to some detailed examination of the social, political, and economic factors which form the background of the educational system in which the teacher functions. In the third chapter a review of the educational system both in its past and in its present forms will be made. This is necessary for an understanding of the present problems and trends and their bearing on teacher education.

In the fourth chapter the existing provisions for teacher training will be examined, attention being directed particularly to the organization of teacher training facilities, and programmes. Our major concern in the fifth chapter will be the factors which affect the recruitment and retention of teachers as well as the growth of a teaching profession. The efforts being made in this respect by the university in Eastern Nigeria as well as

by educational and professional organizations will be examined. In the sixth chapter a summary of the developments and problems related to teacher training will be made; this will be followed by proposals for the possible solution of at least the more acute and urgent problems.

CHAPTER II

THE SOCIAL, POLITICAL, AND ECONOMIC BACKGROUND

As mentioned in the preceding chapter, the character of the educational system of any country is generally determined by the political, social and economic forces in the society. These are dynamic forces and in Eastern Nigeria they have been producing a quick succession of changes, a significant aspect of which should occur in the preparation of teachers who are at the heart of the educative process. An examination of the said forces will be made in this chapter.

Social and Cultural Developments

Eastern Nigeria is the home and the land of a people whose social groupings is based on linguistic and cultural differences. The major groups include the Ibibios, Efiks, Ogonis, and Ibos.

Previous to European contact there was no centralized state, rather there existed independent territorial and residential groups. The internal organization of these territorial groups was based mainly on patri-lineal clans evidenced today in the extended families. There were different linguistic and cultural traits; the component groups spoke various dialects and showed considerable cultural differences. The society was in a sense an "open" one in which positions of prestige, authority,

() and leadership were largely achieved and not inherited. Individuality was stressed as well as group achievement, the latter phenomenon accounting for the successful prosecution of such communal projects as markets and farms in those days just as it accounts for communal schools and hospitals of today.

Contact with the Western world through commerce, education, and evangelical work has brought changes in the traditional culture and pattern of life. Of the four Regions of Nigeria, Eastern Nigeria has the largest school population today and its demand for education is fast growing. There is increasing urbanization as towns grow around trade, industry, and centres of administration. The urban areas such as Enugu, Port Harcourt, Aba and Onitsha attract an increasing number of people from rural areas. Some of these people seem to prefer poverty in towns to reasonable comfort in farms. Since the economy is basically agricultural, the Government is striving through education to inculcate in people proper attitudes to agriculture and other forms of manual work.

() The larger unilineal descent groups so characteristic a feature of traditional society are becoming less important not only because lineage and clan members have been leaving home on a temporary or permanent basis to seek employment in the urban areas, but also because a large proportion of the population have accepted

christianity which among other things, tends to limit polygamous marriages and to replace the extended family system by a nuclear one.

Although many of the formal traditional social, religious, economic, and political structures have been either destroyed or modified, many of the original patterns of social behaviour, such as the emphasis on group achievement, and the lack of strong autocratic authority have survived to form a part of the developing culture. Accordingly, there is considerable ambivalence towards new ideas. Many people like to discover the best and the preservable in the past and to reconcile this with the new and foreign. This trend has motivated action at various levels: Government interest in the recovery of works of art and the revival of traditional art; a literary and artistic outburst based on local culture and tradition; a resuscitation of traditional beliefs among those who have been "converted" to christianity. As Margaret Read said:

A growing respect for and interest in their own culture has been more and more evident among educated Africans. Paradoxically the more they widen their own knowledge in the European sphere, the more sympathetic they become with their own cultural heritage.¹

1. Margaret Read, Education and Social Change in Tropical Africa, (London: Thomas Nelson and Sons Ltd., 1955) p. 44.

Perhaps this spirit or conflict was best expressed by members of a Conference summoned in 1962 to review the pattern and content of Primary, Secondary, and Teacher Education in Eastern Nigeria:

In the souls of most of us engaged in this review there lurks an 'aching void' for the games and pastimes of our childhood days, for the joys of the village green. Most of these have been ousted by imported games, which are not bad because they are imported, but which should remain side by side with those of our culture and mode of expression.²

The members of the Conference, while expressing perhaps subjective views, spoke for the people at large. In fact they seem to agree with the following opinion expressed by the African educational leaders at a Conference of African states on the Development of Education in Africa: "Let us learn not so much about the French Revolution, the American Revolution, the English Civil Wars and the Russian Revolution. Let our children be taught about the African Revolution."³ These developments and views underlie the need for changes in the content of education in general and teacher education in particular since the teacher is at the heart of the educative process.

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2. Eastern Nigeria, Ministry of Education, Report of the Conference on the Review of the Education System in Eastern Nigeria, Official Document No. 25 of 1964 (Enugu: Government Printer, 1964), p. 4.
 3. Richard Greenough, Africa Calls (Paris: UNESCO, 1961), p. 34.

The Political Background

The Republic of Nigeria as it is known today was, until its creation by the British, a conglomeration of independent kingdoms, states, and ethnic groups, each ruled by a constitutional monarch, a warring chief, or a council of elders. Some coastal states and kingdoms such as the Yorubaland, Calabar and Benin had had early contacts with the Carthaginians and the Portuguese and had traded with the latter as far back as 1472.

Although Britain and other European nations had had informal dealings with West Africa since 1472, it was not until 1849 that the British Government took an official interest in the affairs of that area.⁴ This was demonstrated when a consul was appointed by Britain for the Bight of Benin and Biafra in 1861. In that year, Lagos, the present capital of Nigeria, was subdued and colonized by British forces ostensibly in order to suppress slave trade. By 1886, Tubman Goldie found it necessary to suggest amalgamation of all British trading companies. The new company was granted a royal charter and became the Royal Niger Company. By treaties often imposed on Nigerian kings and chiefs and supported by the British Government, the Company extended British influence in the interior.

In 1891 a Protectorate was declared over southern

4. The present Eastern, Western, and Mid-Western Regions.

Nigeria,⁵ then known as the Oil Rivers and Niger Coast. In the meantime, British forces made an inroad into the northern Emirates and succeeded in "pacifying" the Emirs. In 1900, the British Government declared the two territories Protectorate of Southern Nigeria and Protectorate of Northern Nigeria. In 1914, largely because of administrative convenience the two protectorates were amalgamated as the Protectorate of Nigeria, while Lagos remained a separate colony.

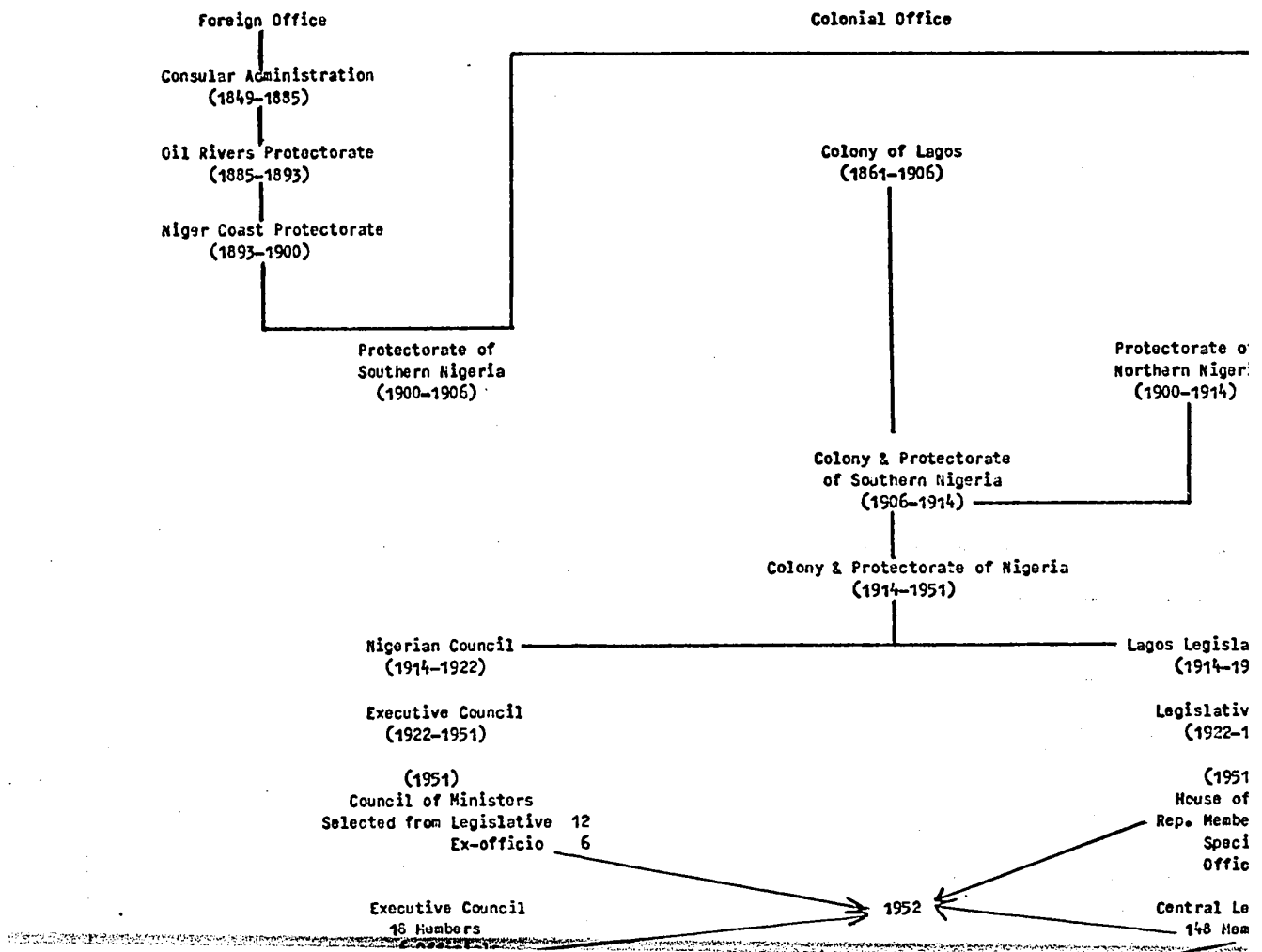
The Second World War gave many Nigerians their first glimpse of the outside world. There were also some other Nigerians who were studying in various institutions in Europe and America before and during the war.⁶ On the return of the soldiers from the war and the graduates from institutions of higher learning, with new ideas and aspirations, political parties were formed, and demands made for constitutional changes to give increased freedom and responsibility to Nigerians. The outcome was the Richards Constitution which provided for one legislative authority for the whole country. This was superseded by other constitutional changes in 1951, 1954, and 1957, all progressively moving Nigeria towards the ultimate goal of

5. See Figure 1 for the stages in the Constitutional development of the country.

6. For example, Dr. Nnamdi Azikiwe (the former Governor-General of Nigeria) had completed his studies in the United States of America and returned to Nigeria in the late 1930's.

FIGURE I

NIGERIAN CONSTITUTIONAL HISTORY CHART. 1849-1966



The Supreme Military Council

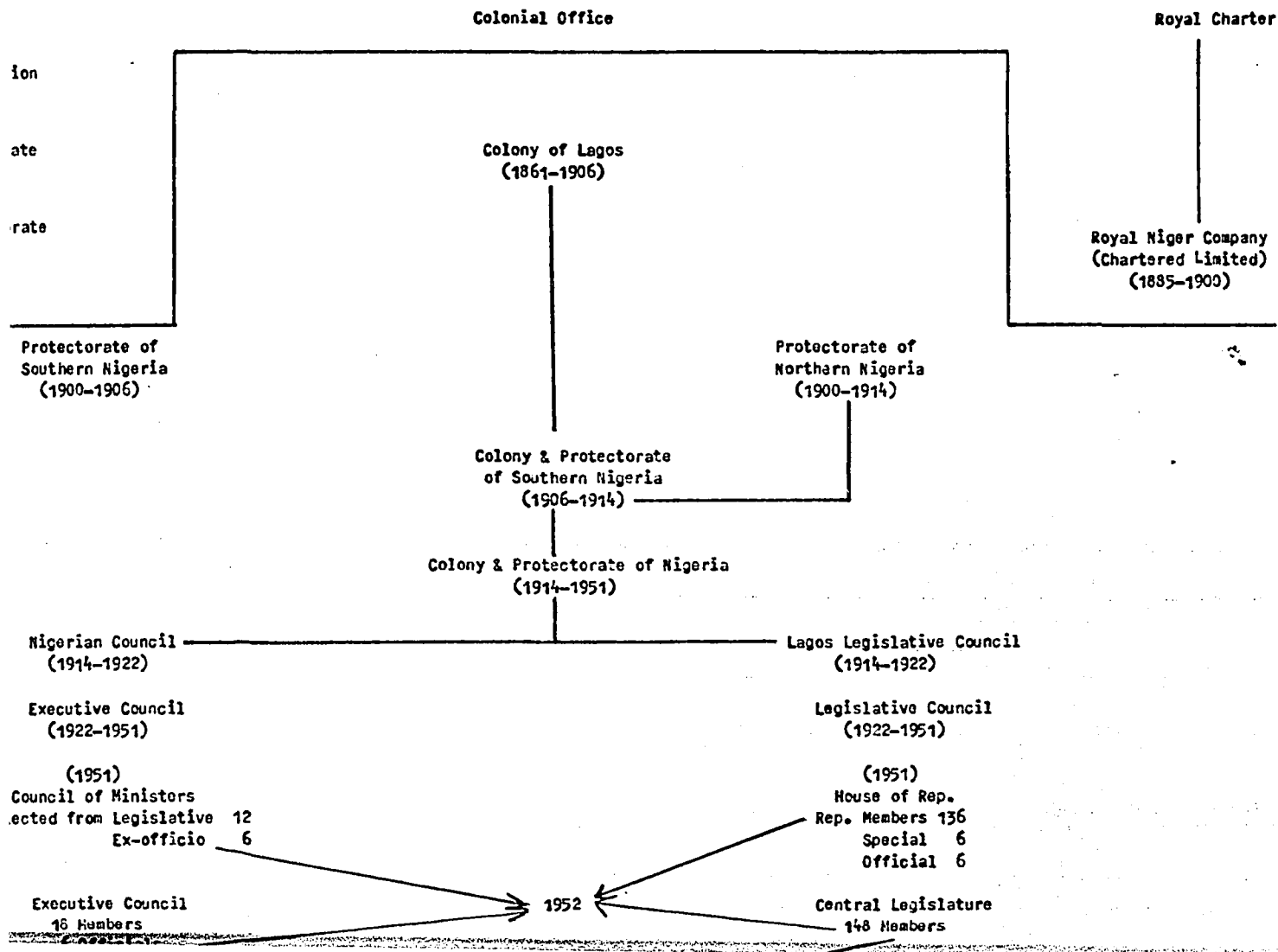
Regional Military Governors

Sources: J. Fafunwa, "An Historical Analysis of Higher Education in Nigeria (1928-55)" (Unpubl. New York University, 1955), p. 79.

M. Crowther, The Story of Nigeria (London: Faber & Faber, 1962), pp. 242-73.

FIGURE I

NIGERIAN CONSTITUTIONAL HISTORY CHART. 1849-1966



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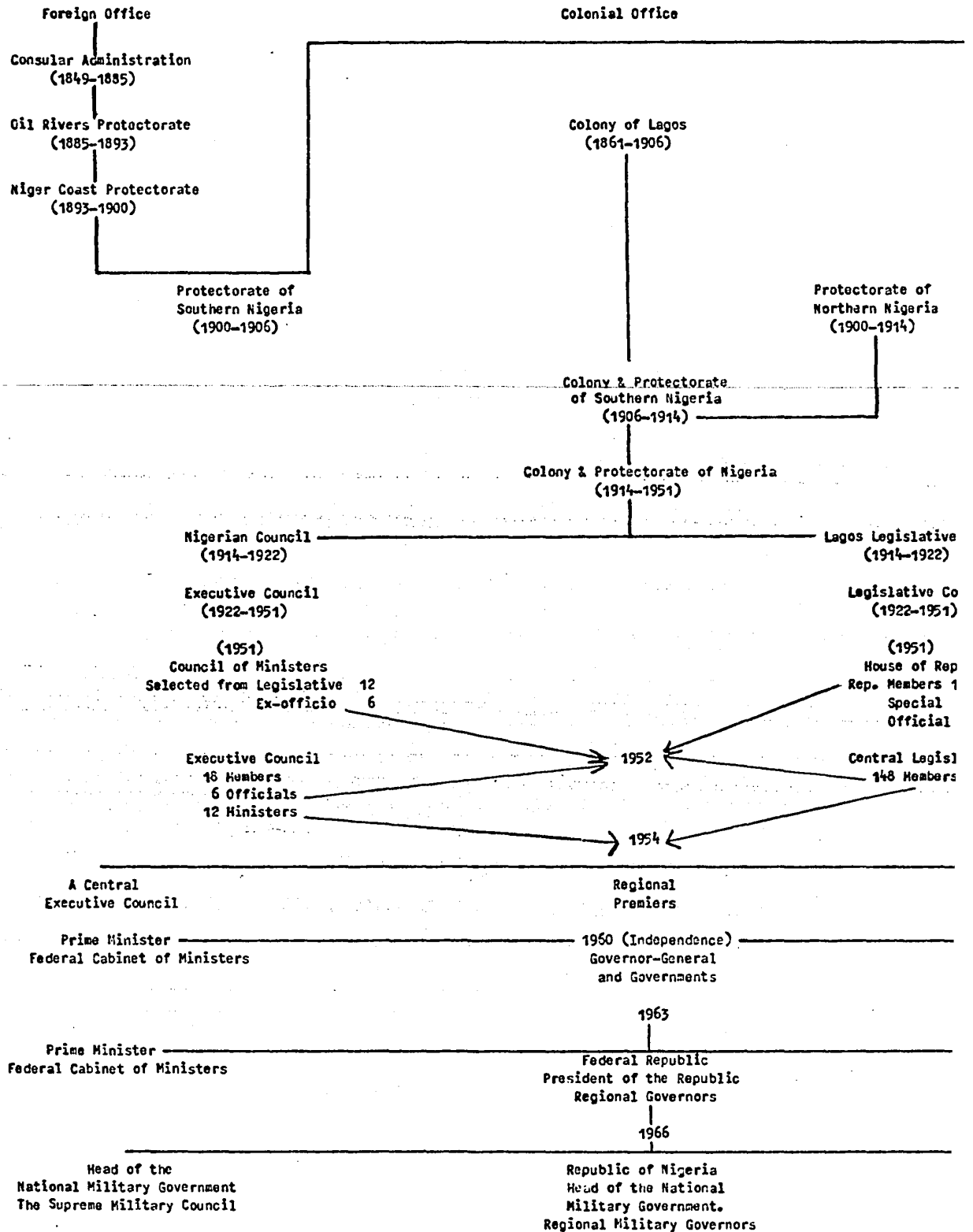
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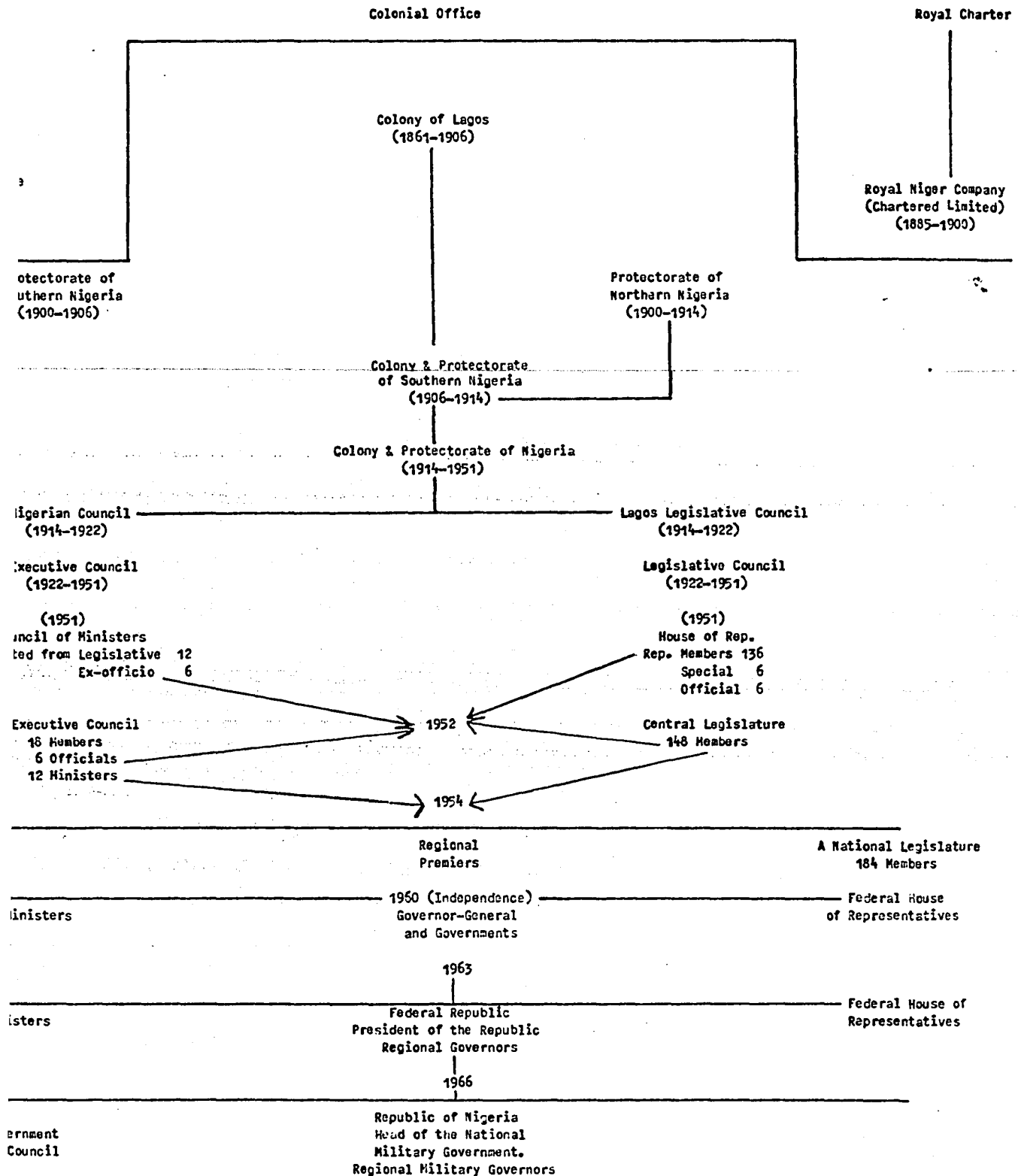


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M. Crowther, The Story of Nigeria (London: Faber & Faber, 1962), pp. 242-73.

self-determination. In 1957, a Federal Government headed by a Prime Minister appointed from among the elected members of the House of Representatives was set up, but the British Governor-General still retained emergency powers. The last constitutional conference was held in 1959, and October 1st, 1960 was set as the date for Independence. On that date, Nigeria became an independent country within the Commonwealth. Three years later, Nigeria became a Republic with a President, a Prime Minister, House of Representatives and Assemblies, and Regional Governors, Premiers and Regional Legislatures.⁷

The main political problem in all parts of the Republic both before and after the attainment of independence is the question of minority groups. Minority movements, always potentially or actively existent because of historical and ethnic factors, have taken the form of political associations seeking the separation of so-called minority areas and constituting them into new states. Because the Ibos are the major group in Eastern Nigeria, the Calabar, Ogoja, and Rivers provinces which contained

7. With the army take-over on January 15, 1966, the federal structure was abolished and the country was governed as a unitary state by a Supreme Military Council headed by the Supreme Commander of the Armed Forces who was assisted by Military Governors in the Regions and an Administrator for Lagos. But following the mutiny in the army on July 29, 1966, an attempt has been made to restore the federal structure. At the moment, there is much confusion in the country and it will be some time before a clear picture emerges.

minority groups asked for the creation of the C.O.R. State (Calabar-Ogoja-Rivers State). The 1957 Constitutional Conference referred this matter to a Minorities Commission which was very strongly against the creation of new states because it felt that the fears and problems of minority groups, which it found real, could be better solved within the existing political framework. The problem still remains and still colours Nigerian political life as events indicated during the last federal census and election.⁸

Economic Situation

Eastern Nigeria with an area of 46,065 square miles has a predominantly agricultural economy. It is estimated that more than 75% of the population (12,594,462) depend on agriculture for their livelihood.⁹ In view of increasing population, the existing standard of living can be maintained only by increasing the productivity of the rural areas.

