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the people of Western Nigeria*

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A DISSERTATION PRESENTED

BY

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TO THE

UNIVERSITY OF DURHAM

FOR THE

DEGREE OF MASTER OF ARTS

AUGUST 1966.

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THE INFLUENCE OF FREE

PRIMARY EDUCATION IN

THE LIFE OF THE PEOPLE

OF WESTERN NIGERIA.

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## ACKNOWLEDGEMENTS.

First of all, I must express my profound gratitude to my adviser, Professor Stanley L. Heckey, formerly of Fourah Bay College Sierra-Leone, now of the University of Newcastle-On-Tyre, for his encouragement and useful suggestions, especially at the initial stages of the dissertation.

Next, I should express my indebtedness to Professor B.B. Hartop of the University of Durham for his invaluable help when he was visiting Professor to Fourah Bay College, Sierra-Leone, during the Michaelmas term of 1965/66 academic year. He came to my rescue just when I temporarily lost contact with Professor Heckey when the latter had left Fourah Bay College in 1965. I fully appreciate and I am grateful for Professor Hartop's keen interest in the dissertation, for his sparing the time, busy as he was, to read through the draft manuscript and for his eye-opening suggestions, from his wealth of experience, for the improvement of the dissertation.

Also, I must say how grateful I am to Revd. J. A. O. Ometeye, the headmaster of Origbe Community High School, Ipetumedu, for his encouragement, useful suggestions and the copious information which he supplied me through

his personal discussions with me at all stages of the dissertation.

Further, I have to express my sincere thanks to parents, teachers and the various people in all other walks of life in Ife Division, Ilesha and Oshogbo, whom I interviewed or to whom I sent questionnaires during the preparation of this dissertation, for their active co-operation. They all deserve commendation for tolerating a troublesome and inquisitive research student.

Also, I must say how grateful I am to Mr. B. Pelu, the Assistant Secretary (Primary Education Section) at the Ministry of Education, Ibadan, at the time this dissertation was prepared, for the copious information he supplied me from his personal files and the official files at the Ministry.

Lastly, I have to express my indebtedness to Western Nigeria Ministry of Education for its annual Reports, to Western Nigeria Ministry of Economic Planning and Community Development, Statistics Division, for its annual abstract of Education Statistics, to the Nuffield Foundation and Banjo Commission for their Reports, and to the various authors whose books I made use of, as shown in the bibliography.

T. O. O. ODESOLA.

## CHAPTER ONE

### A SHORT HISTORY OF PRIMARY EDUCATION IN WESTERN NIGERIA

1842 — 1952.

Looking back on the history of education in Western Nigeria one can see that its development can be divided into two phases: 1842 - 1952 and 1952 - 1965. In the first phase 1842 - 1952 the Missions, as part of their services to their members and their community, were responsible for most of the primary and secondary schools and the few teacher training colleges that there were. So that for well over a century education in Western Nigeria was largely in the hands of the Missions. Apart from a few government primary and secondary schools in large towns the government did not participate in education on a large scale until 1952.<sup>1</sup> The pre-1952 work of education fell squarely on the shoulders of the religious voluntary agencies. The second phase started with the introduction of a new constitution in 1952 when the Western Regional government assumed full responsibility for primary and secondary education. But in this chapter we are concerned with primary education in Western Nigeria from 1842 - 1952.

...../2.. The laying of the:-

1. Banjo's Report p. 2.

The laying of the foundations 1842 - 1900.

As far as we know there was no formal education in Western Nigeria before the advent of Christianity. Formal education came with the Gospel to Western Nigeria. Here, as in England, the work of education was pioneered by the Missions. From 1842 "up to 1900 educational expansion in Nigeria was very slow and was confined to the Southern Provinces. The Missions looked on the school as a way of spreading the Christian life."<sup>1</sup>

"In Nigeria the beginnings of education were an offshoot of Sierra-Leone. In 1841 Fergusson, a liberated slave from Freetown, returned to his native town Badagry, in the extreme south-west of what is now Nigeria and persuaded the chief to ask for missionaries to bring the white-man's culture to his country."<sup>2</sup> So in response to the invitation from Badagry in September 1842 Mr. and Mrs. De Graft and Rev. Thomas Freeman of the Wesleyan Methodist Mission arrived in Badagry from the Gold Coast (now Ghana) and at once established a mission there.<sup>3</sup> Thence Rev. Freeman

.... / 3 .. penetrated inland and:-

1. Nigerian Education: O. Ikejiani, J. W. Hanson, P. U. Okeke and J. O. Anowi (Longmans of Nigeria Ltd. 1964) P. 44.
2. A history of Education in British West African: Colin G. Wise (Longmans, Green & Co. Ltd. 1956) P. 10.
3. A short history of Education in British West Africa F. H. Hilliard (Thomas Nelson & Sons Ltd. 1957) P. 118.

penetrated inland and got to Abeokuta the same year, a mission also being established there. Without further delay schools were established in both Badagry and Abeokuta, "for the establishment of a church always went hand in hand with the opening of a school for the young on the same premises"<sup>1</sup>. That was how Western Education started in Nigeria.