As a result of the enlarged public investment in education, especially at the primary school level, it is estimated that nearly 800,000 primary school leavers will

8. Disagreements over census figures in 1964 led to a court action by one of the Regions. Nigeria's census figures were of the highest significance. Seats in the Central Legislature were distributed according to population, and parties were so largely Regional that manipulation of census figures would give a particular party undue power, or even control of the country.

9. Eastern Nigeria Development Plan, 1962-1968 (Enugu: The Government Printer, 1962), p. 8.

be looking for employment in the 1962-1968 period. This output, augmented by some 12,000 to 15,000 secondary school leavers and 2,000 graduates, requires that the provision of expanded opportunities for paid employment should be one of the corner-stones of economic development.¹⁰ With agriculture accounting for over 50% of the annual income of Eastern Nigeria, it follows that no serious improvement in the pace of over-all progress can be made unless productivity in agricultural sector is appreciably improved. It is further recognized that even a steep increase in agricultural productivity cannot absorb the whole of the annual increase of the working population. Hence another objective of the Government Development Plan is to provide wider employment opportunities by diversifying the economy through industrialization.

The stage of development so far reached in agriculture and industry has been largely due to private enterprise: export crops have been developed from farming, and secondary industry has grown largely through private investments. Accordingly, one of the main objectives of the 1962-68 Plan is the modernization of agricultural methods through the adoption of improved techniques, intensified agricultural education, and changes in land tenure. The Government has embarked on various projects, such as oil-palm rehabilitation, cocoa and rubber

10. Ibid.

plantation and research schemes. Industries have been set up to process certain raw materials. An industrial city is growing around Port Harcourt where oil has been found in commercial quantity. The investment pattern is changing. Both foreign and local capital which used to be attracted mainly to trade and transport is now gradually turning to agriculture and manufacturing industry.

Success in achieving these aims will be limited by the shortage of skilled manpower. The Government is consequently striving to raise the level of technology by encouraging technical training and science education.

The factors examined in this chapter have in Eastern Nigeria created new problems in the field of education and teacher training, and also added new elements to the existing ones. In the social and cultural fields, the urge for resolving the conflict between the traditional system and Western ideas by a process of integration indicate the need for change in the content of education in general, and teacher education in particular. Such changes should be designed to infuse into the young good principles of citizenship such as the need for the subordination of tribal or sectional loyalty to the over-all interest of the larger community. This can be achieved by the teaching of the unifying values in our social and economic development. In the sphere of economic development, success in achieving rapid economic growth will

be limited by the shortage of skilled manpower. The consequent need, therefore, is to raise the level of technology by encouraging technical training and science education. This will mean a major shift from the predominantly literary education of recent years. The educational problem lies not only in providing facilities but in securing science teachers and technical instructors. For the achievement of these aims, a teacher of wide sympathies and understanding both by nature and nurture is a desideratum.

CHAPTER III

REVIEW OF THE EDUCATIONAL SYSTEM

The system of education is currently undergoing important and radical changes. For a full appreciation of these changes, it might be useful to outline the present system and the one which is evolving from it. Useful also might be the knowledge of some features of the system in the past. After all, an important value of history is that it helps us to understand the present and to forecast the future. Throughout the review the place of the teacher, both in the past and the present will be kept in the foreground.

The Development of Education (1857-1960)

The traditional form of education which existed prior to contact with the Western countries paralleled what Dewey has called the passing on to youth of "certain social aims, meanings, values incarnate in the matured experience of the adult."¹ Boys and girls were initiated into arts and skills necessary for earning their livelihood and playing their roles within the culture, and

1. John Dewey, The Child and the Curriculum. The School and Society, 4th ed. (Chicago: The University of Chicago Press, 1960), p. 4.

later on within the age group societies and lodges. Education was consequently a life-long process for the individual who passed through several stages determined by age, experience and personal achievement. An education of this nature would more often than not emphasize imitation and memorization although skills and knowledge could be acquired or improved as a result of personal initiative or creativity. There was also a certain amount of social mobility which enabled individuals to gain serviceable education by contact with societies or ethnic groups other than his own. In other words travelling was in the past as it is today, education.

With the coming of European traders and missionaries, and the introduction of formal Western education in the second half of the nineteenth century, the traditional system of education underwent radical changes. The history of Nigerian education from this period until the era of independence has followed closely the political development of the country. Until 1954 when Eastern Nigeria evolved as a separate Region, education in the Region was directed by the then colonial administration and it embodied largely the views expressed by the British Colonial Office in an overall study of education in the British colonies.

The Initial Stage 1857-1945: The foundations of educational work were laid by the missionary societies, as has been said earlier. After a successful beginning in Western Nigeria in the 1840's, the Church Missionary Society expanded its activities to Eastern Nigeria and established schools at Onitsha in 1857, and Bonny in 1863. The United Free Church of Scotland started a school at Calabar in the 1840's also and in due course planted schools and churches inland in the basin of the Cross River. The two missionary bodies just mentioned were followed in quick succession by other churches, for example the Roman Catholic Church, the Qua Ibo Mission and the Primitive Methodist Mission. The Roman Catholic Church established schools in Onitsha in 1885: in 1887 the Qua Ibo Mission started evangelical and educational work in the Ibibio country: in 1894 the Primitive Methodist Missionary Society arrived and established itself in due course in Calabar and Owerri provinces.

For about forty years educational activities were in the hands of the missionary bodies. The first effort on the part of the then Colonial Government to participate in educational work did not come till 1882. In that year the first general West African Education Ordinance for the then British West African Territories provided for an Inspector of schools for the whole British West Africa. The Ordinance further introduced a system of

grants-in-aid for school buildings and teachers' salaries. This system consisted of grants awarded for good organization and discipline with special grants on the twin basis of numbers in the schools and the results of examinations. It was an echo of the famous or infamous code of Robert Lowe and its principle of "payment by results".²

The missions founded training colleges for catechists and teachers. The pupil-teacher system of training or the Bell System was generally in use. Each year in college was followed by a year of practical work as a teacher.

Understandably the education offered by the missionary bodies had a religious emphasis and colouring. A missionary conference which met at Le Zoute in Belgium in 1926 adopted a resolution which accepted education as the due function of the Government. Since however, African education would be of no value without religion, "it should be left to a large extent in the hands of missionaries aided by government subsidy and organized

2. Robert Lowe was appointed a Vice President of the Department of Education in England in 1859. In 1862, he presented an Education Code to Parliament by which government grants to schools was made dependent on the two factors of average attendance and performance in the examination. On protests from Parliament, he told the Commons "... If it is not cheap, it shall be efficient; if it is not efficient it shall be cheap," quoted in S.J. Curtis and M.E.A. Boulwood - An Introductory History of English Education Since 1800 (London: University Tutorial Press Limited, 1960), p. 7.

under government direction".³ Insistence on running of schools by the missionaries prevented the development of a public non-sectarian system of education. The rivalry among the missions often led to duplication of scarce facilities. Indeed many problems in the field of education stem from this last factor and will receive further attention in a later part of this thesis.

It has already been noted that in the very beginning the Colonial Government did not make a direct contribution to education. However, with the appointment of the first Inspector of Schools in 1888 and the establishment of regulations for grants-in-aid, many missionary schools qualified for Government subsidies and came under Government supervision.

By the end of the first World War, schools had increased so rapidly that Government could no longer subsidize all of them.⁴ Wherever the missionaries opened new churches, members of the local community demanded a school for educating their children, and the missionaries out of zeal and often rivalry responded. As the

3. Malcolm Hailey, An African Survey, (1st ed., London: Oxford University Press, 1938), p. 1236.

4. See Table I. The reader should note that in 1912 there were ninety one Voluntary Agency primary schools in Southern Nigeria; in 1926 these had risen to 192. Whereas the figures for the number of unassisted Voluntary Agency school in 1913 is not known, in 1926 the number of such schools totalled 3,578, and the total average attendance had risen from 20,000 to 96,000.

TABLE I

GROWTH OF PRIMARY EDUCATION IN SOUTHERN NIGERIA (1912-1947)¹

	Government and Native Administration				Voluntary Agency (Assisted)				Voluntary Agency (Unassisted)			
	No. of Sch.	Ave. Attendance			No. of Sch.	Ave. Attendance			No. of Sch.	Ave. Attendance		
		Boys	Girls	Total		Boys	Girls	Total		Boys	Girls	Total
1912	59	3,873	111	3,984	91	9,673	2,059	11,732	*a	*a	*a	20,000
1926	58	8,800	574	9,374	192	28,229	7,046	32,275	3,578	*a	*a	96,600
1930	64	9,599	1,061	10,660	275	10,534	37,885	48,419	2,387	772,951	9,403	102,354
1937	108	10,667	1,516	12,183	339	16,661	52,803	69,464	3,086	116,819	10,144	136,963
1947	183	21,604	44,436	26,040 ^b	473	38,824	114,935	153,759 ^b	4,328	294,322	64,270	385,592 ^b and ^c

^aFigures not known

^bThe figures shown for 1947 are figures of enrollment, average attendance not being available and are from returns made in respect of the year 1946.

^cIn addition, there was, in returns for the year, a record of 27,873 boys and 6,161 girls in private venture schools in the S. Provinces.

¹The Nuffield Foundation and the Colonial Office, African Education, A Study of Educational Policy and Practice in British Tropical Africa. (Oxford University Press, 1955), p. 47.

Phelps-Stokes Commission said in 1922, "occupying the field" has been the guiding thought of a large number of missionaries in every part of the world.⁵ It should be noted that this steadily growing number of mission schools was not matched by the growing number of teachers worthy of the name.⁶

The officials of the Colonial Government were not unaware of the unsatisfactory state of affairs. Indeed a kind of laissez-faire was the official policy. In his address to the Nigerian Council in 1920, Sir Hugh Clifford, the Governor stated that -

It has never been the practice in British possessions in the tropics for the local government to claim the right to exercise any control or supervision over scholastic enterprises that do not voluntarily submit to these things for a grant-in-aid, the amount of which is annually determined by the degree of efficiency attained by each school, as revealed by the periodic reports of government inspectors.⁷

This policy, with the excessive freedom it gave the missions brought about duplication of effort owing to unhealthy rivalry among the various school agencies. This

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5. Thomas Jesse Jones (ed), Education in Africa (New York: The Phelps-Stokes Fund, 1922), p. 29.
 6. See Table II. In 1912 there were only three training institutions. In 1926 there were three Government training institutions with a total enrolment of forty seven and nine Voluntary Agency schools with an enrolment of 218.
 7. Thomas Jesse Jones (ed.) Education in Africa (New York: The Phelps-Stokes Fund, 1922), p. 175.

TABLE II

GROWTH OF INSTITUTIONS FOR TRAINING OF TEACHERS IN SOUTHERN NIGERIA (1912-1947)¹

Year	Government and Native Administration				Voluntary Agency (Assisted)				Voluntary Agency (Unassisted)			
	No. of Inst.	Number of Students			No. of Inst.	Number of Students			No. of Insti	Number of Students		
		M	F	Total		M	F	Total		M	F	Total
1912	-	-	-	-	1	*	*	12	2	*	*	*
1926	3	*	*	47	9	200	18	218	-	-	-	-
1930	2	48	-	48	11	598	64	662	-	-	-	-
1937	4	105	-	105	19	582	107	752	-	-	-	-
1947	4	296	-	296	53	2,080	650	2,730	1	20	-	20

* Figures not available

¹ The Nuffield Foundation and the Colonial Office, African Education, A Study of Educational Policy and Practice in British Tropical Africa (Oxford University Press, 1955), p. 48.

resulted in waste and inefficiency, and prevented the achievement of good standards. For one thing, the missions' facilities for teacher training were anything but adequate. The Government itself offered nothing at all in that direction.

In 1926, the Government issued an Education Ordinance as an attempt to check the sporadic growth of schools resulting from the situation described in the preceding paragraph. More Government assistance was provided and more control was at the same time imposed. The provisions of the Ordinance included

- (a) . . . the registration of teachers in Southern Nigeria.
- (b) the power of the Governor acting on the advice from the Director and Board of Education to control the opening and closing of schools.
- (c) appointment of voluntary agency inspectors as supervisors
- (d) Revision of the system of grants-in-aid to reduce the number of unassisted schools.⁸

Following this Ordinance the number of unassisted primary schools fell from 3,578 in 1926 to 2,387 in 1930 suggesting that efficiency improved.⁹ In the field of teacher

8. Nigeria, Education Code, Colony and Southern Provinces (Lagos: Government Printer, 1927), p. 11.

9. See Table I.

training, a new development was the introduction by Government of elementary centres aimed at training students for the Elementary Certificate, whereas the missionary institutions usually trained teachers for the Higher Elementary Certificate. The main difference between the two certificates lay in the academic standard attained in the traditional school subjects rather than in the types of training. The elementary training centres were started primarily to train teachers for the junior section of the primary schools, while the training colleges offering more advanced courses would supply teachers for the senior primary section.

The general depression in Europe following the first World War was reflected in the colonies by severe economic difficulties. This adversely affected Government spending on social services, including education. The Government was thus unable to pursue its policy of more grants-in-aid to mission schools. Some missions found it expedient to impose levies on their teachers, an act which met with resistance. A number of Government schools were transferred to the missions or native authorities, the Government being unable even to maintain its own schools. In spite of this, public clamour for education in Southern Nigeria continued to increase and the local authorities assumed increased responsibilities for education.

The Post-War Era 1945-60: Hardly had the world recovered

from the depression resulting from the first World War when it was again plunged into the second and by far greater war. As has already been pointed out, this war had far-reaching implications for education as well as other aspects of social and political life in Nigeria. There was increased demand for education which was regarded by the people as the most potent instrument that could combat colonialism as well as the best means for climbing the social ladder.

Consequently, there were studied efforts to revise the system of education and schools. For example, the Elliot Commission was appointed in 1945 to consider the possibilities of higher education, including teacher training. An exhaustive inquiry was also carried out by Mr. S. Phillipson (later Sir Sydney Phillipson) into the system of grants-in-aid of education in Nigeria. Progress in education followed the implementation of some of the recommendations made by the Elliot Commission¹⁰ and Phillipson's Report on Grant-in-Aid of Education in Nigeria.¹¹ The Elliot Commission recommended that Nigeria should have its own University College and that the Higher College at Yaba should become a technical institute. It was further recommended that the University College should include schools

10. Colonial Office, Report of the Commission on Higher Education in West Africa, Cmd. 6655 (London: His Majesty's Stationery Office, 1945).

11. The report suggested that grants be awarded to approved schools in conformity with a general balanced plan of educational development bearing in mind the resources available.

of medicine, dentistry, agriculture, forestry, and animal health in addition to departments of arts and pure science. In 1948 the Higher College was transferred from Yaba to Ibadan to become the nucleus of the university which maintained a system of special relationship with the University of London.

The Elliot Commission also recommended the opening of a number of "Territorial Colleges" to act as feeders for the University College and also to provide certain technical and teacher training courses. As further result of the Elliot recommendations, the Nigerian College of Arts, Science and Technology was established with a branch at Enugu, largely with grants from the Colonial Welfare and Development Acts. In 1962, the Enugu Branch became a part of the University of Nigeria, which was established at Nsukka in 1960.

Earlier on in 1947, the Richards Constitution¹² which for the first time introduced Regional Government in Nigeria gave advisory functions to the Regional Houses of Assembly in many areas including education. The machinery of regionalization was now set in motion and more work fell to the Regional Governments. Following the Constitutional Conference of 1953-54, additional powers were given to the Regions. The Civil Service was also regionalized, and the staff of the Education Department in the Region became employees of the Eastern Regional Government.

12. This Constitution is named after the Governor of the time, Sir Arthur Richards, who later became Lord Milverton.

On the eve of Independence, the East Regional Government devised a scheme for universal free primary education as part of the campaign against illiteracy and for self-realization. This undertaking was unwise because of lack of facilities and trained teachers. In fact, teachers who were employed were quickly passed through training courses of a few months duration. The scheme further made the educational structure unbalanced, and concentration on primary education left secondary and higher education starved.¹³ The scheme in the circumstances could not succeed.

On the eve of independence the educational system did not meet the actual needs of the country. It produced Nigerians with more knowledge of the history and geography of Western Europe and Anglo-Saxon culture, literature, law, and economic theories than was often pertinent to the local situation. The literary and classical type of education with its premium on paper qualifications generated contempt for technicians, farmers, and tradesmen. Although the Government founded an agricultural school at Umuahia for training teachers and agricultural assistants, and though some of the Voluntary Agencies had rural centres for training their teachers, there were reports that products of such schools sought clerical work rather

13. See Appendix D, pp.133-5 for Government grants to primary schools, secondary schools and teacher training colleges.

than go to the farms. This reluctance to do agricultural work was due in part to lack of provision, either by Government or any other body, for large-scale farming, and to the problem posed by the system of land-ownership in the indigenous culture. The dearth of high level man-power which became obvious on the exodus of expatriate officers after independence, and the unfavourable attitudes to technical and manual work which had been generated by the premium placed on a literary education, made the foundations of independence insecure.

The Present System of Education

The teacher is himself the product of the educational system. No study of the education of the teacher would be complete without a glance at the educational system itself. In this section, this is reviewed.

Primary Education:¹⁴ Eastern Nigeria has a six-year primary school course which begins at the age of six. It is fee free up to standard III. The reintroduction of school fees in 1960 in Standard as a result of the failure of the scheme for universal free primary education caused a drop in enrolment in Standard III. There are thus two main categories, junior primary schools, and 'central' schools which offer full primary course and which are fed by the junior primary schools. Considerable wastage occurs in

14. See Appendix B pp 128 and 131.

the final years of primary schools, when parents can no longer afford to pay the school fees. It is estimated that on current trends, only twenty one per cent of those enrolled in Infants I in 1960 may be expected to complete the full primary course. The drop in enrolment in fee-paying classes is also due to lack of incentive to both parents and children since primary education does not, as in the past, hold out any hopes of employment at the end.

The determination to mechanize agriculture and establish industry has led to greater emphasis on science and agriculture in the elementary school. A new syllabus has made provisions for the teaching of these subjects in all elementary schools. The aim is to combat the "white collar" job attitude. Handicraft, Domestic Science and Housecraft centres have been established in pursuit of a more "practical" education. The Housecraft centres run one-year and two-year courses leading up to the certificate of merit and Housecraft Certificates, the Handicraft Centres offer courses in woodwork and metalwork to select Standard V and VI pupils. These courses also attract a growing number of adults who attend evening classes.

Many teachers¹⁵ hold the Grade III Certificate which is awarded after a two-year post-primary course. This

15. See Appendix J. p. 156.

standard was attained after the implementation of a policy of dismissal or retrenchment of a considerable number of untrained and uncertificated teachers had been adopted by the Government.

Primary schools are run by Voluntary Agencies - a heritage from the colonial era. There is often keen competition among these religious bodies. This leads to duplication of facilities, uneconomic expansion, and, consequently, a shortage of qualified teachers.

Post Primary Education:¹⁶ By post-primary education is meant the facilities for further education open to the pupil upon leaving the primary school. These include the secondary grammar school, (mainly residential) which is the apogee of the primary school leaver's ambition, secondary modern schools, secondary commercial schools, technical schools, trade centres, and teacher training colleges.

In the past secondary grammar schools had a highly academic trend; their training was designed to enable the student to continue in a university and other forms of higher education, or to take up posts which involve general knowledge to the level of School Certificate. A current trend is the development of technical streams in a few grammar schools. These schools are equipped with first rate shops for metal works and woodworks. The idea stems

16. See Appendix B pp. 128-31.

from a desire to engender a respect for technical and manual work. For similar reasons, provisions for the teaching of science and agriculture are being extended. Science has always been taught up to the last year of secondary grammar schools, agriculture has until recently been optional. But now it will be made compulsory for the first three years of secondary school.

Changes have also occurred in the content of arts courses, notably in English Literature, geography, and history. In the main, these changes are designed to relate the teaching of these subjects to the cultural background of students. In geography and history past courses were heavily European-centred. Major topics were England, the British Empire, and Commonwealth. The present policy in Nigeria as in Ghana, Sierra Leone, and Gambia is to substitute courses which will give the pupil both a local and world wide outlook. The main difficulty in achieving this objective is the lack of adequate text-books. Every effort, however, is made to encourage Nigerians at all levels to write books, and already the works of Achebe, an Eastern Nigerian novelist, have proved successful with English Literature students. Because Nigeria has French-speaking neighbours, the teaching of French has already been introduced in some secondary schools and will be extended to other schools. However, the implementation of this policy is being handicapped by the dearth of French

teachers. The quality of the teaching force in secondary grammar schools is steadily improving but has hardly reached the target set by the Ashby Commission¹⁷ - half to be university graduates, and half Grade I.¹⁸ Out of the total of 1,237 teachers in grammar schools in 1961, 521 were graduates, which is below 50% of the total giving a graduate teacher: pupil ratio of 1:16.¹⁹

Changes have been made in the West African School Certificate Examination taken at the end of the secondary grammar course. For example, English though recognized as a language of administration and transmission of knowledge, is no longer a compulsory subject. This will lessen the wastage which occurs at the secondary school stage as a result of failure in English language.

Owing to the imbalance in the educational structure, facilities for secondary grammar education are inadequate, and admission is based on a highly competitive entrance examination, together with the ability of the pupils' parents to pay the high tuition and boarding fees. The

17. Nigeria, Federal Ministry of Education, Investment in Education, The Report of the Commission on Post-School Certificate and Higher Education in Nigeria. (Lagos: The Federal Government Printer, 1960), p. 16.
18. The Grade I Certificate in most cases is awarded to holders of Grade II Certificates who have passed two papers at the General Certificate of Education (A.L.) and attained a good standard in teaching method. See pages 57-8 below.
19. Ministry of Education, Eastern Nigeria, Annual Report 1961, Official Document No. 30 of 1963 (Enugu: The Government Printer, 1963), p. 20.

West African Examinations Council conducts the entrance examination for some of the well established schools, including all Government schools. Children who are unable to gain admission to secondary grammar schools for reasons given above, and who can afford it, may gain entry into secondary modern schools.

In 1962 there were ten girls modern class centres, offering two-year courses. The programme is popular as a means of access to the nursing profession. The direct openings for Modern II girls in the teaching profession no longer exist, but many of them seek entry into four-year teacher training colleges which also admit pupils with primary school certificates. Modern II girls are also eligible to enter the course for copy-typists at the Women's Occupational Training Centre.

A growing number of primary school leavers who do not get into teacher training institutions obtain further education in technical schools, commercial schools, and grade centres run by the Government, Voluntary Agencies, and Industry. The Federal Ministry of Labour conducts trade tests which determine the level of skill and therefore the rate of wages and the ranks of the workers. These tests and the grades granted are not generally accepted by the employers in the country. The large companies run their own trade tests or rely upon British certificates. This drives many people to study for certificates, the

syllabuses for which are not always geared to local needs.

The existing provision for vocational training is inadequate for the primary school leavers who cannot find suitable employment or gain admission into secondary grammar, technical or commercial schools. The Regional Government accordingly plans to convert, where suitable, some of its twelve Handicraft Centres which will provide a three-year course. Pupils from these centres could leave after two years to attend a technical institution or some other secondary institution that is more appropriate to their needs and abilities. The training provided will thus enable school leavers to earn a living in suitable employment without debarring the exceptionally brilliant pupils from furthering their training in an appropriate technical or commercial course.

Post-Secondary and Higher Education²⁰

Provisions for post-secondary education had been in the past very poor and are still inadequate to cater for the needs of the Region. Facilities for post-secondary education include: a School of Agriculture, a College of Technology, orientation courses for administrative officers, sixth-forms, teacher training colleges and a university.

The School of Agriculture is serving a real need by

20. See Appendix C p. 132.

training personnel for the Ministry of Agriculture. Teacher training colleges include the Rural Education Centre at Umuahia which trains rural science teachers for primary schools.²¹ The Advanced Teacher's Training College at Owerri trains teachers for primary schools and the junior classes of secondary schools.²² The College of Technology is designed to meet the need for technicians since it is recognized that the economic advance of Nigeria will not depend so much on the availability of a large number of highly professional people as on a large number of technicians. The object of the sixth-form course which normally lasts for two years, is to provide high calibre entrants for the (Nigerian) universities. In 1963 there were twenty secondary schools offering such courses, with increasing emphasis on science. It does not seem that an attempt has been made to provide for teacher training in sixth-forms as recommended by the Ashby Commission²³ as an emergency measure.

The University of Nigeria was founded after an analysis of the social and economic problems in Nigeria by a team of educators from Michigan State University (U.S.A.) and from the United Kingdom. The basic principles on which

21. For further details see pages 58-9 below.

22. See pages 59-60 below.

23. Nigeria. Federal Ministry of Education, Investment in Education, The Report of the Commission on Post-School Certificate and Higher Education in Nigeria (Lagos: The Federal Government Printer, 1960), p. 16.

the university was founded were summarized in the following words and are important because they mark a complete break with colonial pattern of education:

We must frankly admit that we can no longer afford to flood only the white collar jobs at the expense of the basic occupations and productive vocations, which can be so intelligently directed to create wealth, health, and happiness among the greater number of our people, particularly in the fields of agriculture, engineering, business administration, education and domestic science.²⁴

Although the institution's policy draws upon the education philosophy and methods of other universities, it adapts experience to the unique, social, and economic needs of Nigeria. It is evolving a programme that provides within the limits of its capacity the solution of practical development problems in the country as a whole. The experience of Land Grant Universities of the United States is serving as an important source of guidance to the University.

The University has established nine faculties: Arts, Science, Social Studies, Agriculture, Business Administration, Education, Law, Engineering, Medicine; an Institute of African Studies, an Economic Development Institute, a Division of Extra-Mural Studies, and a Continuing Education Centre.

In this chapter the description made of the prevailing system of education, and the one that is evolving from it,

24. Nnamdi Azikiwe, "Heroes and Heroines of a New Nigeria" and address delivered before the inaugural Convocation of the University of Nigeria, 13th October, 1960.

reveals marked changes in content and structure as a result of new aims in the over-all development of the Region. Important for this thesis is the need to bring out existing flaws and weaknesses which act as drawbacks to the achievement of declared aims and aspirations.

It cannot be said that the existing system of a six-year primary education which starts at the age of six meets the needs of the children or the Region. The proportion of children who enter secondary schools is so low that the majority of others ought to have some solid foundation in education capable of benefiting the recipients in the common affairs of life. The added problem of having to study in a foreign language (English) necessitates that the period of elementary education be extended to enable children achieve greater mastery of the language. The quality of some teachers in the primary schools is still very low. The grade of teachers mentioned above have only a relatively deeper grasp of the subjects they will teach above the primary level since they hold certificates awarded after a successful completion of a two-year post-primary course. The practice in countries striving to maintain quality in their schools is to have all teachers go through secondary education or at least four years post-primary education. The second alternative has been attained by Eastern Nigeria since the Grade III training centres have been discontinued. The Government should however, stipulate and

create opportunities for members of this category of teachers to upgrade their qualifications within a certain number of years.

It would be desirable if in the near future the Government would stipulate that future teachers must have some form of secondary education. Several avenues for further studies exist for a holder of the secondary school certificate which are closed to holders of certain teachers certificate without a secondary school certificate or General Certificate of Education (O.L.). This may also curb the present popular practice of gaining higher certificates by private studies, a practice which lowers their efficiency as employed teachers.

At the post primary level, the greatest problem is perhaps the inadequacy of facilities, and the concentration on secondary grammar schools. Similarly the existence of modern schools which act as blind alleys is wasteful and unproductive. To realise the over-all aims of development, existing facilities for secondary education should be expanded and the courses diversified.

The present system whereby primary and secondary schools are run by various educational agencies is inefficient. The unhealthy rivalry among different religious bodies engaged in educational activity sow seeds of discord among relatives and friends. Furthermore competition and duplication of scant facilities is rank where

consolidation would have resulted in higher standards. There is need for the Government to exert greater control over the Voluntary Agencies in such matters as requirements regarding opening and closing of schools, curriculum, maximum enrolment, staff, and inspection.

CHAPTER IV

THE PREPARATION OF TEACHERS

The education of teachers is perhaps the most important single item in the development of any educational system.

When formal education was first introduced in Eastern Nigeria, training for primary school teaching took a period of six years. Candidates were required to serve three years as pupil teachers before training. During the training, each year in college was followed by a year of practical work. This system was superseded by a less punctuated and a shortened system of training because of the need for an adequate supply of teachers to meet the increasing demand for schools.

The early courses were either two-year or four-year courses. The two-year course, introduced by the Government in 1936, led to the award of the 'Elementary Certificate'. The four-year course, at first run by the missionary bodies, led to the award of the 'Higher Elementary Certificate.' The two-year course was largely an emergency measure designed to meet the over-all demand for education. For a long time, training at a higher level was offered at the Yaba Higher College, which was opened in 1934 in the Western Region.

The response to the demand for education and the unregulated expansion which followed largely as a result of

the laissez-faire policy of the colonial administrators, and the ambitious scheme for universal free primary education in 1957, created the problem of supply of qualified teachers. In 1960, three-quarters of the approximately 32,000 primary schools teachers in Eastern Nigeria were uncertificated; 70 per cent of the approximately 1,000 secondary school teachers had no university degrees and 30 per cent were neither university graduates nor certificated teachers.¹

The training of teachers has, because of the above gloomy picture, been one of the major undertakings of the government in recent years.

In line with the priority objectives of the Development Plan, emphasis in the educational programme is placed on technical and professional training . . . The 1962-68 period will see a consolidation of the progress made in the past decade by improving the quality of teaching through teacher training and the strengthening of the physical facilities in local council schools.²

The current policy is aimed at achieving quality in results. The two-year training for primary teachers leading to the award of Elementary Certificate has been discontinued and the training centres upgraded. A three-year course for the training of advanced teachers needed for teacher training colleges and the lower section of

1. Nigeria, Federal Ministry of Education, Investment in Education, The Report of the Commission on Post-School Certificate and Higher Education in Nigeria (Lagos: The Federal Government Printer, 1960), p. 130.
2. Eastern Nigeria Development Plan, 1962-68, Official Document Number 8 of 1962 (Enugu: The Government Printer, 1962), p. 43.

the secondary schools has been established at Owerri. An Institute of Education was established at the University of Nigeria, Nsukka, for the co-ordination of teacher training efforts in the whole Region.

In the actual content of courses, there has been some attempt particularly at the advanced level to provide for the needs of technical and vocational teachers. At the lower level, no change has been effected in the curricula in order to prepare teachers who can teach the new elementary syllabus. Although courses in psychology and sociology are taught, there has been little research in these areas. However, a preliminary research on teacher training college syllabuses by the Institute of Education of the University of Nigeria, is now under way. The Institute has further undertaken a research on the selection of students to teacher training colleges.³

Several professional and educational societies and organizations such as the Nigerian Union of Teachers, The Eastern Nigeria Science Association, the Nigerian Geographical Society, the Historical Society of Nigeria, contribute to teacher training and growth by in-service courses, seminars, and publications. Some students receive their training overseas on being awarded scholarships.

3. Institute of Education, University of Nigeria, Minutes of Meeting of Board of Governors 1963. (Typewritten)

Categories of Teachers

Teachers at various levels of the educational pyramid are grouped into the following categories:

1. Graduate teachers;
2. Certificated teachers;
3. Vocational teachers;
4. Uncertificated teachers;
5. Vernacular teachers; and
6. Probationary teachers.⁴

A graduate teacher must have a degree or its equivalent granted by a university or institution recognized by the Ministry of Education. Such a degree may be coupled with a teaching qualification. The professional training of university graduates is provided by the University of Nigeria Faculty of Education.

A certificated teacher may have any of the following qualifications: a diploma in education, any teacher's certificate other than a vocational teacher's certificate, a certificate issued by any other Education authority considered to be equivalent to a teacher's certificate of Nigeria, and such other qualifications considered adequate by the Minister of Education. Certificated teachers are graded as follows:⁵

1. Elementary teachers, who are certificated to teach in elementary schools up to and including Elementary IV. These teachers hold the Grade

4. Eastern Nigeria, Ministry of Education, Education Handbook 1964, Official Document No. 20 of 1964 (Enugu: The Government Printer, 1964), p. 53.

5. Ibid.

III or Elementary Certificate awarded after a two-year post primary course.

2. Higher Elementary teachers, who are certificated to teach up to and including elementary VI in elementary schools or Class II in secondary schools. Such teachers hold the Grade II or Higher Elementary Certificate.
3. Senior teachers who are certificated to teach in all classes in elementary schools and complete secondary schools, but in secondary classes III to V, may teach only the subjects endorsed on their certificates. These teachers may hold certificates such as the Grade I Certificate (equally known as Senior Teacher's Certificate), the Yaba Diploma, the Associateship Diploma offered by the Institute of Education of the University of Ibadan, the Teacher's Certificate (Secondary School) offered by the Ahmadu Bello University, the Nigerian Certificate in Education to be awarded by the new Advanced Teacher's College at Owerri.

Other qualifications which a person in this category may have include the General Certificate of Education (Advanced Level) and the Higher School Certificate.

Vocational teachers possess technical qualifications which are considered adequate by the Ministry of

Education. Probationary teachers are either vernacular teachers or holders of a recognized First School Leaving Certificate or its equivalent.

Courses and Training Programmes

Training programmes vary in length of time and in content, depending on the level at which their products are intended to teach. In the main the general aim is to impart subject matter and skills for effective teaching. Teachers' Certificate - Grade II: The course leading to the award of this certificate is offered in Grade II teacher training colleges. These colleges are generally administered by Board of Governors approved by the Ministry of Education. Those colleges which meet the requirements of the Government are grant-aided.

To be admitted to the course a candidate is to hold a secondary school certificate, a Teacher's Grade III Certificate with some teaching experience, London Matriculation or London University General Certificate of Education. For holders of these qualifications, the course lasts for two years, and for other candidates four years.

To complete the course satisfactorily students must:

1. satisfy the Inspectorate during the last year of the course in practical test in:
 - (a) class teaching
 - (b) physical training and games

2. Pass an examination set during the last year of the course by the Principal of the Training Institution in consultation with the Regional Inspectorate in:

- (a) Physical and health education;
- (b) English literature;
- (c) History;
- (d) Geography;
- (e) Practical mathematics; and

3. Reach a standard satisfactory to the Inspectorate in consultation with the Principal of the Institution in not more than five and not less than two of the following subjects, of which at least one must be in Group I or Group II.

(a) Group I

1. Practical Rural Science
2. Practical Domestic Science
3. Handicrafts
4. Drawing and Painting
5. Needlework and Dressmaking
6. Music

(b) Group II

1. Advanced English
2. Advanced History or Advanced History (Islamic)
3. Advanced Geography
4. Mathematics or Advanced Mathematics
5. Religious Knowledge (Catholic, Protestant or Muslim)
6. Theory of Domestic Science
7. Applied Biology, or Theory of Rural Science, or Nature Study
8. An approved African language
9. Arabic

(c) Group III

1. Advanced physical and health education⁶

A noticeable positive trend is the emphasis now placed on the importance of physical education. The term "physical education," embracing a network of major and minor games, athletics, and gymnastics depending upon facilities available, has been introduced in place of physical training which was unpopular amongst teachers and pupils owing to its isolated teaching and organization.

An important part of the training is practice teaching, as indicated by the conditions of award given above. Student teachers normally do their practice teaching in one of the schools nearby. Some colleges have special schools attached to them for this purpose as well as for demonstration lessons. In one of such colleges, St. Paul's College, Awka students-in-training are expected to do at least twelve weeks practice teaching, which is divided into three or four periods of four or three weeks each and spread through the course. All the teachers in the college take part in inspecting and grading the students, but the methods master makes all necessary arrangements.

The work involved in conducting the practical teaching test in the final examination is shared between the inspectorate staff of the Ministry's Headquarters and the senior education officers in the provinces. The senior

6. Eastern Nigeria, Ministry of Education, Teachers' Examination Syllabuses, 1965, pp. 2-3. (Mimeographed).

education officers are assisted by selected principals of Grade II teacher training colleges.

Although many of the training colleges are built in rural areas, variety and excitement are lent to student life by a number of clubs and co-curricula activities. For example, in St. Paul's College, Awka, the following clubs and societies exist: Literary and Debating, Drama, Students' Christian Movement, Red Cross, Geography, Culture, Choral Club, Scouts, Anglican Youth Fellowship and Science Club. Each has a tutor as a patron. In addition, the student bodies have guest speakers from various walks of life - the Police, the Legal Profession, and Politics. The college is thus linked with the community through study schools and social services. This typifies how such an institution can serve as a community centre, a facility much needed in present day Nigeria.

There has been an improvement in the quality of staff in recent years, following some increase in the number of university graduate and Grade I teachers.

Until recent years the course was not attractive to secondary schools leavers and it drew a relatively few good calibre students. In addition, the output of secondary schools was so small that it was immediately absorbed by Government, commercial and industrial establishments. The increase in secondary school output in recent years coupled with the inadequacy of other opportunities for the school

leavers have led to a noticeable increase in this category of students. But it has been noticed that after their training, they are unstable in the teaching profession. They seek by private studies undertaken at the expense of their efficiency, to upgrade their academic qualifications with a view to going into other and more lucrative employments.

Teachers' Certificate - Grade I: Certificates are issued to teachers who hold Grade II or Higher Elementary Certificates and have had at least five years of satisfactory teaching experience after obtaining such certificates and who, in addition, have satisfied one of the following conditions:⁷

1. Completed and reached a certain standard in a special subject training course approved by the Inspector-General of Education for the purpose and, if required by the Inspector-General, passed a practical test in teaching the subject in a school in which they are employed. Such special courses are at present held in agriculture at Umuahia.
2. Passed one of the following examinations:
 - a. the Intermediate Examination of London University;
 - b. the Cambridge Overseas Higher School Certificate;

7. Ibid.

c. the London University General Certificate of Education;

provided they passed in at least two of the subjects listed below as main subjects in the case of (b) and at Advanced Level in the case of (c). The subjects are: English Literature, pure mathematics, geography, physics, history, chemistry, religious knowledge, biology. The subject or subjects in which students qualify is endorsed on their certificates and they are allowed to teach such subjects in classes up to secondary V.

The course in agriculture held at the Rural Education Centre in Umuahia referred to in 1 above, lasts for two years. The minimum qualification for admission to the course is the Grade II Teachers' Certificate. The following are the courses taught:-

1st Year: Agriculture, Surveying, Soil Study, Insect Study, Poultry, and other Livestock, General Science. Practical work in routine farm and garden work, Compound Management, planting hedges and shade trees, rice planting and preparation.

2nd Year: Soil Science, Crop Production, Livestock Husbandry, Agricultural Economics, Farm Machinery, Biology, Chemistry, Physics, Education (theory and Measurement). Practical work in Layout, Management, Observation of Small Farm Plots and Vegetable Gardens for Variety Trials,

Manurial Trials, different fallow systems, and other experimental work, the propagation of ornamental shrubs and trees.⁸

The Nigerian Certificate of Education: This Certificate was first awarded in 1965 after a three-year course in the new Advanced Teachers' College in Owerri. The establishment of the course is in part an acceptance of the idea in England of extension of teacher training period from two to three years. Successful students who complete the course have sub-(university) graduate status and teach in the lower sections of secondary schools and training colleges. The minimum qualification for entry is the West African School Certificate or its equivalent. The estimated annual output of the college is 150.

The college is still at an experimental stage, and the final decision on the courses to be provided is subject to the further study of the need of the Region. The following subjects are offered:

Compulsory: English (communication); Physical Education.
 Elective Subjects: Current affairs, Ibo; Music; Audio-Visual Aids.
 Major Options: English; history; geography; mathematics; chemistry, biology; physics, home economics; agriculture.

Student teachers specialize in two or three subjects.