The Wesleyan Methodist Mission then embarked on its work of expansion. Within the next thirty-five years it extended its missionary activities from Badagry and Abeokuta to places like Lagos, Ijebu-Ode, Ibadan and Ondo. Schools were also established in these places. Apart from the increase in the number of its primary schools the Mission opened in Lagos in 1878 the Wesleyan Boys' High School. In 1905 the Mission opened at Ibadan Wesley College for the training of teachers.<sup>2</sup>

Once the Methodists had opened the way other Missions began to bestir themselves. The Church Missionary Society was the first to follow the foot-steps of the Wesleyan Methodists. In 1843 Mr. (later Bishop) Samuel Ajayi Crowther, the Yoruba slave boy who became a bishop, and Rev. C. A. Golmer, both in the service of the Church Missionary Society,

...../4.. /reached Badagry:-

1. Western Education and the Nigerian Cultural Background: Otonti Nduka (Oxford University Press 1964) P. 21.
2. A short History of Education in British West Africa: F. H. Hilliard (Thomas Nelson & Sons Ltd. 1957) P. 126

reached Badagry from Sierra-Leone. However, it was in July 1846 that they reached Abeokuta. Like the Wesleyan Methodists, they too built a mission house and a church and opened a school. Steady progress was made and in 1849 the Church Missionary Society opened a teacher training institution at Abeokuta. By 1862 the Yoruba Mission was firmly established in four places-----Badagry, Lagos, Abeokuta and Ibadan. The Mission then had 5 native ordained missionaries, 42 other trained indigenous teachers, 16 schools and 895 scholars.<sup>1</sup> Instructions in these schools were given in English and Yoruba.

Missionary activities in Western Nigeria suffered a severe set-back in 1867 when inter-tribal wars broke out between Ibadan and Abeokuta. Missionaries were banished from Abeokuta for thirteen years. Churches were broken down and Christian Meetings banned. At this juncture, however, the Christian light was only obscured, not totally extinguished, since some African clergy continued the work inspite of severe persecution. When the Missionaries returned in 1874 Churches and Schools were rebuilt and, henceforth, the pace of progress was very rapid. From Abeokuta the Church Missionary Society extended its activities to Ibadan and from there

...../5.. /to Oyo. where it:-

1. Last 'opus citum' P. 119.

to Oyo, where it opened a teacher training college, St. Andrew's College, in 1896.

The Southern Baptist Convention, U. S. A., was the next Mission to appear in the educational scene in Western Nigeria. Mr. J. T. Bowen landed in Lagos in 1853 with some American Missionaries. They were accompanied by some American negroes who had joined them in Monrovia. They founded a school in Lagos, which later became the Baptist Academy. Leaving one man in Lagos to manage the school they pushed on to Abeokuta and founded a vocational and trades school. The Baptists also suffered from the war between Abeokuta and Ibadan. Nevertheless, their work was not completely undone. They were reinforced by the arrival of missionaries from America in 1883. They concentrated their work in the interior and in 1901 built at Ogbomosho the Baptist College and Seminary for the training of teachers for their schools. They also opened a school at Oyo which was later transferred to Abeokuta.

The Roman Catholic Mission, after some exploratory visits to Lagos from Dahomey, established a mission in Lagos in 1868. The Catholics too established schools. The School now known as St. Gregory's College was opened in 1876 by an Irish Father. Around 1880 the Mission began its work at Abeokuta. "In addition to the Convent School for girls opened earlier at (Abeokuta),

...../6.. /schools were opened:-

schools were opened at Ibadan (1895) and later one for girls (1912). Schools were also opened about the same time in and around Asaba, on the Niger. Further south, at Topo, a boys' school had been opened in 1883, and was followed by a girls' school in 1892".<sup>1</sup>