8. Eastern Nigeria, Ministry of Education, Syllabus for Advanced Rural Science Course, Umuahia, Ibeku. 1962, pp. 1-3 (Mimeographed).

TABLE III
TRAINING SCHEDULE (N.C.E)

Subject	Hours per week
English (communicative)	2
Education	8
Physical Education	2
<u>Major Optionals (2 for each student)</u>	6
English	
History	
Geography	
Mathematics	
Chemistry	
Biology	
Physics	
<u>Double Options</u>	10
Home Economics	
Agriculture	
<u>Elect in Subject</u>	2
Current Affairs	
Ibo	
Music	
Audio-Visual Aids	

The college has a close relation with the Institute of Education of the University of Nigeria, which provides it with some members of its Board of Examiners. The main problem of the college is the provision of staff and buildings. In this respect the East Regional Government has been assisted by the United Kingdom and UNECO.

The Department of Vocational Teacher Education of the Faculty of Education of the University of Nigeria offers a three-year diploma programme leading to the Nigerian Certificate of Education in Industrial-Technical Education. The curriculum⁹ is designed to prepare teachers for the vocational-technical bias in industrial subjects at the secondary school level. Applicants for the diploma must hold at least Grade II Teachers' Certificate and either the West African School Certificate or the General Certificate of Education (Ordinary Level) with Mathematics or physics. Holders of the Grade II Teachers' Certificate with Mathematics who have experience in teaching crafts or handwork are also eligible.

The B.A. and B.Sc in Education: The Institute of Education of the University of Nigeria offers a professional course specially recommended by the Commission on Post-School Certificate and Higher Education¹⁰ in Nigeria to take the place of the ordinary Bachelor's degree plus the post-Graduate Certificate in Education. It aims at producing teachers, administrators and other professional personnel in the field of education.

For admission, a student must possess at least one of the following entry qualifications:¹¹

-
- 9. See Appendix H p. 146 for the training programme.
 - 10. Investment in Education, op. cit.; p. 23.
 - 11. University of Nigeria, Nsukka, Handbook for Prospective Students, 1964-65 (Onitsha: Etudo Limited, 1964), p. 15.

- (a) The Higher School Certificate, with passes at principal standard in at least two relevant subjects (excluding the general paper).
- (b) Passes in two relevant subjects at Advanced Level in the General Certificate of Education, provided the applicant has in addition three other subjects at Ordinary Level. An applicant with passes in three relevant subjects at advanced level would require only one other subject at ordinary level; and applicant with passes in four or more subjects at advanced level does not need additional passes at ordinary level.
- (c) The West African School Certificate, Division One or Two (the old London Matriculation Certificate is accepted as a substitute).
- (d) The General Certificate of Education at ordinary level in six subjects including English Language and Mathematics or an approved science subject; all the subjects passed at one and the same sitting.
- (e) Post-secondary qualifications beyond the levels of (a) - (d) above.
- (f) Qualifications obtained from other countries and recognised by the University to be equivalent to (a), (b), (c), (d) or (e) above.
- (g) Degrees of other Universities recognized by

the University of Nigeria.

The course lasts for three years for holders of the General Certificate of Education (Advanced Level), the Higher School Certificate and a Degree, and four years for all others. To be able to graduate in three years, however, prospective students must ensure that their advanced level subjects include at least one but preferably two of the teaching subjects they wish to study at the University.

Each student is required to study two teaching subjects (commonly taught in Nigerian secondary schools) to degree level,¹² while at the same time training as a teacher by taking courses in the field of professional education. Because of the importance of the English Language in teaching in Nigeria, special emphasis is placed on advanced studies in English, especially the aspects of the language important for effective communication. Some attention is given to linguistics, semantics and selected aspects of informal logic and critical thinking.

The two teaching subjects must be selected from any one of the following combinations as major and minor teaching subjects:

B.Sc (ed.)

1. Physics and Chemistry
2. Physics and Mathematics
3. Mathematics and Chemistry

12. The title of the degree is determined by the choice of teaching subjects.

4. Zoology and Botany
5. Zoology and Physical Education
6. Mathematics and Geography
7. Chemistry and Botany
8. Chemistry and Zoology

B.A. (Ed.)

1. Geography and English
2. Geography and History
3. English and History
4.) (History
-) (English
-) (Fine Arts
- French) (Music
- or) (Physical Education
- History) and (Health Education
-) (Geography or Religion

Candidates for the degree are required to complete a minimum of sixty-two credits in the courses in Education, as specified below, in addition to a minimum of sixty credits in a major teaching subject and a minimum of forty-five credits in a minor teaching subject.¹³

TABLE IV

TRAINING SCHEDULE FOR B.A. AND B.Sc. EDUCATION

Four-Year Standard Programme

Course No.	Title	Credits
FIRST YEAR		
G. S. 101	The Use of English	9
G.S. 103	Social Science	15
Ed. 101	Social and Philosophical Foundations of Education	12
	Major teaching subject	9
	Minor teaching subject	9
		<u>54</u>
SECOND YEAR		
G. S. 105	Natural Science	12
Ed. . 202	History of Education	3
Ed. 203	Comparative Education	3
Ed. 206	History of Nigerian Education	3
Ed. 211	Education Psychology	9
	Major teaching subject	18
	Minor teaching subject	9
		<u>57</u>

¹³. The University of Nigeria, Nsukka, 1966-67 Calendar, (Port Harcourt: C.M.S. (Nigeria) Press, 1966) p. 154.

THIRD YEAR

G.S. 207	Humanities	12
Ed. 321AB	Curriculum and Methodology	6
Ed. 322C	Special Methods in Teaching	
	Subject Field	3
Ed. 323	Instructional Materials	3
	Major teaching subject	18
	Minor teaching subject	18
		<u>60</u>

LONG VACATION

Ed. 328	Practical Teaching	3
		<u>3</u>

FOURTH YEAR

Ed. 412	Tests and Measurements	3
Ed. 425C	Phonetics for Teachers	3
Ed. 431AB	Educational Administration	6
Ed. 443	Professional Seminar and Readings in Education	3
	Major teaching subject	18
	Minor teaching subject	9
		<u>42</u>

Total Credits 216

THREE-YEAR STANDARD PROGRAMME

FIRST YEAR

G.S. 101	The Use of English	9
Ed. 101	Social and Philosophical Foundations of Education	12
Ed. 202	History of Education	3
Ed. 211	Educational Psychology	9
	Major teaching subject	18
	Minor teaching subject	9
		<u>60</u>

SECOND YEAR

G.S. 105	Natural Science	12
or		
G.S. 207	Humanities	
Ed. 203	Comparative Education	3
Ed. 321AB	Curriculum and Methodology	6
Ed. 322C	Special Methods in Teaching	
	Subject Field	3
	Major teaching subject	18
	Minor teaching subject	18
		<u>60</u>

LONG VACATION

Ed. 328	Practical Teaching	3
		<u>3</u>

THIRD YEAR

Ed.	206	History of Nigerian Education	3
Ed.	323	Instructional Materials	3
Ed.	412	Tests and Measurements	3
Ed.	425C	Phonetics for Teachers	3
Ed.	431AB	Educational Administration	6
Ed.	443	Professional Seminar and Readings in Education	3
		Major teaching subject	18
		Minor teaching subject	9
			<u>48</u>

Total Credits 171 14

Practice teaching is done in the last long vacation of the degree courses. The practice lasts for six weeks of five days in the week and is done either in secondary schools or in teacher training colleges, depending on where the student is likely to teach after graduation.

Supervision of practice teaching is done by the most senior members of staff (of the school for practice teaching) teaching the student's major subjects in the university, the principal of the school or college, and by various lecturers in the subject area, who make at least two visits during the practice. Students are evaluated by three reports sent in by the supervising teacher, the principal's comments, and the lecturer's observation and grading during visits.

Post Graduate Diploma in Education: The Department of Education has started a one-year course leading to the Post-Graduate Diploma in Education.¹⁵ The course is purely

14. Ibid., pp. 155-6.

15. The course was introduced at the beginning of the 1966-67 session. Only four students are taking the course.

professional and is designed for holders of a university degree in subjects taught in Nigerian secondary schools who wish to receive professional training.

One-Year Diploma Programme (for graduates only)

			Credits
Ed.	328	Practical Teaching	3
Ed.	402	Historical Foundation of Education	9
Ed.	405	School and Society	9
Ed.	411	Psychological Foundations of Education	9
Ed.	423	Principles of Education	9
Ed.	433	Cases and Concepts in Educational Administration	9
Ed.	443	Professional Seminar and Readings in Education	3
			<u>51</u>
			16

Practice teaching is done during the session of the diploma course. The practice lasts for six weeks and is done in secondary schools. Supervision of practice teaching is done by the most senior members of staff (of the school for practice teaching) teaching the students special subjects, the principal of the school and by the lecturers in the subject area, who make at least two visits during the practice. Students are evaluated by three reports sent in by the supervising teacher, the principal's comments and the lecturer's observation and grading during visits.

Bachelor of Science Degree in Vocational Education: The Faculty of Education of the University of Nigeria has a Department of Vocational Teacher Education which aims at

training teachers to teach in secondary schools, teacher training colleges, technical schools, trade centres, and private schools.

The Department offers a four-year programme leading to the B.Sc degree in the following fields: Agricultural Education, Business (Commercial) Education, Home Economics, (Domestic Science) Education, Industrial Technical Education. All programmes¹⁷ in this department include courses in General Education, Professional Education, and Technical subject matter. They are conducted by the Department of Vocational Teacher Education in co-operation with the Faculty of Agriculture, Faculty of Business Administration, Department of Education, and Department of Home Economics.

Each student is required to have a minor in addition to his major teaching subject. He is required to spend a specified period during his course in a related school system under the supervision of a member of the staff of the Department. During this period he teaches and is also involved in community activities and after-school work.

Outside the university there is scant provision for the training of vocational teachers. The Government Teacher Training College at Uyo has been expanded to include a handicraft wing to provide some of the teachers required for the expansion of vocational education. A Rural Education Centre at Umuahia provides specialist training in

17. See Appendix I pp. 147-52 for the training schedule.

Rural Science for Grade II teachers;¹⁸ the annual enrolment is thirty. This centre benefits from its proximity to the Ministry of Agriculture's Training School and Research Centre, at Umudike, Umuahia. Provision has been made for an advanced course in rural science for men and an advanced course in domestic science for women in the three-year course offered by the Advanced Teachers' College at Owerri, both courses leading to the award of the Nigerian Certificate of Education.¹⁹

Specialist Training: In addition to the types of specialist training referred to above, the various Faculties and Departments of the University of Nigeria offer several specialist courses for teachers in secondary schools or teacher training colleges.

The Department of Physical Education offers a four-year programme in physical education. Majors in physical education are interned for teaching under supervised conditions as part of their training. The course of study for students majoring in physical education is accompanied by a minor course of study, thus qualifying the successful students to teach in at least two areas.

The Department of Music offers a five-year degree course in music. Entrants to the course must comply with

18. See page 58 above.

19. See pages 59-60 above. See Appendix G. p. 145 for the syllabus for Agriculture at the Advanced Teacher's College at Owerri.

the University entry requirements and satisfy the Head of the Department of Music that they have the necessary interest and ability in music by being required to sing or play some musical instrument of their choice, and by passing an examination in the elementary theory of music and the fundamentals of pitch and rhythm.

The degree syllabus provides for all students to gain a thorough knowledge of both Western and African music from the point of view of the performers, the composer, and the listener. In addition, students can specialize in their third and fourth years in performance, theory, music education or musicology. In this way they can qualify for whichever type of work appeals to them, in a school, training college, university, or broadcasting company.

The Department also offers a diploma course in music education to students who must have the following qualifications:²⁰

1. West African School Certificate or its equivalent.
2. The Teachers' Grade II Certificate plus at least four ordinary level papers (including English language) passed at one sitting in the G.C.E. examination.
3. The Teachers' Grade II Certificate plus two advanced level papers in the G.C.E.
4. The Teachers' Grade I Certificate. In addition

20. University of Nigeria, Handbook for Prospective Students, 1964-65 (Onitsha: Etudo Limited, 1964), p. 41.

students are required to have passed the Grade Seven Examination in music of the Trinity College of Music or an equivalent examination, or a comparable examination set by the Department of Music, University of Nigeria.

The Music Education Diploma Course gives the students detailed training in music skills plus a keyboard instrument. In addition, they are required to take one other subject.

The above description of training courses and programmes reveal the need both for improvement in the standard of education of teachers at lower levels, and for changes in the content of courses. The changes already noted in the primary school syllabus call for changes in the syllabus for the Grade II Teachers Certificate. There is a conspicuous absence of science laboratories in nearly all teacher training colleges, of that grade in spite of the declared aim of the Government to place premium on science education in the primary schools. Similarly, changes have not been made in the history and geography syllabuses for the Grade II Certificate.²¹ Many of the topics included in the geography syllabus deal with areas outside Africa.

21. See Appendices E & F pp 136-9 . Whereas the syllabus for the primary school leaving certificate was changed in 1963, the syllabus for the Grade II Certificate was last revised in 1955. In other words the teacher training colleges have been doing the same things over and over again these twelve years!

Many of those in history deal with the early periods of contact with the western world to the exclusion of topics that deal with the new socio-political and economic pattern. It is obvious that teachers nurtured in such out-dated syllabuses cannot give children the necessary orientation required by a new pattern of life. Another inadequacy is that there is scarcely any provision in the training college curricula for the teaching of French or any other language besides English. The study of English itself is at an ordinary level because its study at an advanced level is optional. The result of all the above limitations is that teachers have a knowledge of their subjects only slightly above the level of the children they are teaching.

The existing system by which teachers make their way to a Grade I Certificate by private studies often leads them to neglect their responsibility as teachers. There is need to devise other means and avenues of achieving the dual objectives of bolstering the teachers' morale and maintaining their efficiency.

The provision for a B.A. Education course meets the recommendation of the Robbins Committee in England that a four-year course leading to the award of a degree be given by schools of education (or university institutes of education and their constituent colleges). Specialized studies in two related disciplines usually characterize teacher training for secondary education in university faculties

or departments. Recent studies in the United States particularly, and in England, have shown the usefulness of such specialization for all teachers whether they are preparing for the elementary or the secondary schools.²⁷ In 1963, James B. Conant recommended to the educational systems of the various American states the adoption of the Bachelor's degree or its equivalent as the minimum training for all teachers, with more stress on general culture studies and on specialization in one or two fields for teachers of the last years of elementary school as well as for those teaching at the secondary level.²³ Of this method of teacher training, the Parent Commission Report in the Province of Quebec, Canada said:

Studies in depth and research in one or two disciplines enrich the teacher and train his mind. In this way he becomes familiar with methods of research which will later be of service to him in all fields. He learns to acquire cultivation by reading; he realizes the limitations of many scientific explanations and the relativity of knowledge. Such an attitude of mind is necessary for all teachers, especially if they use activist methods in teaching. The children will therefore benefit from contact with a better-trained teacher, who in all probability, will continue to read and perfect himself in his chosen subject. And even in an elementary school, the teachers as a group will be able to put to use the special knowledge of each individual and organize their teaching.²⁴

22. Great Britain, Higher Education, Report of the Committee appointed by the Prime Minister under the Chairmanship of Lord Robbins, 1961-63 (London: Her Majesty's Stationery Office, 1963), p. 115.
23. J.B. Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, 1963), Chapters 7 & 8.
24. The Pedagogical Structures of the Education System, Part II, Report of the Royal Commission of Inquiry on Education in the Province of Quebec (Quebec: The Government Printer of the Province of Quebec, 1964), pp. 276-77.

From the above quotation, it is true to say that 'studies in depth and research in one or two disciplines enrich the teacher and train his mind.' It justifies the criticism that the three-year degree programme in education offered by the University of Nigeria, does not offer scope for study in depth in two teaching subjects. Holders of such a degree cannot render equal services in upper classes and post-secondary classes of secondary schools, as holders of a degree requiring a four year programme.

The organization of teacher training has however been uneconomical. Nine educational units run training centres. Apart from the Government and the County Councils all the others are religious bodies and include the Roman Catholic Mission, the Church Missionary Society, Methodist, Niger Delta Diocese, Seventh Day Adventist, Qua Iboe Mission, Lutheran Church. The Government runs two Grade II training colleges, a Rural Education Centre, and an Advanced Teacher Training College, while the other units run Grade II colleges. In 1966 there were seventy-five Grade II Colleges, the 1965 enrolment in them ranged from twenty-three to 362²⁵ showing the small sizes of some of the colleges. This situation, evidence of uncontrolled enterprising on the part of Voluntary Agencies calls for immediate co-ordination in organization by the Government in

25. Eastern Nigeria, Ministry of Education Annual Report 1962, Official Document No. 5 of 1965 (Enugu: The Government Printer, 1963). For further details see Appendix J p. 154.

order to increase efficiency, emphasize quality and minimize expense.

As might be expected, the range in standard is wide, owing to differences in facilities, such as number and qualifications of staff members.²⁶ In some cases the location of the preparing institutes and the environmental conditions surrounding it are limiting factors. Many of the teacher training colleges are located without reference to cultural setting, and while modern transportation and educational media may have tended to reduce the environmental differences somewhat, many of the colleges involved in teacher preparation still provide meagre amenities.

In countries such as Canada and the United States, there is increasing co-ordination and transfer of all teacher training work - especially for secondary school teachers - to the Institutes of Education of Universities.²⁷ In England, the country from which the Region had in the past borrowed many of her practices, the Robbins Committee has recommended the consolidation and expansion of existing training colleges.

Taking the longer view, however, dispersal in a very large number of colleges, nearly half of which are likely still to have under 500 students in 1970 would be purchased at a high cost in terms of educational efficiency.²⁸

26. See Table II, Appendix J, p. 155.

27. See Appendix K p. 157.

28. Great Britain, Higher Education, Report of the Committee appointed by the Prime Minister under the Chairmanship of Lord Robbins, 1961-63, Cmnd. 2154 (London: Her Majesty's Stationery Office, 1963), p. 110.

The advantage which may accrue from concentration of teacher training in the university include not only the minimization of expenses on facilities and staff, improvement of the efficiency of the teaching staff, but also the benefits which future teachers will derive from contact with people in other disciplines. Such contact will broaden their outlook and prepare them for a greater role in society. Teacher training colleges suffer from lack of qualified teachers; nor are most of the supervising teachers in schools people with advanced training.

Although the Government has attempted to infuse some co-ordination through the Institute of Education of the University of Nigeria which is expected to perform the same function as an area training centre performs in England and Wales, it is obvious that much still requires to be done in this direction. Many of the problems involved in teacher training will be solved only when many of the small colleges are closed and training facilities consolidated in big institutions.²⁹

29. One of the most acute problems of the new Advanced Teachers' College at Owerri stem from inadequate housing facilities.

CHAPTER V

TEACHING AS A PROFESSION

A description of the teacher training programmes would be incomplete without an examination of the picture of the profession for which the pre-service training programmes prepare prospective teachers. Preparation for teaching is a process that is never finished. Life is constantly changing and the teacher must change through growth in order to direct the educational process and make it meaningful to youth.

The title of this chapter assumes the existence of a teaching profession in Eastern Nigeria. Traditionally, certain criteria mark out professions from other occupations. One of these is the growth of knowledge and professional competence which gives the professional the necessary technical skill and know-how for his specialization. The realization of the existence of such skills in teaching has led to a greater appreciation of the need to train teachers for a prolonged period. A profession is also characterised by the regulation of entry into it intended to sustain both the prestige and the remuneration of its members. Teaching is a profession which falls far short in this respect when compared with other acknowledged professions such as law and medicine. Many people are employed as teachers without training whereas no one is allowed to practice medicine without training. Moreover, the

condition of service of teachers is generally poor and this adversely affects the position and prestige of teaching as a profession.

Some of the foregoing points, namely, status and conditions of service will, now be examined. Social actions which throw them into bold relief will be noted as well as those measures which can bring about professional growth.

The Status of the Profession

In Eastern Nigeria teaching used to be a highly regarded and prestigious profession, and teachers commanded much respect and admiration in every social circle. Today, with increased opportunity in education and further social, political and economic development of the country, a new set of distinguished professions, such as law, medicine and engineering, have become more popular and highly regarded than teaching. Therefore, university graduates often leave teaching to study law because they have seen their former pupils become lawyers and become more highly regarded than they are themselves. In rural areas, teachers are still in a position of influence and prestige. Yet even in these areas there is also a decline in the status of the teacher as other professional people appear on the scene.

This problem is not of course unique to Eastern Nigeria. The same attitude to the profession was pointed

out by the Banjo Commission in its Report on Education in Western Nigeria. "The community does not accord the teacher enough esteem and his value to the race is discounted in comparison with that of his counterpart in the Civil Service."¹ Again, on the same page of the report one reads:

"In the past," says an Authority on Education in Nigeria who testified before the Commission, "teachers held an honoured place in the community; now only too frequently he is looked on as a man who cannot find anything better for himself."²

One can, of course, cite innumerable instances of such judgment of society's attitude to the teaching force in any other country. For Eastern Nigeria, however, this attitude may be more damaging because of the urgent need for trained and skilled manpower which cannot be secured without teachers.

Many factors determine the prestige and influence of an occupation in a society: these factors include the skill, training and education it requires as well as the income it brings. These have been briefly summarized by Ginsberg as follows:

The prestige attached to different kinds of work does not depend entirely on the income they yield, but also on the skill involved in them, the training and education they pre-suppose, their scarcity value, the amount of personal independence they bring with

1. Government of Western Nigeria, Report of the Commission Appointed to Review the Educational System of Western Nigeria, Dec. 1960-Jan. 1961 (Ibadan: The Government Printer, 1961), p. 48.
2. Ibid.

them, and no doubt numerous irrational factors which enter into people's valuations of the different types of work, and which appear to vary considerably in different societies and at different times.³

In Eastern Nigeria, the status of the teaching profession is affected by the fact that the "skill involved in it," "the training and education it presupposes," and its "scarcity value" fall far short when compared with that of other professions. Many teachers are untrained and uncertificated. A teacher in the Region wrote -

The importance of the teaching profession has always been acknowledged by any right thinking nation. But the gross indignities to which this honourable profession has been subjected in recent times, make one wonder seriously over the issue. People are ready to appreciate what a medical doctor does to save a relative from some mortal infection. They overflow with "Thanks" to a lawyer who rescues them from criminal entanglement. They are never done with worshipping the political hero who wins them independence. By some unfortunate decree of fate, the teachers seem to do a thankless job. Owing to the unassuming nature of their work, the teachers are in constant danger of being taken for granted and winning no recognition.⁴

Even if many teachers are trained there is little or no hope that public attitude will change if the material benefits accruing to the profession remain such that they repel rather than attract people to teaching. At present, teaching is less lucrative than either the Civil Service or industry. Careers other than teaching in both public

3. Morris Ginsberg, Sociology (London: Oxford University Press, 1953), p. 162.
4. B. E. Mbaba, "Rehabilitation of Teachers" in Essays in Honour of St. Charles' College, Onitsha (1928-1965) M.O. Ijere (Ed) Aba, Nigeria The International Press (Printers), 1965 p. 145.

and private sectors offer attractions and opportunities which a young teacher on a low salary can hardly resist. They offer greater inducements to people with comparable education or training. It is therefore not surprising that just before and since independence, teaching profession, competing with Government, industries and mercantile houses for the available manpower, has always continued to lose. It is estimated that at least one third of the legislators in the former Regional and Federal Legislatures were one time teachers. Today, teaching for many is not a career but a step towards another goal. Frustration among the teachers and the resulting continuous outflow of manpower from the profession have led to inefficiency and low standard in education.

Within the profession, there is an arbitrary division of the education service into Government and non-Government.⁵ This refers to all grades from the teacher of general subjects to specialist teachers, principals, and educational administrators. This division has proved inimical to a unified teaching service and seems to have brought about inequities in the salary structure, for Government, Voluntary Agency, and private school teachers. One such inequality is the absence of a super-scale⁶ for Voluntary

-
5. Non-government teachers work for Voluntary Agencies and local authorities. The largest number of teachers is found in this sector.
 6. This represents the highest cadre of the civil service with salary range of £1,860 to £2,700 per annum.

Agency teachers as is the case for Government teachers. This anomaly causes graduate teachers to move to other branches of the public service where they hope to reach eventually by promotion to a position much higher and more dignified than those acquired by Voluntary Agency principals and other superior officers.

In some cases the best paid Voluntary Agency teacher earns about half the salary of the best paid civil servant with comparable qualifications and length of service. A civil servant on £2,700 per annum is generally entitled to subsidiary earnings such as motor basic, children's and other allowances. Altogether he earns about £225 a month, while a teacher on his maximum salary of £1,584 gets £132 a month. (See table X below). The difference between basic salaries alone for one month is £113. When different constants are applied over a large number of years a Voluntary Agency teacher fares badly in comparison with his counterpart in the civil service.

The absence of promotion prospects in the Voluntary Agency service tend to make teaching a blind alley. Where positions of power exist, they compare poorly with similar posts in Government service in remuneration. The poor allowance given to heads of Voluntary Agency institutions cause many of them to resign their appointment and enter the civil service (see Table XII below).

Furthermore, Government-employed teachers, being

TABLE V
SALARY SCALES FOR PRINCIPAL CATEGORIES
OF VOLUNTARY AGENCY TEACHERS

Category of Teachers	Minimum	Maximum	No. of steps of salary ladder
Non-graduates (extended scales)	£ 690	£ 1,584	18
University Degree and Teaching Qualification approved by the Minister	762	1,584	15
University Degree approved by the Minister	690	1,584	18
Grade I Certificate plus Professional Certificate	467	894	18
Grade II Certificate plus Professional Certificate	367	759	19
Teachers Grade I Certificate	349	759	20
G.C.E. (A.L) or H. S.C. (without professional training)	252	430	14

Eastern Nigeria, Ministry of Education, Education Handbook 1964, Official Document No. 26 of 1964, (Enugu: The Government Printer, 1964), pp. 41-42.

TABLE VI

ALLOWANCES IN RESPECT OF MEMBERS WITH SPECIAL RESPONSIBILITIES ON THE STAFF
OF SECONDARY SCHOOLS AND TEACHER TRAINING INSTITUTIONS

Office	Allowance not exceeding per annum	Condition
Principal	75	In approved case only. Not payable in the case of a secondary school unless the school offers a secondary course to Class V, is recognized by the Minister and has an average enrolment exceeding 125 in the first six months of the year of assessment.
Vice-Principal	25	
Senior non-expatriate members of staff with special responsibilities	25	
Approved non-expatriate housemaster or other members of the staff with special responsibilities	15	In the case of a teacher training institution full rate is not payable unless the institution has seventy-five or more boarders: provided that where the number of boarders is less than seventy-five but not less than fifty, allowances at half the rates shown in column 2 may be paid.
Graduate Science Teacher	120	Payable to graduate teachers engaged in the actual teaching of science, including their period of holiday or vacation leave. This allowance ceases when the teacher ceases to teach science.

Eastern Nigeria, Ministry of Education, Education Handbook 1964, Official Document No. 26 of 1964 (Enugu: The Government Printer, 1964), p. 48.

civil servants are given furnished quarters for which they pay a percentage of their salary. Unlike other teachers however, they are prohibited from taking active part in politics. Voluntary Agency teachers are often provided with unfurnished quarters and most of them are stationed in rural areas where various amenities are lacking and payment of salaries are sometimes irregular. These factors discussed above, namely, the poor prospects which a teacher in the Voluntary Agency service experiences in terms of salary and promotion not only frustrate him but also, place him in low esteem in the society.

Although social attitude may be unfavourable to a profession, the attitude of members of the profession is most important since it may enable the profession to discharge its responsibility with confidence and win for itself much esteem and prestige. The attitude of members to the profession can be seen in their organization, the efforts to improve professional competence and produce educational leaders through in-service training, research and experimentation. In the next section, a study of the provisions for professional development will be examined.

In-Service Training

Provision for growth in professional competence for teachers is made by the Regional Government and the

Ministry of Education, the University of Nigeria, and professional and educational organizations.

The Role of the Regional Government: The leader in the programmes for inservice training and professional development of teachers is the Regional Government, through various agencies of the Ministry of Education in collaboration with the Institute of Education of the University of Nigeria, Nsukka.

The Region is administratively divided into twelve provinces each under a senior education officer. Under them are education officers, supervising teachers, and visiting teachers. All co-operate in the visitation and inspection of Government schools and Voluntary Agency schools often for approval for a grant-in-aid, or for addition of higher classes.

The Ministry organizes further training for teachers without the required diplomas so that they may obtain the necessary qualifications; for suitably qualified teachers, either in order to improve their competence or to keep them abreast of developments in certain subjects (in science and in culture), or of progress in pedagogical techniques. Methods used are as follows: regular courses (further training courses lasting several months or years); vacation courses; correspondence courses; courses by radio, television, the latter for the infant teaching methods; discussion groups, study circles, lectures, model lessons;

visits with commentary; individual or group travel (scholarships); international exchanges between primary and secondary teachers (when language and other conditions permit). The Ministry also undertakes the publication of educational books, and reviews teaching material specially intended for the further training of teachers. The Government pays the instructors (who are often seconded from foreign countries) wholly or partially for board. In some cases the students pay only a small fee as part of their board.

It is estimated that about thirty-six per cent of the unqualified teachers and twenty-two per cent of qualified teachers take advantage of further training facilities. For the first group of teachers the following certificates for courses of one, two and three years duration as appropriate are awarded - Teachers Grade II Certificate, Nigerian Certificate of Education. For shorter courses only a testimonial stating attendance at the courses is sometimes given.

The Contribution of the University of Nigeria: The Institute of Education of the University of Nigeria was established on the recommendation of the Ashby Report that each of the Regions of Nigeria should establish an Institute of Education to sponsor and aid teacher-training colleges, conduct research on current problems, and be responsible for short courses of the refresher type and in professional topics.

Before the actual inception of the Institute in 1963, its objectives were being put into practice by its future officers and members. Beginning in 1962, the members had been carrying out various projects designed to promote the professional growth of teachers. The following were the projects undertaken:

1. Vacation school for uncertificated teachers - partly sponsored by the Nigeria Union of Teachers was run in 1962 and 1963 with satisfactory results. Its first objective is to help primary school teachers to prepare for the Grade II Teachers Certificate Examination. A similar course has been started in the Western Region by the Nigeria Union of Teachers (N.U.T).

2. English and its teaching was a special short course for senior English tutors of the Grade II training colleges, designed to make them aware of the new and the best methods of teaching English as a second language. While the Institute of Education is convinced of the need for courses of this type in all subject matter fields, it cannot - though aided by the College of Extra-Mural Studies of the University - finance such projects.

3. Elementary Science workshop has been established. Members of the first workshop included representatives of the University of Nigeria, Nsukka, the Ministries of Education of the East, West, North and Federal Territory, and selected secondary school science teachers and a few

elementary school teachers. This group developed and suggested units to be taught to Nigerian children in the primary school. Nine centres have been chosen in the East, West, and North where these science units are currently being tried out in actual classroom situations. The Institute will profit from feed-back reports from the teachers in the field and will assist them with materials needed. Use of inexpensive equipment is encouraged, preferably equipment which can be constructed from local materials. This experiment is to complement the science programme developed by Eastern Nigeria Government.

4. A Mathematics Institute.⁷ At the first Institute there were twenty-nine participants, all teachers of training colleges, twenty six from the East and three from the North, of whom eighteen were women and eleven men. The Institute was designed to introduce the teachers to new concepts and approach to the methods of teaching school mathematics as developed in Entebbe, Uganda. This new methodology emphasized meaning and understanding of operations rather than mechanical skills. It is planned that the Institute would be held annually.

The Institute of Education plans to initiate as soon as possible the following in-service courses, which were approved by the Governing Board at its meeting on 25th May, 1963.⁸

7. A similar workshop is also held at Ibadan University.

8. University of Nigeria, "Report on Activities of the Institute of Education," 1964, p. 3 (Unpublished.)

1. Methods of supervision for inspecting assistants of the Eastern Ministry of Education.
2. Preparatory courses for candidates for specific positions in the Ministry of Education.
3. Supervision of Instruction for visiting inspectors.
4. Administration of the secondary school for high school principals.
5. Preparation of teachers who will use the new syllabus in elementary schools (in 1964).
6. Library selection for those who will be assembling books for school libraries.

The Institute has proceeded with items three and four above of the sampling topics suggested by the respondents to a circular sent by the Faculty of Education of the University. The following have been approved:⁹

1. Problems of practical teaching.
2. Organization and discipline including student staff control.
3. Keeping accounts and records including general office work and covering student records, academic and personal, and budget problems.
4. Curriculum planning.
5. Co-curricula activities.

9. Institute of Education, Harden College of Education, University of Nigeria, Nsukka, Minutes of the Annual Institute Meeting, 1964, p. 3. (Typewritten).

The Faculty of Education will be aided by the Faculty of Business Administration of the University.

A proposal to make the West African School Certificate Examination more practical has been offered. It is also suggested that centres of training be set up on university campus for examiners and markers. The Institute hopes to be able to serve schools on all levels with a well-stocked, carefully selected mobile library to plan, prepare and take educational radio programmes to schools in more remote areas, to equip a mobile visual aid carrier with projectors, record players and well-selected library of films, film-strips and tapes. The Institute is trying to develop means for encouraging teachers and their students to write about local folk-lore and history for use in the schools of Nigeria; and to write stories of local interest. This could be facilitated by prizes such as certificates, publicity and money reward with the help of the Ministries and citizens.

There is no regular publication of the Institute yet, owing to lack of funds but the possibility of a regularly published document is being explored. The Institute, however, sends out mimeographed bulletins and produces occasional reports as the situation permits. The Director hopes that the theses written by the graduates on Nigerian topics will be of interest for publication.

The Role of Professional and Educational Organizations.

The Nigeria Union of Teachers (N.U.T) is one of the largest unions in the country and probably the largest professional organization of African teachers in the sub-Saharan region.¹⁰

The aim of the N.U.T. is to unite all the teachers of Nigeria in one association, and to provide means for the co-operation of teachers and the expression of their collective opinion upon matters affecting the interests of education and the teaching profession. Accordingly, the Union has members all over the Republic, and the grades of teachers under its canopy vary from the pupil-teacher to the graduate certificated teacher. In recent years, the tendency is for various grades of teachers to form separate unions.

The N.U.T. seeks by various methods to promote the professional competence of the teachers. The vacation course for uncertificated teachers which it conducts jointly with the Institute of Education of the University of Nigeria is one of the ways in which the N.U.T. seeks to achieve its dual goal of promoting the professional competence of its members and promoting their interests.

The Union publishes a magazine called The Teachers World and lately it published The Teachers Case which states the Union's stand on the current negotiations for the

10. World Confederation of Organizations of the Teaching Profession, Field Report on the Survey of the Status of the Teaching Profession in Africa, (Washington: 1961), p. 76.

review of teachers' salaries.

The aims of the Eastern Nigeria Science Association are to stimulate scientific inquiry and knowledge among its members and the general public; to promote intercourse between persons interested in science, to make scientific publications of general interest where the association considers it necessary; and to advise external bodies on scientific matters if requested. One publication of the association is The Nigerian Scientist.

Its members must be, or have at some time been, engaged in scientific research, or the teaching of science, or in the practical application of science, or in other ways attached to the study of science. Student Science Associations are granted corporate membership. The Association co-operates with the Ministry of Education in organizing courses in the teaching of science for science teachers.

The Nigerian Geographical Society and The Historical Society of Nigeria function from the universities in Nigeria; that is to say, members are almost entirely on the staff of the universities. They contribute to knowledge in their subject areas through seminars, conferences, and their annual or half-yearly journals. The Nigerian Geographical Society publishes The Nigerian Geographical Journal and the Historical Society The Historical Journal of Nigeria.

The Nigerian Economic Society takes almost the same

form and performs similar function in its own field as the two societies mentioned above. In addition to lectures and seminars and conferences, the Economic Society organizes debates on Regional (university) level; it operates on a national scale. The Society publishes The Nigerian Journal of Economic and Social Studies.

It is clear from the examination made in this chapter that teaching in Eastern Nigeria is not accorded equal recognition as various other professions, and that this affects the growth of teaching as a profession and makes the retention of teachers in the profession difficult.

A competent teaching force is necessary for the successful functioning of any educational system. Steps should therefore be taken to ensure that teachers should regard themselves as people belonging to a profession whose contribution to society is worth-while. Such actions should include the upgrading of the standards of education and training of teachers particularly in the primary schools,¹¹ improvement of salary and conditions of service and provisions for professional growth of teachers.

In Eastern Nigeria, many teachers are isolated for long periods in rural areas and among people who are largely illiterate. They have no access to libraries, and lack almost every source of mental stimulus which

11. For suggestions on this, see pages 105-7 below.

teachers in educationally more advanced countries enjoy. These conditions quite as much as lack of adequate professional training in the past are responsible for much of the bad teaching in many schools, and they give rise to a problem quite as important as if not more urgent than, the supply of new teachers.

Although various bodies namely, the Government, the University of Nigeria and the Nigeria Union of Teachers are taking steps to provide opportunities for further professional development of teachers, their efforts can only attain limited success. For example, although the Government provides for inspection of schools, the personnel sent for this job are usually much occupied with administrative work in the schools, and devote little or no time to the supervision of the class-room work of teachers. Some of the teachers who attend refresher courses jointly organised by the Ministry of Education and the University of Nigeria, often insist upon reimbursement and financial gain; "professional pride takes second place to personal advancement."

Some other projects such as the use of television, mobile library, mobile visual aid carrier with projectors, record players and a well-selected library of films, film strips and tapes cannot be executed because of the expense. It is perhaps possible that when the various school systems are co-ordinated and large school systems

established, the money hitherto frittered away on duplicated facilities can be invested in such projects.

Provisions for the professional development of teachers will be of little value if teachers are dissatisfied with the material benefits of their profession. Other jobs which require such qualifications as they have, and which prove more lucrative will continue to be more attractive. As pointed out above, people in the Civil Service earn more than teachers who have similar qualifications. This imbalance existing in the income structure of the Nigerian economy, should be redressed. As pointed out by the Elwood Commission:

. . . the real source of complaint and grievance is the disparity between the lowest income and the highest. There is need to bring the two ends closer together whilst preserving a proper differential between the various strata of the service. This will in fact be achieved in time by the gradual upward movement of wages from the bottom but this must be accompanied by a stabilization of salary levels at the top.¹²

A further source of dissatisfaction among teachers stems from the division of the education service into Government and non-Government, with Government employees treated as civil servants. It is suggested that educational services be unified with the Government taking complete control of education.¹³

12. Ministry of Information, Report of the Grading Team on the Grading of Posts in the Public Services of the Federation of Nigeria: (Lagos: Ministry of Information, Printing Division, 1966) p. 9.

13. This point is developed further in Chapter VI, pp 102-5

In such a system teachers will be given equal treatment. This will remove one of their grievances which make them leave the profession.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

So far, not only provisions for teacher training, but also the various levels of the educational system in which the teacher functions have been reviewed. There has also been a description of the social, political, and economic developments which are effecting changes in the objectives of education. There is evidence of a determination on the part of all concerned to raise the standard of living through education which is recognized as the hand-maiden of development. There is also evidence as given in Chapter Two, of a general desire for a movement back to the land by a revival of those aspects of the traditional culture which have been obscured by a long period of "alienation between home and school."

All these developments have led to changes in the content of education. For example, increasing emphasis is now laid on science and technology at all levels of the educational system, and changes have been made in the arts curricula at different levels. The aim in all cases is to relate the subjects taught to the environment and at the same time stimulate interest in other parts of the world.

It is obvious as has been shown (especially in Chapter Three) that none of these stated objectives can be achieved without an adequate supply of a qualified

teaching force. Science and technical teachers are in great demand at all levels of the educational system. Teachers are in demand also who can, with a sense of balance, interpret to the young the aspirations that have developed with independence, and self-determination. One of the most important undertakings of the Government should therefore be the training and retention of a teaching force with satisfactory qualifications for their multifarious and onerous duties.

The examination of the existing provisions for teacher education leads one to the conclusion that much is left to be desired in the content of courses, in the system of certification of teachers, and in the organization of training facilities.

The examination of the syllabuses shows that courses leading to certification for primary school teaching have not been changed since 1955, and yet a change is necessitated by social, economic, and political trends. A change in the syllabus will also take account of the need for raising the level of education of these teachers. When a teacher's knowledge of the subject he teaches is a little above the level of the class he is expected to teach, it is likely that he cannot make a worthy contribution as a teacher.

Resources invested in well-qualified elementary teachers are productive in terms of later secondary

school performance, of pupils who pass through their hands. This is explained by the fact that not only essential skills are acquired, but also basic attitudes are developed by the pupils in the elementary school. These include students' attitudes towards learning in general, towards particular subjects, and towards his own potentialities as an individual.

Contributory to the lowering of quality of teaching in the school is the prevalent method of gaining certificate by private studies. This is largely due to lack of opportunity for university study for holders of certain teaching certificates. Furthermore, the examinations leading to the award of certificates gained by private studies are set mostly by foreign examining bodies. The result is that in most cases, the examination questions require knowledge of facts which are not of much use in the Nigerian situation.

Perhaps of even greater importance as a fact affecting both the quality and availability of teachers is the lack of co-ordination in organization of training facilities. This is because of the presence of many educational agencies which has so far hampered the development of a public system of education. On page seventy-five reference was made to the view expressed by the Robbins Committee in England that dispersal in a very large number of colleges, some of which are small-sized,

"would be purchased at a high cost in terms of educational efficiency," Much of the problem of achieving quality in teacher education stem from the fact that many of these colleges lack qualified and experienced teachers.

Even when sufficient provision has been made for the training of teachers, the truth remains that the professional growth and efficiency of teachers is essential to their good performance in their work. Equally important for their good performance is a sense of satisfaction stemming from public recognition of the value of their contribution to the society. Such recognition should be evidenced by the esteem in which the profession is held by the public and the extent to which its material rewards compares favourably with that of other professions. From the study made, it was found that much dissatisfaction exists among teachers because of the low esteem in which the profession is held and the little opportunity it offers members for attaining positions of power and high remuneration. The result as in other countries is that teaching is regarded by many not as a career but as a stepping stone to more lucrative jobs. The professional growth of teachers should be the responsibility of all concerned in education, particularly as many people enter the teaching service because of obligations to the Government or Voluntary Agencies which sponsored their training. Thus, although there is a great need for a close supervision of

teachers, it was found that owing to lack of administrative personnel, supervisors and inspectors are largely involved in administrative work and that hardly any supervision of teachers is done.

At present, there exists little or no study on the teacher and the teaching profession which will aid public appreciation of the problems of the profession. Such a study calls for research - a matter which will be developed in the sequel. The following suggestions are made as workable solutions to the problems from developments summarized above.