Up to 1865 the government had not taken part in educational work in Nigeria. This was made clear in the report<sup>2</sup> of Commissioner Ord who visited Lagos in 1864 - 65. He said that neither the local nor imperial governments had made any financial contribution to the progress of education in Nigeria, the burden being left entirely on the shoulders of the Missions. This would not be a surprise in view of the doctrine of Laissez faire, advocated, among others, by Bentham and the radical philosophers and prevalent in Great Britain in the eighteenth as well as the greater part of the nineteenth century. "For much of the nineteenth century and even right up to the first two decades of the twentieth, much emphasis was laid on the virtues of private enterprise."<sup>3</sup> But during the period 1877 to 1882 the Lagos government provided £200 a year for each of the three missions engaged in the work of education in the colony of Lagos. This was the beginning of

...../7.. /government's financial:-

1. Op. cit Pp. 124 & 125.
2. Op. cit Pp. 122.
3. Western Education and the Nigerian Cultural Background: Otonti Nduka (Oxford University Press 1964) P. 33.

government's financial contribution to the development of education in Western Nigeria.

In 1882 the first West African Education Ordinance<sup>1</sup> was enacted and it applied to the colony of Lagos. The ordinance provided for a general Board of Education comprising the governor, members of the Executive Council and about four other nominated members. The ordinance also empowered the general board to establish local boards which could advise it on the opening of new government schools and would see to the fulfilment of certain conditions before grants were made to schools. The ordinance also created the system of grants-in-aid for school buildings and teachers' salaries. Grants were also made for good organisation and discipline, and number of pupils in a school and on the principle of 'payment by result'. The Lagos administration was to pay one-third of the salary of the inspector of schools ---"Her Majesty's Inspector of Schools for the West African Colonies."

In 1886 the colony of Lagos and its inland territory were separated from the Gold Coast. The first Nigerian Education Ordinance was enacted to replace the West African Education Ordinance of 1882. But for minor alterations the provisions of the new Nigerian Education Ordinance were the same as those of the West African Education Ordinance. However,

...../8.. /on the:-

1. A short history of Education in British West Africa:  
F. H. Hilliard (Thomas Nelson & Sons Ltd. 1957) #p.122.

on the general Board of Education the members of the Legislative Council took the place of those of the Executive Council. Besides, distinction was made between grants to infant, primary, secondary and industrial schools. "Although the Missionary educational enterprise began in 1842, it was not until 1899 that the first government school was opened. This was in Lagos and was for Moslem children, for whom the Christian missionaries made no provisions."<sup>1</sup> Thus we see the beginning of government participation in the work of education in Nigeria.

From the brief survey above it can be seen clearly that up to the end of the nineteenth century the bulk of the work of education in Western Nigeria was undertaken by the Missions, though the government had started to make some grants-in-aid to the Mission schools and to found and maintain its own schools. A lot of eternal tribute is due to the missionaries who pioneered the work of education in Nigeria. Apart from the Hazards of inter-tribal wars, they had to battle against the inclemency of a tropical climate which more often than not claimed many of their lives. It is on the solid foundations laid by these courageous pioneer missionaries that we of this country have built our educational structure.

#### The period 1900 - 1938.

In 1900 the British protectorate of Southern Nigeria

- ...../9.. /was established:-
1. Western Education and the Nigerian Cultural Background: Otonti Nduka (Oxford University Press 1964) p. 30.

was established. In 1914 the Colony and protectorate of Lagos and the protectorate of Southern Nigeria were merged to become the Colony and Protectorate of Southern Nigeria. A new education Ordinance was passed in 1908. The Protectorate of Southern Nigeria was divided into Western, Central and Eastern Provinces. There was to be in each province a Provincial Education Board charged with the duty of making regulations to suit local conditions. The education department consisted of a director, four superintendents of schools and three European school masters.

To qualify for a grant a mission school must have proper buildings and sufficient and efficient staff, and make due returns. The school must not be run for profit. It must also not be superfluous, that is, it must not be situated in a place already well served by other schools. Satisfying all these conditions would qualify a school for a grant of 3/- per unit of average attendance.<sup>1</sup> It could then also be entitled to a similar and second grant for efficiency and organisation and another grant of 3/- each for individual passes in the annual examination in each of the obligatory and optional subjects. Grants were made too to augment pupil

...../10.. /teachers' salaries:-

1. For example, if there were 240 pupils on roll in a school and the average attendance for the year was 200, the grant for the school would be 3/- in 200 places.

teachers' salaries and to pay the salaries of certificated teachers. Some grants could also be made towards buildings.

By 1912 rapid progress had been made both by the government and the Missions. That year there were 55 government and native administration primary schools with an average attendance of 3,984 pupils, 91 Voluntary Agencies (Assisted) primary schools with an average attendance of 11,732. Besides these there were many Voluntary Agencies non-assisted schools with an average attendance of approximately 20,000. The non-assisted schools were maintained by the Missions.