The suggestions are presented under the titles:

1. Organization of School Systems.
2. Proposed structure for Teacher Training and Certification
3. In-Service Education.
4. Salaries and Conditions of Service.
5. Research.

Organization of School Systems:

The existing system in which various educational agencies own and administer schools is complicated, uneconomical and inefficient. We have noted above (on page forty-six) that the unhealthy rivalry among different religious bodies engaged in educational activity sows seeds of discord among relatives and friends. Rivalry and competition lead to arbitrary establishment of schools which in most cases

are later declared unviable.

It is obvious that co-ordinating the various systems so that they do not clash either in their approach or in their application is extremely difficult. Nevertheless, the most immediate need in the educational system of Eastern Nigeria is planning which will enable the Region to obtain maximum value from its limited investment in education. Co-ordination of the various systems will certainly affect the existing arrangements for the education of teachers in the Region. It may lead to complete state control of education. Infact, since the army take over, there has been much argument in the press both for and against state ownership and control of schools. Some of the arguments which have been raised against state ownership and control are¹ that the state cannot bear the whole cost of education, that such a system usually places premium on uniformity and so lacks flexibility, and that such a system is liable to abuse by politicians. The abuse may consist in attempts by those currently in power either to indoctrinate school children with their political ideas or to provide jobs for party good boys.

It may however be argued that some of these weaknesses may also exist in systems which are free from state control;

1. S. A. Aluko, "Nationalisation of Education. Can We Afford Its Costs in Taxes, Levies or Forced Labour?" Nigerian Outlook (Enugu), Friday, March 25, 1966.

example, corrupt practices were rife in the last regime under which flourished a non-state-system of education.² Besides there is no standard pattern for state owned system of education. The system of education a country adopts is usually determined by the present and future needs of that country, having regard to the trend and tempo of its economic, social and political developments.

The improvement needed in the educational system of Eastern Nigeria is the consolidation of existing facilities and the co-ordination of control and administration. The Government should have increased responsibility, and may support the argument against state control of education. The increased financial burden, however, can be met by a revision of the system of financing education. Under the existing system, religious bodies supplement Government grants with monetary contribution from their supporters and private individuals from their pockets. If the Region is to have a state system of education, the area should be divided into school districts administered by school boards. The cost of education in each district can be met partly by Government grants and partly by local rates. With joint responsibility by the Government and community, it may be possible to establish a public system of education that is non-sectarian in character. Religious education

2. O. Ukeje, "State-Control of Schools; The Statement of the Matter". Nigerian Outlook (Enugu), (Monday, April 11, 1966, 3.

in schools by each of the denominations should be allowed. "Dissenters" and independent bodies who wish to establish schools should be free to do so, provided that grants to such bodies should be very limited, since the revenue should be invested in well-laid plans for gearing education to the needs of the society. When a public system of education is established, it will be possible to co-ordinate the utilization of existing facilities and establish large school systems, such arrangements may provide solutions to some of the problems, in educating and retaining teachers.

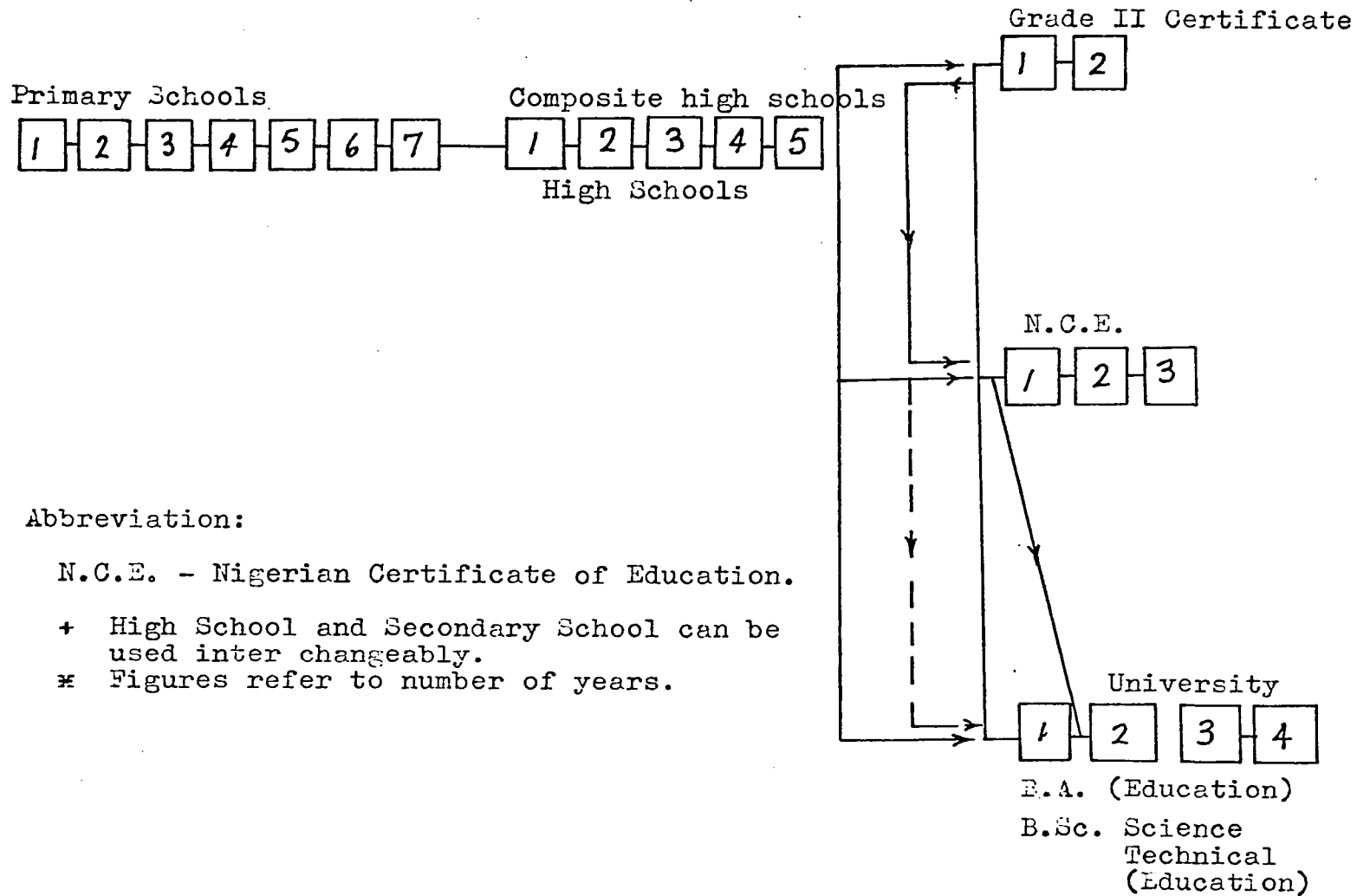
Proposed Structure for Teacher Training and Certification³

It has been suggested above (on page forty-five) that the period of elementary education be extended to enable children acquire a solid foundation in education which is capable of benefiting the recipients in life. This will involve a return to the former seven-year pattern. This extension of the period of primary education will be helpful to children since most of them have illiterate parents and come from disadvantaged homes. It was further suggested above (on page forty-six) that the secondary modern schools be discontinued since it is a blind alley. The trend in countries with a high standard of education is to insist on secondary education as a minimum qualification for elementary school teaching.

3. See Figure 2 below.

FIGURE 2

Proposed Structure for Teacher Training and Certification



Following this good example the Government should aim at upgrading the educational level of teachers who will work in the elementary schools by insistence on their having secondary education.

Some of the Grade II colleges and modern schools should be upgraded to secondary schools. Some of these secondary schools should be expanded and converted to composite high schools offering general and technical education. Graduates of secondary schools may take a two-year course leading to the award of Grade II Teacher's Certificate. All holders of the Certificate which is for elementary school teaching may further take a three year course leading to the award of the Nigerian Certificate of Education for elementary or junior secondary school teachers.

It will thus be possible for all categories of teachers who would have gone through the secondary schools to qualify for admission to the University for a degree course in education, lasting three years for holders of the Nigerian Certificate of Education who may still wish to obtain a university degree and four years for all the others. Adequate provision should also be made at the University for a one year programme for the professional training of holders of a Bachelor's degree in other disciplines. Such a programme will meet the needs of those who discover their call for teaching later on in life. It may be possible for the university to pursue graduate

work in education in the future; efforts should, however, be concentrated on undergraduate work in the immediate future.

It is important that teacher training facilities be co-ordinated. Many of the existing teacher training centres should be closed down and the rest expanded.⁴ The number would be progressively reduced until ultimately training courses be centred in the University of Nigeria, the Advanced Teacher Training College at Owerri and the Women's Training College at Enugu. The latter two - to offer the non-degree certificates - should be upgraded to colleges of the University of Nigeria. Enugu and Owerri are both urban - this would enable a large number of non-residential students to use the facilities of the colleges.

The training of the elementary and secondary school teachers in separate institutions may isolate the elementary school teacher, and thus accentuate the cleavage between elementary and secondary school teachers at the very moment when educational reforms in various countries are tending to blur the distinctions between the two levels. For further improvement in this arrangement therefore, the colleges should provide part of the programmes for degree courses and, perhaps, in other disciplines. This co-ordination of facilities would reduce the number of

4. Already the Ministry of Education in Eastern Nigeria has announced its plan to reduce the number of teacher training institutions from 75 to 30.

teachers needed to staff training institutions. It would also make it possible to employ fully qualified and experienced teachers for work in teacher training colleges. Such teachers should be competent to undertake the supervision and rating of student practice teaching. The whole arrangement will necessitate and facilitate close co-operation between the university, the two colleges, and the Government.

In-Service Education

Already the University of Nigeria in co-operation with the Regional Government and the Nigeria Union of Teachers is conducting various programmes in in-service education for teachers. It is also encouraging the writing of textbooks with Nigerian background, and manuals for teachers.⁵ The University further plans to provide programmes for such educational leaders as supervisors and inspectors. It is suggested that in future credits for some of the in-service courses be awarded in the form of exemptions from some course work leading to the award of some teaching certificate. This would act as an incentive to teacher participation in programmes for professional development. The University should also undertake

5. For example, Dr. O. Ukeje of the Faculty of Education of the University of Nigeria is writing a series of "New Era Mathematics" for use in primary schools. Books I and II are already published.

arrangements for correspondence courses for teachers who unable for various reasons to enter educational institutions. Such courses should be related to local needs. Assistance should be rendered to teachers who take courses in night schools in urban areas.

Salaries and Conditions of Service

Already it has been noted that dissatisfaction with salaries and conditions of service exists among teachers. Since a considerable proportion of the Regional revenue is already devoted to education, it may not be possible to meet demands for a rise in the salaries of all categories of teachers. But with some categories, for example, Grades I and II, who are the backbone of the profession the matter is so important that something ought to be done. It is important that within the profession, the salary scale of teachers with university degrees should overlap with that of holders of the Nigerian Certificate of Education. This may induce them to accept teaching as a life career. It is necessary also to take steps to remove some of the causes of discontent such as the discrimination between Government and Voluntary Agency teachers which draw many teachers away to join the Civil Service.

It is also necessary to effect changes in the present system of organization of schools to co-ordinate facilities at the moment administered by various educational

agencies. This will facilitate the adoption of a policy of uniform salary structure and conditions of service, for teachers. Such a system will facilitate the establishment of large school systems and offer a greater opportunity for promotion and advancement by departmentalization and specialization.

Research

Research is the life blood of all sciences and arts today. It is particularly imperative in the field of education. There is need for research on matters such as the content of education for teachers, and the desirable contribution of teachers to the development of a functional education in the sociological setting.⁶ Of great importance also is a follow up study of teachers, which will throw some light on such factors as problems encountered by new teachers and the nature of the supervisory assistance needed by them and other teachers as well. Such follow up study may also identify not only factors that lead to early withdrawal from teaching but also personal and professional traits and characteristics of teachers. Such studies should be jointly undertaken by the university, the Government and professional and educational organizations.

6. A start has been made in this direction by B. O. Ukeje in his Education For Social Reconstruction (Lagos: Macmillan & Co. (Nigeria) Ltd. 1966).

The foregoing proposals are made only as a basis for action in solving some of the prevailing problems in the education and retention of adequate number of qualified teachers. All the Region's grand programmes for advancement will fail without the human element which is nourished by sound education given by teachers who are suitably educated themselves.

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APPENDICES

APPENDIX A

GROWTH OF SECONDARY EDUCATION IN SOUTHERN NIGERIA (1912-1947)¹

Year	Government and Native Administration				Voluntary Agency (Assisted)			
	No. of Sch. ¹	Ave. Attendance			Sch.	Ave. Attendance		
		Boys	Girls	Total		Boys	Girls	Total
1912	1	67	-	67	4+	*	*	*
1926	1	160	-	160	17+	*	*	358
1930	7	317	38	355	15	559	12	571
1937	4	509	99	608	*	2,868	310	3,178
1947	7	1,158	146	1,304	36	7,758	595	8,353

* Figures not available

⁺ Includes a number of secondary departments to primary schools.

¹ The Nuffield Foundation and the Colonial Office. African Education
A Study of Educational Policy and Practice in British Tropical
Africa. (Oxford University Press, 1955), p. 48.

APPENDIX B

Table 1

NUMBER OF SCHOOLS, TEACHERS AND STUDENTS BY PROVINCE IN EASTERN NIGERIAN SCHOOL SYSTEM, 1962

PRIMARY								SECONDARY GRAMMAR SCHOOLS				SECONDARY MODERN CLASSES				
PROVINCE	No. of Schools		No. of Teachers		ENROLMENT		No. of Schools	No. of Teachers		ENROLMENT		No. of Schools	No. of Teachers		ENROLMENT:	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Abakaliki ..	530	3,099	367	68,460	20,807	8	50	5	814	62	1	-	6	-	-	127
Annang ..	438	2,417	608	48,769	30,395	7	62	3	939	88	-	-	-	-	-	-
Calabar ..	119	617	264	13,215	11,196	5	71	15	1,013	237	-	-	-	-	-	-
Degema ..	85	418	100	8,757	6,287	3	27	3	505	18	-	-	-	-	-	-
Enugu ..	750	4,102	922	95,577	43,370	20	109	52	2,084	478	-	-	-	-	-	-
P. Harcourt	403	2,353	713	56,124	30,587	14	143	46	1,932	496	-	-	-	-	-	-
Ogoja ..	252	1,080	143	23,424	11,297	4	20	2	357	29	-	-	-	-	-	-
Onitsha ..	803	3,711	1,509	89,939	69,549	35	365	64	5,899	901	1	-	6	-	-	121
Umuahia ..	678	4,317	1,544	95,303	71,634	24	181	32	2,827	586	4	-	25	-	-	348
Owerri ..	1,420	7,453	2,730	168,834	121,576	41	324	57	5,115	1,115	2	-	9	-	-	172
Uyo ..	879	4,268	1,169	92,950	60,721	14	97	41	1,444	625	2	-	6	-	-	112
Yenagoa ..	121	641	44	13,253	5,538	2	11	-	162	-	-	-	-	-	-	-
TOTALS ..	6,478	34,476	10,113	774,610	491,956	177	1,460	320	23,091	4,606	10	-	52	-	-	880
GRAND TOTALS	44,532			1,266,566			1,780		27,623		-	-	52		-	880
Government	11	81	26	1,505	1,092	8	78	17	1,073	201	-	-	-	-	-	-
County C.	1,623	6,564	1,837	131,632	89,012	12	79	4	1,780	91	-	-	-	-	-	-
Aided ...	4,752	27,716	8,104	638,199	392,411	78	1,055	221	16,550	2,923	10	-	52	-	-	880
Unaided ...	87	115	86	3,274	2,441	82	248	78	4,082	1,389	-	-	-	-	-	-
Totals ..	6,478	34,476	10,113	774,610	491,956	177	1,460	320	23,091	4,604	10	-	52	-	-	880
Grand Totals	6,478	44,589		1,266,566			1,780		27,695			-	52		-	880

Eastern Nigeria, Ministry of Education, Annual Report, 1962 Official Document No.5 of 1965, Enugu.
The Government Printer, 1964.

TABLE 1 - continued

NUMBER OF SCHOOLS, TEACHERS AND STUDENTS BY PROVINCE IN EASTERN NIGERIA SCHOOL SYSTEM, 1962

SECONDARY COMMERCIAL							TEACHER TRAINING COLLEGE					PRELIMINARY TRAINING CENTRES						
Province	No. of Schools		No. of Teachers		Enrolment		No. of Schools		No. of Teachers		Enrolment		No. of Schools		No. of Teachers		Enrolment(a)	
			M	F	M	F		M	F	M	F		M	F	M	F		
Abakaliki ..	-	1	-	-	-	-		6	32	5	522	60	1	-	1	-	-	28
Annang ..		1	-	10	2	155	66		9	38	17	582	223		-	-	-	-
Calabar ..	-	-	-	-	-	-	-		1	5	-	59	-	1	-	1	24	-
Degema ..	-	1		8	1	81	4	-	-	-	-	-	-	-	-	-	-	-
Enugu		2		20	-	295	36	11	57	26	823	319	2		2	-	71	-
P.Harcourt..		2		7	5	57	93	7	33	6	470	126	1		2	1	20	10
Ogoja	-	-	-	-	-	-	-		4	22	4	316	55	-	-	-	-	-
Onitsha ..		6		98	4	1,604	108	13	81	25	1,161	472	6		2	8	61	126
Umuahia ..		4		51	3	790	108	17	82	42	1,083	539	2		2	3	31	52
Owerri.. ..		3		42	-	664	73	23	80	53	1,182	783	4		5	3	89	30
Uyo		1		6	-	66	9	15	80	9	1,169	117	7		19	3	294	83
Yenegoa ..		-		-	-	-	-	2	8	-	120	-	-		-	-	-	-
Totals ..		20		242	15	3,712	497	108	518	187	7,487	2,694	24		33	19	590	329
Grand Totals				257		4,209			705		10,181				52		919	
Government..	-			-		-	-	3	14	22	195	203	-		-	-	-	-
County C. ..	-			-		-	-	12	73	1	1,043	-	-		-	-	-	-
Aided		4		81	7	714	163	93	431	164	6,249	2,491	24		33	19	590	329
Unaided ..		16		161	8	2,998	334	-	-	-	-	-	-		-	-	-	-
Totals		20		242	15	3,712	497	108	518	187	7,487	2,694	24		33	19	590	329
Totals				257		4,209			705		10,181				52		919	

The Preliminary Training Centres have been closed down.

TABLE 1 - continued

NUMBER OF SCHOOLS, TEACHERS AND STUDENTS BY PROVINCE IN EASTERN NIGERIA
SCHOOLS SYSTEM, 1962.