At this time, of the three voluntary Agencies teacher training colleges ---- St. Andrew's College (Anglican) Oyo; Baptist College, Ogbomosho; and Wesley College, Ibadan----- only one was assisted by the government which had no teacher training college of its own. All the figures in the last paragraph point to one fact-----the preponderance of mission over government educational institutions, which has been a marked feature of Southern Nigeria including the West.

So as to encourage the transfer of non-assisted schools to the Assisted List Lord Lugard advocated that grants should be made to schools in the future not on the basis of an annual examination in certain subjects but on frequent inspections and examinations throughout the school year. As a result

...../11.. /of this there was:-

of this there was an increase in the number of Assisted Schools. By 1922 there were 195 government and government assisted schools with an average attendance of 122,000. In 1926 the number of non-assisted schools had risen to 3,578 attended by 146,700 children. Sir Hugh Clifford (governor 1919 - 1926) who succeeded Lord Lugard as governor of Nigeria tackled the problem as Lord Lugard, but in addition advocated that in the Southern Provinces of Nigeria the provision of elementary education should be left to the Missions.

As a result of the Phelps--Stoke Commission to West, South and Equatorial Africa in 1920--21 the British government set up in 1923 an Advisory Committee on Native Education in Tropical Africa which later became the Advisory Committee on Education in the Colonies. The Committee consisted of representatives of the Voluntary Agencies and of British Universities and distinguished educationists in Britain. The Committee also benefitted from the experience and advice of Local Education Authorities and the British National Union of Teachers. In 1925, the British Government, in consultation with this Committee, issued a White Paper on Educational Policy in Tropical Africa which became the basis of policy in the inter-war period. The White Paper covered all aspects of education in Africa and led to the establishment of the

...../12.. /Colonial Education:-

Colonial Education Service and the institution of special courses in London for education officers and Voluntary Agency educationists to prepare them for their work in Africa and other colonies.

The White Paper<sup>1</sup> whole-heartedly welcomed and promised to encourage the educational work of the Voluntary Agencies provided that it conformed to the general policy of the government. It recommended the setting up of an Advisory Board of Education in each colony, whose members would be drawn from the principal agencies concerned with education in each territory. There should also be a thorough system of inspection and supervision to ensure the maintenance of good educational standards. The White Paper also envisaged a system of schools, suited of course to local conditions, including elementary schools, all types of secondary schools, technical and vocational schools and higher colleges, which would develop into universities. Lastly the White Paper stressed that there should be emphasis on religious teaching and moral training which were very necessary for the formation of good character in an individual, both as a person and as a citizen.

Following this ~~White~~ White Paper the Colonial governments enacted Education Ordinances which set down the relationship

...../13.. /between the government:-

1. British Education in Africa: R. J. Mason (Oxford University Press, 1959) p. 41.

between the government and the Voluntary Agencies. Thus in Southern Nigeria was enacted the Education Ordinance<sup>1</sup> and Code of 1926. The new Ordinance provided for the following:- (a) A register of teachers should be kept and only the teachers who were registered in it could teach in the Colony and Southern provinces. (b) On the advice of the Director and Board of Education the governor was empowered to control the opening of new schools and to close down bad ones. (c) Supervisors should be appointed to help in the supervision of schools. These supervisors were Voluntary Agency inspectors. (d) The Board of Education was enlarged so as to make it more representative of the main bodies concerned in the work of education, the intention being to create a board whose advice on educational matters would be of real value to the government. The regulations effected some changes. Grants were still to be paid on the basis of efficiency of the school, but there were no definite rules for computing the standards of efficiency. The inspectors were to classify schools as 'A', 'B', 'C' or 'D'. The payment of capitation grants was discontinued. Now proper regard was given to the size and qualifications of the teaching staff of a school. In addition to these regulations the new Code laid

...../14.. /down the minimum:-

1. A short History of Education in British West Africa:  
F. H. Hilliard (Thomas Nelson & Sons Ltd. 1957) #p. 135.

down the minimum rates at which teachers in Assisted schools should be paid.

The ordinance was put into operation without any further delay. In 1927 ten Mission Supervisors were appointed and the Director of Education was highly impressed by their first reports, as one can see from the Education Department's annual report for that year. Many Mission schools were brought up to date. However, some extremely inefficient schools<sup>1</sup> were either closed down or seriously warned to turn over a new leaf. Thus the 1926 Ordinance was a great step forward and it restored order and purpose to the rather hitherto confused educational system of Southern Nigeria. With little modifications the Ordinance remained in force for the next 21 years.

By now the government was spending a lot of money on education by way of grants to Voluntary Agency Schools, as can be seen from the following figures.