TECHNICAL/VOCATIONAL COLLEGE							GRAND TOTAL				BOTH SEXES			
Province	No. of Schools		No. of Teachers		Enrolment		No. of Schools		No. of Teachers		Enrolment		Teachers Enrolment	
			M	F	M	F	M	F	M	F	M	F	-	-
Abakaliki ..	-	-	-	-	-	-	546	3,181	384	69,796	21,084	3,565	90,880	
Annang ..	-	-	-	-	-	-	455	2,527	630	50,445	30,772	3,157	81,217	
Calabar ..	-	-	-	-	-	-	126	694	279	14,311	11,433	973	25,744	
Degema ..	-	-	-	-	-	-	89	453	104	9,343	6,309	557	15,652	
Enugu ..	3	34	-	1	551	-	788	4,324	1,001	99,401	44,203	5,325	143,604	
P. Harcourt ..	2	17	-	-	350	-	429	2,555	771	58,953	31,312	3,326	90,265	
Ogoja ..	-	-	-	-	-	-	260	1,122	149	24,097	11,381	1,271	35,478	
Onitsha ..	1	4	-	-	72	-	865	4,261	1,616	98,736	71,276	5,877	170,012	
Umuahia ..	1	6	-	3	76	34	730	4,639	1,652	100,115	73,301	6,291	173,416	
Overri ..	-	-	-	-	-	-	1,494	7,910	2,852	176,022	123,646	10,762	299,668	
Uyo ..	-	-	-	-	-	-	918	4,470	1,228	95,923	70,667	5,698	166,590	
Yenagoa ..	-	-	-	-	-	-	125	660	44	13,535	5,538	704	19,073	
Totals ..	8	67	4	1,187	34	6,825	36,796	10,710	810,677	500,922	47,506	1,311,599		
Grand Totals			71		1,221			47,506		1,311,599				
Government ..	2	34	-	4	475	34	21	207	69	3,254	1,530	276	4,784	
County C. ..	-	-	-	-	-	-	1,652	6,716	1,902	134,055	89,031	8,618	223,086	
Aided ..	1	6	-	-	185	-	4,962	29,322	8,567	662,487	406,197	37,889	1,068,684	
Unaided ..	5	27	-	-	527	-	190	551	172	10,881	4,164	723	15,045	
Totals ..	8	67	4	1,187	34	6,825	36,796	10,710	810,677	500,922	47,506	1,311,599		
Grand Totals			71		1,221			47,506		1,311,599				

TABLE II

ENROLMENT AND TEACHERS IN HANDICRAFT CENTRES IN EASTERN NIGERIA, 1962

Province	Division	No. of Centres	No. of Workshops	Enrolment in Day Classes		Enrolment in Evening Classes		Total	No. of Teachers
				Wood Work	Metal work	Wood work	Metal work		
Abakaliki	Afikpo	1	2	199	205	-	-	404	2
Annang	Ikot Ekpene	1	2	169	175	-	-	344	2
Calabar	Calabar	1	4	340	365	-	-	705	4
Enugu	Enugu	1	4	473	450	-	-	923	4
Onitsha	Onitsha	1	4	516	481	-	-	997	4
Owerri	Owerri	1	2	179	174	-	-	353	2
Port Harcourt	Port Harcourt	1	4	467	413	-	-	880	4
Umuahia	Aba	1	4	349	345	-	-	694	4
Umuahia	Umuahia	1	2	230	232	-	-	462	2
Total		9	28	2,922	2,840	-	-	5,762	28

Ministry of Education, Annual Report 1962, Official Document No. 5 of 1965

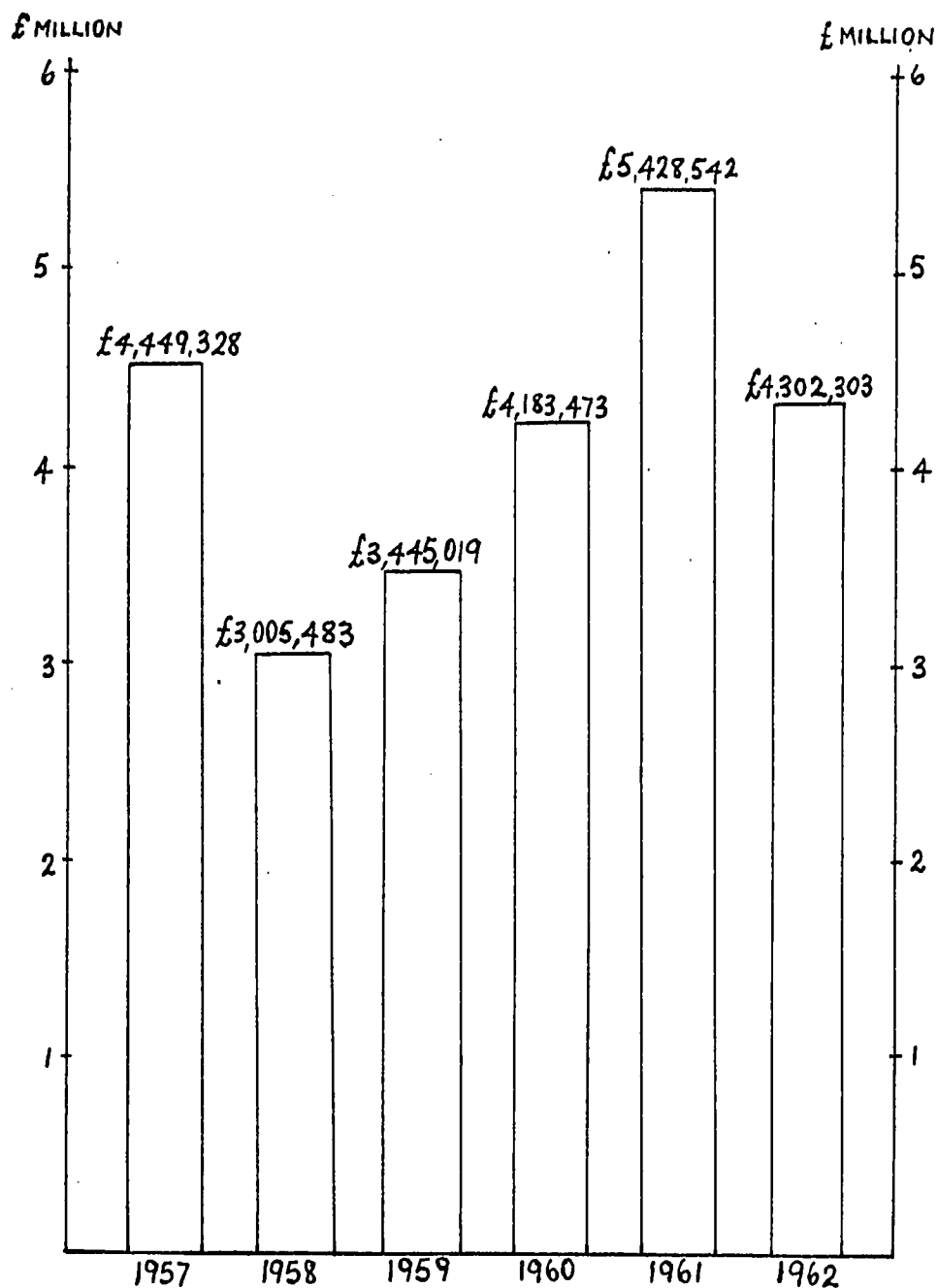
APPENDIX C
HIGHER EDUCATION¹ (1958-1962)

Year	Non-Degree(a)		Degree		Post-Degree		Total		
	M	F	M	F	M	F	M	F	MF
University of Nigeria, Nsukka									
1958	-	-	-	-	-	-	-	-	-
1959	-	-	-	-	-	-	-	-	-
1960	-	-	225	34	-	-	225	34	259
1961	-	-	822	83	-	-	822	83	905
1962	-	-	1,026	122	-	-	1,026	120	1,148
Nigerian College of Arts, Science and Technology									
1958	670	48	146	2	-	-	816	50	866
1959	822	77	187	2	-	-	1,009	79	1,088
1960	824	75	243	8	-	-	1,067	83	1,150
1961	428	23	263	8	-	-	691	31	722
1962	-	-	-	-	-	-	-	-	-

(a) including preliminary and intermediate courses.

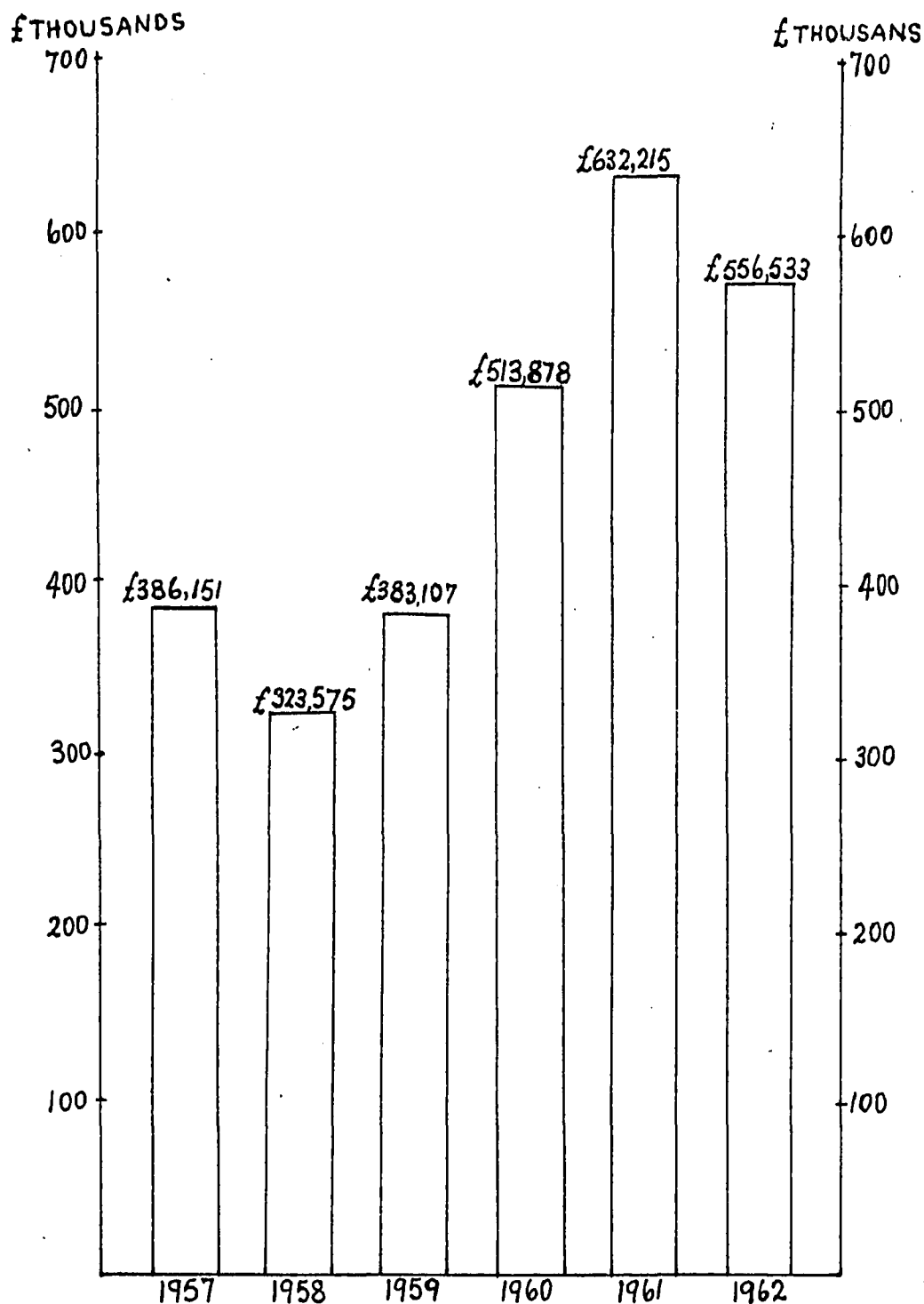
¹ Federal Ministry of Education, Annual Digest of Education Statistics Series No. 1, Vol. II, 1962 (Lagos: The Nigerian National Press Limited, 1962, p. 25.

APPENDIX D
COST OF PRIMARY SCHOOL EDUCATION (1957-1962)



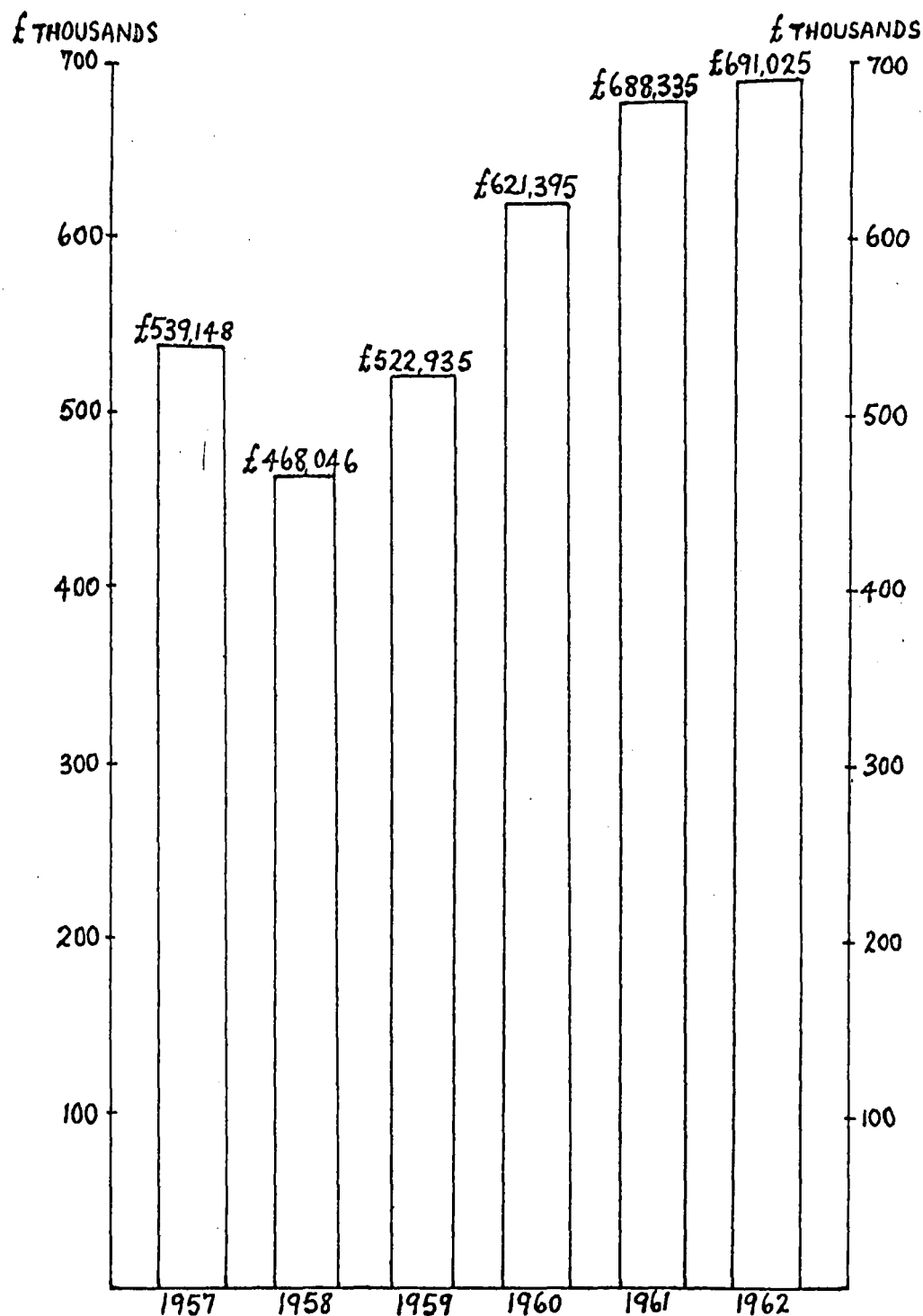
Eastern Nigeria, Ministry of Education, Annual Report, 1962
Official Document No. 5 of 1965, (Enugu: The Government
Printer, 1964.

COST OF SECONDARY SCHOOL EDUCATION
1957 - 1962



Eastern Nigeria, Ministry of Education, Annual Report, 1962, Official Document No. 5 of 1965.

COST OF TEACHERS' COLLEGE EDUCATION (1957-1962)



Eastern Nigeria, Ministry of Education, Annual Report, 1962, Official Document No. 5 of 1965.

APPENDIX E

TEACHERS' CERTIFICATE GRADE II - SYLLABUS

History Syllabus

A. The History of Western Civilization

I. Primitive Man:

How he lived; the domestication of animals, and the development of agriculture the effect these discoveries had on his way of life.

II. Early Civilization:

The contribution of Egypt, Mesopotamia, Greece and Rome to the development of Western Civilization. Judaism, Christianity and Islam.

The Barbarian Invasions.

III. Medieval Times:

The early Frankish Kingdom: Charlemagne: Pope and Empire.

The Feudal System.

The Crusades and their influence on European life.

Growth of National Feeling.

Increase in the use of money: Trade: Growth of the Medieval Towns.

The new spirit of enquiry; the Renaissance.

The Reformation.

IV. Modern Times:

The great discoveries.

The rise of modern industry.

The establishment and expansion of the nation state.

The struggle for international co-operation.

B. Nigerian History

I. Origins:

The early history, in brief, of the principal Nigerian tribes, particular attention being given to the main tribes to which the students belong.

II. The Exploration and opening up of Nigeria:

West Africa's Long isolation.
 The coming of Islam.
 Slavery and the slave trade.
 The great explorers and their discoveries.
 The establishment of Christian Missions.
 The growth of trade and the establishment of trading companies.

III. The British Connection:

Early British connection with Nigeria.
 The state of Nigeria in 1850.
 The establishment of British suzerainty and the pacification of the country.

IV. The Government of Nigeria:

The system of Indirect Rule.
 Native Administration.
 The Central Government - its constitution, legislative, Executive, Judiciary.
 Taxation.

Advanced Geography

C. Regional Geography

One of the following:

- (a) The British Isles and Western Europe (i.e., British Isles, France, Belgium, Holland, Germany, Denmark, Norway, Sweden).
- (b) The United States of America.
- (c) The Islamic Countries (i.e., North Africa, the Nile basin, Turkey, Syria and Lebanon, Palestine and Trans-Jordan, the Arab States, Iraq, Iran, Pakistan - but excluding Northern Nigeria and the Western Sudan.
- (d) The British Empire and Commonwealth (excluding the British Isles, South Africa and the African Colonies).

1

1. Eastern Nigeria, Ministry of Education, Teachers' Examination Syllabuses, 1965, pp. 8-18 (Mimeographed.)

APPENDIX F

SYLLABUS FOR ELEMENTARY SCHOOLS

History Syllabus

Elementary V

- I. Some Old Empires in Africa. - (Study in Outline);
 - A. (i) Egypt: Cradle of Civilization. Reasons for this. Contributions of Egyptian Civilization, viz, Calendar, Government, Writing, Architecture, Metals, etc., Decline. 322 B.C. Causes.
 - (ii) Carthage: Founders - Phoenicians; Natural Advantages. Achievements. Punic Wars - Conflict between Carthage and Rome; Hannibal. Defeat 202 B.C.
 - (iii) Ethiopia: Connections with the Bible. Prester John.
 - B. (i) Ancient Ghana: 8th Century A.D. Achievements, Final Overthrow.
 - (ii) Ancient Mali: Achievements, causes of decline in the 17th Century.
 - C. (i) Oyo: Achievements; Domination of Yoruba land; Causes of decline in the 19th Century.
 - (ii) Benin: Trade with Portuguese; Art, Political and military supremacy. Causes of decline.
 - (iii) Fulani: Origin. The Jihad. Conquest of the Hausas by the Fulanis and the result.
- II. Trade Across the Sahara:

Important Centres of Trade. - Timbuktu, Kano. etc.
Articles of Trade. - Reasons for decline.
- III. West African Before the Coming of the Europeans:
 - (i) The early use of metals, e.g. Nupe, Ife, Benin, Awka, Nkwerre, Abiriba.
 - (ii) The coming of Islam to Nigeria. The Hausa States. Bornu.

IV. Some Prominent Characters in History: (Treated simply):

Ancient Times:

Hannibal
 Julius Caesar
 Augustus (Emperor of Rome)
 Pericles
 Alexander the Great
 Buddha
 Moses

Modern Times:

Gandhi
 George Washington
 Abraham Lincoln
 Toussent l'Overture
 Dessalines
 Wilberforce
 King Khama
 Moshoeshoe
 Booker T. Washington
 King Jaja
 Bishop Adjai Crowther
 Bishop Jeseeph Shanaham
 Haile Selassie
 Nnamdi Azikiwe
 Felix Eboe
 Nkrumah
 Lithuli
 Michael Scott
 Nassar
 Sekou Toure
 Lumumba
 Jomo Kenyatta
 Ferhat Abbas
 Banda

Elementary VI

I. The Great Geographical Discoveries:

- (a) Henry the Navigator
- (b) Vasco da Gama and the sea route to India
- (c) Columbus and the discovery of America.

II. The Coming of Europeans to West Africa:

Early Europeans in West Africa - the Portuguese,

Diaz. Reasons why they came
Influences of Europeans on the life of the West
African.

III. Slave Trade:

Reasons for trans-Atlantic Slave Trade
Evils of Slave Trade

Movements to check Slave Trade.

- (a) The work of the Humanitarians.
British Navy

IV. The British in Nigeria:

A. Exploration, Conquest and Government of the Royal Niger Company:

- (a) Journeys of Mungo Park and Lander Brothers.
Show the importance of these journeys.
- (b) Further expeditions of Laird, 1832.
- (c) The work of British Consuls, e.g., Beacroft.
- (d) Lagos expedition - Conquest of Lagos.
- (e) Commercial rivalry in the Oil Rivers. The
formation of Royal Niger Company by Goldie.
The Charter of the Royal Niger Company
and its withdrawal. Amalgamation of North
and South, 1914.

B. How Nigeria was governed by the British up to 1951:

- (a) Indirect Rule:
 - (i) How it originated.
 - (ii) How it worked.
- (b) The Native Administration:
 - (i) The Chief and the Native Court.
 - (ii) The Resident and the District Officer.
 - (iii) The Native Administration.
- (c) The Central Government:
 - (i) The Colony and Protectorate, the Pro-
vinces, the Districts, the officers
in-charge of each.
 - (ii) The Legislative Council, its duties
and power.

- C. The Story of Nigerian Independence, 1945-1960 (Treated in outline) - Nationalism and consequent constitutional changes.

- (i) Richards Constitution, 1947
- (ii) The Federal House of Representatives.
- (iii) Constitutional Conferences, 1957-59.
- (iv) Independence (1st October, 1960).

V. The Government of Independent Nigeria, 1960 -

- A. Federal Government: What it means. Its composition and function.
- B. Regional Government: The House of Assembly. The House of Chiefs. Provincial Assembly. Functions of these.
- C. Local Government: Powers and functions.
- D. Progress made in Nigeria since 1960 with special reference to Communications, Industries, Education, Finance, Agriculture and Medical Services.

VI. Struggles for Independence in Some Other Parts of Africa:

- (a) Ghana: Gold Coast as a Colony. 1952, Nkrumah Premier. 1957, Independence of Ghana.
- (b) Sierra Leone: Crown Colony System of Government. 1958, responsible Government reached. (Governor still presided over Executive). Independence won 27th April, 1961.
- (c) Congo (Leopoldville): Belgium and the mineral wealth of the Congo. United Nations Organization in the Congo. Lumumba, Dag Hammarskjöld.
- (d) Kenya: The problem of White Settlement: Kenya and struggle for Independence.
- (e) Rhodesia and Nyasaland: Federation of Rhodesia and Nyasaland. Present day position.
- (f) Algeria: Fehrat Abbas; Ben Bella.
- (g) Morocco: Winning of Independence. King Mohammed V.
- (h) Angola:
- (i) South Africa: The Republic and its problems.

Geography

Elementary V

1. Nigeria Treated as a Unit:

- (a) Models. - Made by class in mud and if possible in sand cast mounted on a board, or in papier-mache. Models should be placed on the ground or on a table in relation to their true direction. (This should be done very emphatically so that map of Nigeria is not merely thought of as hanging from the wall. Many adults still have the idea that the Nile flows from the Mediterranean southwards because of the way the map of Africa is hung on the black-board or on the wall.)
- (b) Plans. - Treat similarly as in models - lead on to map of Nigeria.
- (c) Physical Features. - Locate main rivers and hills and Lake Chad.
- (d) Climate. - Treat temperature, winds and rainfall very simply, relating these to weather observations and records kept in the school.
- (e) (The order in which the following topics are treated is immaterial.)
 - (i) Our main language groups, population, etc - lead to Regions.
 - (ii) Our occupations.
 - (iii) Our Resources: on land, crops, cash and food. Buried underground - coal, petroleum, limestone, etc.
 - (iv) Our towns - Regional and Provincial headquarters.
 - (v) Our trade - Articles of trade with other countries (name a few). Means of conveying them within Nigeria - Railways, Rivers, Creeks and the main roads.

2. Nigeria's Neighbours. - West Africa treated in outline with special reference to Dahomey, Ghana, Ivory Coast, Cameroons, Sierra Leone, Liberia, Guinea.

Note. - Treat countries as peoples' countries and not as fairy tables - a lot can be gleaned from the dailies and magazines as well as hear over the air.

3. The World:

- (a) The globe of which Africa is part, treated simply. Show compass directions.
- (b) The use of Longitudes and Latitudes, Day and Night. Seasons. (No attempt should be made to explain the construction of longitudes and latitudes. After all, they are imaginary lines). Show the continents (avoid details) in relation to longitudes (merely East and West) and latitudes (North and South of the Equator).

Elementary VI

1. Africa Treated as a Continent of which Nigeria is a part. -

(Always show position of Nigeria) -

- (a) Treat in broad outlines, e.g., main features - rivers, lakes, mountains.
- (b) Selected countries in different parts of Africa, eg., Egypt, Sudan, Ethiopia, (Abyssinia) Atlas Region, East African Countries, Congo, South Africa. (The people, their work, where they live, their connection if any with Nigeria.

2. Other countries with which Nigeria has much connection. - Mainly their positions, chief towns, occupations, products and trade treated in broad outlines, e.g. -

- (a) Britain
- (b) U.S.A.
- (c) Japan
- (d) India

Pupils should be encouraged to look up the labels on imported goods to find out the countries from which they come to us.

Note. - These are best taught mostly in the form of stories of actual peoples. Geography must live and

for inspiring interest for advanced work, pupils should be made interested in peoples and their daily life and work. Stress only particular points for which the country is known or with which it is connected with Nigeria.

3. Revision of Nigeria - With emphasis on -

- (a) Communications.
- (b) Natural resources, their use. Coal, Oil, Food and Cash crops, etc.
- (c) Industries and industrial projects - these should be located.
- (d) Meeting Nigeria's needs - Agricultural enterprises and projects with particular reference to Eastern Nigeria.

1

1. Eastern Nigeria, Ministry of Education, Syllabus for Elementary Schools. Official Document No. 28 of 1963 (Enugu: The Government Printer, 1963) pp. 31-36.

APPENDIX G

SYLLABUS FOR AGRICULTURE AT THE ADVANCED
TEACHER'S TRAINING COLLEGE, OWERRI

1st Year: Biology (Practical Work)

Physics

Chemistry

2nd Year: Biology (Practical Work)

Chemistry

Agriculture

3rd Year: Soil Science

Crop Production

Animal Husbandry

Agricultural Economics

Farm Implements and Machinery

Surveying

Source: Eastern Nigeria, Ministry of Education: "Syllabus for Agriculture at the Advanced Teacher Training College, Owerri." (Mimeographed).

APPENDIX H

NIGERIAN CERTIFICATE OF EDUCATION

Training Programme in Industrial-Technical Education

FIRST YEAR

G.S.	101	The Use of English	9
Ed.	101	Social and Philosophical Foundations of Education	9
V.T.E.	101A	Introduction to Vocational Education	3
V.T.E.	102AB	Introduction to Industrial-Technical Education Laboratory	6
V.T.E.	105B	Technical Mathematics	3
V.T.E.	117	Draughting and Design I	6
V.T.E.	127	Manufacturing Processes I	6
			<u>42</u>

SECOND YEAR

G.S.	105	Natural Science	12
Ed.	211	Educational Psychology	6
V.T.E.	217	Draughting and Design II	6
V.T.E.	227	Manufacturing Processes II	6
V.T.E.	301A	Organization and Administration of Vocational Education	3
V.T.E.	337	Building Construction Industries	6
V.T.E.	340	Development of Technology	9
			<u>48</u>

THIRD YEAR

Ed.	321AB	Curriculum and Methodology	6
Ed.	323	Instructional Materials	3
Ed.	413	Educational and Vocational Guidance	3
P.E.	305A	First Aid	3
V.T.E.	257	Power and Mechanics I	6
V.T.E.	302BC	Special Methods (Industrial-Technical Education)	4
V.T.E.	357	Power and Mechanics II	6
V.T.E.	417	Advanced Draughting and Design	9
V.T.E.	427	Advanced Manufacturing Processes	9
			<u>49</u>

LONG VACATION

Ed.	328	Practical Teaching	3
			<u>3</u>

Total Credits 142

1. The University of Nigeria, Nsukka, 1966-1967 Calendar, (Port Harcourt: C.M.S. (Nigeria) Press, 1966) pp. 177-178.

APPENDIX I

TRAINING SCHEDULE FOR B.Sc (VOCATIONAL) EDUCATION

Four-Year Standard Programme in Agricultural Education

FIRST YEAR

G.S.	101	The Use of English	9
G.S.	103	Social Science	15
Ed.	101	Social and Philosophical Foundations of Education	12
V.T.E.	101A	Introduction to Vocational Education	3
Mth.	051	Remedial Mathematics	0
Bio.	151	General Biology	12
Ag.	101	Development of Agriculture	3
			<u>54</u>

SECOND YEAR

G.S.	105	Natural Science	12
Ed.	211	Educational Psychology	9
V.T.E.	301A	Organization and Administration of Vocational Education	3
An.Sc.	221	Animal Industry	9
P.S.Sc	331	Botany of Field Crops	9
Chm.	101	Basic Principles of Chemistry	12
			<u>54</u>

THIRD YEAR

G.S.	207	Humanities	12
Ed.	321AB	Curriculum and Methodology	6
V.T.E.	302BC	Special Methods (Agriculture Education)	4
Ag.Mech	300	Introduction to Agricultural Mechanization	12
P.S.Sc	332	Principles of Crop Production	6
An.Sc.	421	Animal Nutrition	9
V.T.E.	105B	Technical Mathematics (3)	
	or		
Mth.	116	Basic Mathematics (9)	<u>3 or 9</u>
			<u>52 or 58</u>

LONG VACATION

Ed.	328	Practical Teaching	<u>3</u>
			<u>3</u>

FOURTH YEAR

Ed.	203	Comparative Education	3
Ed.	323	Instructional Materials	3
Ed.	413	Educational and Vocational Guidance	3
V.T.E.	401	Seminar	3
V.T.E.	402	Independent Study and Research	3
Ag.Ec.	341	Economics of Agriculture	9
Ag.Ec.	446AB	Agricultural Extension Methods	6
P.S.Sc	333	General Soils	9
P.S.Sc	434C	Vegetable Crops	3
		Electives*	3
			<u>45</u>

Total Credits 208 or 214

* To be selected in consultation with the student's academic adviser.

Four-Year Standard Programme in Business-Commercial Education

FIRST YEAR

G.S.	101	The Use of English	9
G.S.	103	Social Science	15
V.T.E.	101A	Introduction to Vocational Education	3
Econ.	101	Introduction to Economics	6
Ed.	101	Social and Philosophical Foundations of Education	12
SS	103	Introduction to Stenography	12
			<u>57</u>

SECOND YEAR

Ed.	211	Educational Psychology	9
G.S.	105	Natural Science	12
Fin.	106	Accounting I	9
SS	203	Applied Stenography	12
V.T.E.	301A	Organization and Administration of Vocational Education	3
B.A.	110	Elements of Business	6
B.A.	240	Business Communications	3
			<u>54</u>

THIRD YEAR

G.S.	207	Humanities	12
V.T.E.	302BC	Special Methods (Business Education)	3

149

Fin.	202	Accounting II	9
B.A.	350	Marketing I	6
Econ.	201	Principles of Economics	9
Ed.	321AB	Curriculum and Methodology	6
Ed.	323	Instructional Materials	9
SS	105	Office Organization and Mechanization	<u>6</u>
			54

LONG VACATION

Ed.	328	Practical Teaching	<u>3</u>
			3

FOURTH YEAR

Ed.	203	Comparative Education	3
Ed.	225	English for Teachers	9
Ed.	413	Educational and Vocational Guidance	3
V.T.E.	410	Seminar	3
V.T.E.	402	Independent Study and Research	3
B.A.	335	Personnel Administration	6
B.A.	360	Business Law	9
SS	302AB	Secretarial Practice for Teachers	<u>6</u>
			42
		Electives*	<u>9</u>
			9

Total Credits 219

*To be selected in consultation with the student's
academic adviser.

Four-Year Standard Programme in Home-Economics Education

FIRST YEAR

G.S.	101	The Use of English	9
G.S.	103	Social Science	15
Ed.	101	Social and Philosophical Foundations of Education	12
V.T.E.	101A	Introduction to Vocational Education	3
Ag.	101	Development of Agriculture	3
H.Ec.	111B	Design in Daily Living	3
Soc.	101	Introduction to Sociology	<u>9</u>
			54

SECOND YEAR

G.S.	105	Natural Science	12
Bio.	151	General Biology	12
Chm.	101	Basic Principles of Chemistry	12
H.Ec.	204AB	Nutrition and Man	6
H.Ec.	211A	Elementary Textiles	3
H.Ec.	212B	Principles of Clothing Construction	3
H.Ec.	213C	Clothing for the Family	3
Ed.	211	Educational Psychology	9
			<u>60</u>

THIRD YEAR

G.S.	207	Humanities	12
H.Ec.	240A	Family Development	4
H.Ec.	303AB	Food for the Family	6
H.Ec.	350B	Principles of Home Management	3
H.Ec.	351C	Home Management Experiences	3
P.E.	207	Community Health	3
Ed.	203	Comparative Education	3
Ed.	321AB	Curriculum and Methodology	6
V.T.E.	301A	Organization and Administration of Vocational Education	3
V.T.E.	302BC	Special Methods (Home Economics Education)	4
			<u>47</u>

LONG VACATION

Ed.	328	Practical Teaching	$\frac{3}{3}$
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FOURTH YEAR

H.Ec.	321C	Housing the Family	4
H.Ec.	345B	Child Development in the Family	4
H.Ec.	360BC	Family Economics	4
H.Ec.	400C	Seminar in Home Economics	3
V.T.E.	303A	Adults in Homemaking	3
V.T.E.	402	Independent Study and Research	3
Ed.	323	Instructional Materials	3
Ed.	413	Educational and Vocational Guidance	3
Ag.Ec.	446AB	Agricultural Extension Methods	6
		Electives*	12
			<u>45</u>

Total Credits 209

*To be selected in consultation with the student's academic adviser.

Four-Year Standard Programme in Industrial-Technical Education

FIRST YEAR

G.S.	101	The Use of English	9
G.S.	103	Social Science	15
Ed.	101	Social and Philosophical Foundations of Education	12
V.T.E.	101A	Introduction to Vocational Education	3
V.T.E.	102AB	Introduction to Industrial- Technical Education Laboratory	6
V.T.E.	110	Draughting and Design I	9
Mth.	051	Remedial Mathematics	0
			<u>54</u>

SECOND YEAR

G.S.	105	Natural Science	12
Ed.	211	Educational Psychology	9
V.T.E.	120	Manufacturing Processes I	9
V.T.E.	210	Draughting and Design II	9
V.T.E.	220	Manufacturing Processes II	9
V.T.E.	301A	Organization and Administration of Vocational Education	3
V.T.E.	105B	Technical Mathematics (3)	
	or		
Mth.	116	Basic Mathematics (9)	3 or 9
			<u>54 or 60</u>

THIRD YEAR

G.S.	207	Humanities	12
Ed.	203	Comparative Education	3
Ed.	321AB	Curriculum and Methodology	6
V.T.E.	250	Power and Mechanics I	9
V.T.E.	302BC	Special Methods (Industrial- Technical Education)	4
V.T.E.	340	Development of Technology	9
V.T.E.	350	Power and Mechanics II	9
P.E.	305A	First Aid	3
			<u>55</u>

LONG VACATION

Ed.	328	Practical Teaching	3
			<u>3</u>

FOURTH YEAR

Ed.	323	Instructional Materials	3
Ed.	413	Educational and Vocational	
		Guidance	3
V.T.E.	330	Building Construction Industries	9
V.T.E.	401	Seminar	3
V.T.E.	402	Independent Study and Research	3
		Electives*	12
		Electives**	12
			<u>45</u>

Total Credits 211 or 217

* One of the following: V.T.E. 410 (12 credits), V.T.E. 420 (12 credits), V.T.E. 450 (12 credits).

** To be selected in consultation with the student's academic adviser.

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APPENDIX J

TABLE 1

ENROLMENT OF TEACHERS IN T.I.C. BY PROVINCE AND DIVISION IN EASTERN NIGERIA IN 1962

Province	Division	No. of Schools	GRADE III				GRADE II (TWO YEARS)				GRADE II (FOUR YEARS)			
			First Year		Second Year		First Year		Second Year		First Year		Second Year	
			M	F	M	F	M	F	M	F	M	F	M	F
Abakaliki	Abakaliki	2	60	-	59	-	55	-	49	-	-	-	-	-
	Afikpo	3	60	30	59	30	60	-	60	-	-	-	-	-
	Obubra	1	30	-	30	-	-	-	-	-	-	-	-	-
	Total	6	150	30	148	30	115	-	109	-	-	-	-	-
Annang	Abak	4	30	27	86	28	60	-	60	-	-	-	-	-
	Ikot Ekpene ..	5	87	-	88	-	84	25	87	28	-	29	-	27
	Total	9	117	27	174	28	144	25	147	28	-	29	-	27
Enugu	Angu	2	30	-	30	-	-	-	-	-	30	-	29	-
	Nsukka	2	30	-	82	-	60	-	-	-	-	-	-	-
	Udi	7	60	79	60	73	-	38	-	20	89	30	90	29
	Total	11	120	79	172	73	60	38	-	20	119	30	119	29
Ogoja	Ikom	-	-	-	-	-	-	-	-	-	-	-	-	-
	Obudu	1	-	-	30	-	-	-	-	-	-	-	-	-
	Ogoja	3	119	30	144	25	23	-	-	-	-	-	-	-
	Total	4	119	30	174	25	23	-	-	-	-	-	-	-
Calabar	Calabar	1	29	-	30	-	-	-	-	-	-	-	-	-
Onitsha	Awka	5	-	-	50	-	119	30	115	30	60	30	59	28
	Onitsha	8	150	90	269	119	133	58	141	30	-	-	-	-
	Total	13	150	90	329	119	252	88	257	60	60	30	59	28
Owerri	Okigwi	6	-	120	-	122	29	30	27	25	30	20	30	15
	Orlu	5	30	30	30	31	86	-	57	-	30	30	30	29
	Owerri	12	212	92	254	92	89	30	90	-	30	30	20	20
	Total	23	242	242	246	245	204	60	174	25	90	80	88	72

Ministry of Education, Annual Report 1962, Official Document No. 5 of 1965.

TABLE 1 - continued

ENROLMENT OF TEACHERS IN T.T.C. BY PROVINCE AND DIVISION IN EASTERN NIGERIA IN 1962

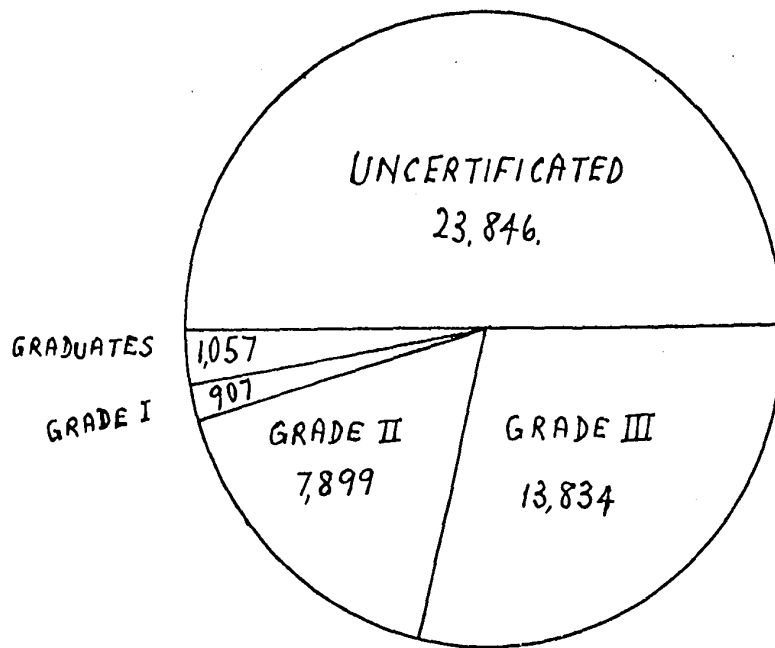
Province	Division	No. of Schools	GRADE III				GRADE II (TWO YEARS)				GRADE II (FOUR YEARS)			
			First Year		Second Year		First Year		Second Year		First Year		Second Year	
			M	F	M	F	M	F	M	F	M	F	M	F
Port Harcourt	Ahoada	4	90	30	92	30	-	-	-	-	-	-	-	-
	Ogoni	2	30	-	30	-	30	-	29	-	30	-	29	-
	Port Harcourt ..	1	-	-	-	-	53	35	57	31	-	-	-	-
	Total	7	120	30	122	30	83	35	86	31	30	-	29	-
Umuahia	Aba	8	162	78	163	75	52	42	53	27	-	-	27	-
	Bende	9	208	30	205	29	-	40	-	22	60	-	27	-
	Total	17	370	108	368	105	52	82	53	63	60	-	54	-
Uyo	Eket	6	150	60	175	57	29	-	28	-	-	-	-	-
	Enyong	2	60	-	60	-	-	-	-	-	-	-	-	-
	Opobo	1	60	-	60	-	-	-	-	-	-	-	-	-
	Uyo	6	198	-	220	-	82	-	47	-	-	-	-	-
	Total	15	468	60	515	57	111	-	75	-	-	-	-	-
Yenegoa	Brass	2	60	-	60	-	-	-	-	-	-	-	-	-
	Grand Total ..	108	1,945	696	2,356	712	1,044	328	901	227	359	196	355	210
			2,641		3,068		1,372		1,128		555		565	
			3	43	50	43	43	52	65	47	45	-	-	-
			12	388	-	447	-	60	-	30	-	30	-	29
			93	1,509	646	1,861	669	932	263	824	182	329	196	326
			108	1,945	696	2,356	712	1,044	328	901	227	359	196	355
			2,641		3,068		1,372		1,128		555		565	

TABLE II
NUMBER OF TEACHERS BY GRADES AND BY PROVINCES IN TEACHER
TRAINING COLLEGES IN EASTERN NIGERIA, 1961¹

PROVINCE	GRADUATES	GRADE I	GRADE II	GRADE III	UNTRAINED	TOTAL
Abakaliki	9	5	20	-	2	36
Annang	17	15	22	-	3	57
Calabar	1	2	2	-	-	5
Degema	-	-	-	-	-	-
Enugu	23	30	33	5	-	91
Ogoja	6	5	11	-	2	24
Onitsha	20	36	43	5	2	106
Owerri	20	43	51	14	6	134
Port Harcourt	9	12	17	1	-	39
Umuahia	24	36	50	4	3	117
Uyo	18	28	33	5	1	85
Yenagoa	-	3	6	-	-	9
TOTAL	147	215	288	34	19	703

¹ Eastern Nigeria, Ministry of Education, Annual Report, 1961, Official Document No. 30 of 1963 (Enugu: The Government Printer, 1963)

TEACHERS IN EASTERN NIGERIA SCHOOL SYSTEM, 1962



TOTAL TEACHERS 47,543

Eastern Nigeria, Ministry of Education, Annual Report, 1962, Official Document No. 5 of 1965.

APPENDIX K

TABLE I

TEACHER TRAINING FOR THE PROTESTANT SCHOOLS OF THE PROVINCE OF QUEBEC
FROM 1857-1858 TO 1962-1963¹

	Macdonald College Institution of Education				Bishops University Department of Education			
Year	Faculty Members	Male Students	Female Students	Diplomas	Faculty Members	Male Students	Female Students	Diplomas
1857-58	7	11	108	57	a	a	a	a
1907-08	7	1	116	113	a	a	a	a
1932-33	11	71	253	256	1	14	3	17
1952-53	10+ 5 part time	16	176	153	1	3	7	8
1956-57	17 + 7 part time	42	289	232	1 + 1 part time	1	8	9
1962-63	38 + 14 parti time	159	528	276 ^b	1 + 2 part time	10	8	18

a This course had not been started

b The Class III Certificate was replaced this year by a "temporary permit". This explains the greater disparity than in previous years between the number of students and the number of graduates. In order to make this figure complete, the 79 holders of the new temporary permits should be added to the total.

1. The Pedagogical Structures of Educational System, Report of the Royal Commission of Inquiry on Education in the Province of Quebec, Part II, (The Government Printer of the Province of Quebec, 1964), p. 271.