...../15.. /Year: Amount spent:-

1. Figures not available.

<u>Year</u>	<u>Amount spent.</u>
1925 - 26	£35,390.
1928 - 29	£99,530.
1930 - 31	£110,122.
1931 - 32	£85,000.
1932 - 33	£85,000.
1933 - 34	£85,000.
1934 - 35	£78,196.
1938 - 39	£102,047 <sup>1</sup> .

The fall in grants as from 1930 was due to the economic difficulties of the 1930's resulting in financial stringency. By 1938 the number of Assisted schools had risen to 339 as against 192 in 1926.

Post War Period 1938 ----- 1952.

The outbreak of world war II in 1939 had adverse effects on government expenditure on education as can be seen from these figures:-

<u>Financial Year</u>	<u>Total Expenditure.</u>
1938 - 39	£269,152.
1939 - 40	£264,461.
1940 - 41	£259,546.

In 1940 the Governor Sir Bernard Bourdillon, to lighten some of the difficulties of the early years of the war, asked for  
...../16.. /a grant of £26,000:-

1. Op. Cit. Pp. 137.

a grant of £26,000 from the Secretary of State to enable him pay full salaries to the Mission teachers, but his request was turned down. However, in 1941 the Nigerian revenues started to recover and the amount of £26,000 was provided from within Nigeria itself. So from that year the Nigerian government's expenditure on education began to increase again as shown by these figures:-

<u>Financial Year</u>	<u>Total Expenditure.</u>
1941 - 42	£282,882
1942 - 43	£352,896.
1943 - 44	£481,226.
1944 - 45	£485,113.
1945 - 46	£615,663.
1946 - 47	£745,850.
1947 - 48	£1,260,121.
1948 - 49	£1,961,761.
1949 - 50	£2,308,530.
1950 - 51	£2,412,239.
1951 - 52	£2,925,145 <sup>1</sup> .

50% or more of this total expenditure was for grants-in-aid. For example, in 1945 - 46 £393,759 out of a total of £615,663 was for grants-in-aid and in 1951 - 52, £1,986,980

...../17.. /out of a total:-

1. Op. Cit. Pp. 144 & 145. These grants were made by the Nigerian Government, not by the Colonial Office.

out of a total of £2,925,145. However, the figures quoted above exclude Colonial Development and Welfare grants. Beside the grants from the government the Voluntary Agencies were spending a lot of money on education. For example, it was estimated that in the financial year 1951 - 52 the approved Voluntary Agencies spent about £1,600,000 on their own in addition to the grants-in-aid from the government. So the development of education in Southern Nigeria was characterized by the system of government grants-in-aid to Voluntary Agencies. The increase in government expenditure was due to the increase in the number of pupils going to school. For example, in 1950 there were 970,768 primary school children as against 146,598 in 1929, 28,430 secondary school students in 1950 as against 634 in 1929.

Another step forward was taken when in 1948 a new Education Ordinance and Code was approved by the Legislative Council. It was a ten-year plan, being the work of Mr. (later Sir) Sydney Phillipson assisted by W. E. Holt. The provisions of the new Ordinance were as follows:-

- (a) Central and Regional Boards of Education should be set up with the unofficial representatives being in the majority.
- (b) Local Education Authorities and Committees should be set up as soon as circumstances warranted.

...../18.. /(c)/There was a:-

(c) There was a reorganisation of the grants-in-aid system. Grants were to be made to schools in keeping with a general balanced plan of educational development of the whole territory and account was to be taken of the resources of the various regions. With the launching of this ten-year plan in education the Nigerian government was able to get assistance from Colonial Development and Welfare Funds.

Primary Education System and Policy:-

As we have seen from this brief survey of the history of education in Western Nigeria, primary education was given mainly by the Missionary Societies during the period covered by this Chapter. The original intentions of the Missions in establishing schools were mainly two: (a) to teach their converts the tenets of their religion and (b) to make teachers of some of the taught so that they might teach others.

In Western Nigeria, as in other parts of former British West Africa, primary education was performing two functions. Firstly, it was providing a worthwhile and satisfying course for the great majority of pupils for whom it was the only schooling they ever had. Secondly, it was also providing a course for the few who went on to secondary schools. But at times more emphasis was laid on the second function than on the first, that is, emphasis was put on the few who passed

...../19.. /on to secondary:-

on to secondary schools to the neglect of the majority who needed preparation for life at that stage.<sup>1</sup> It must be noted, however, that, in organisation and curriculum, the primary schools in Western Nigeria imitated the English elementary school of the late nineteenth century. This is not anything surprising if one remembers that the same Missions, which were running schools in England, were opening and running schools in Nigeria. The active participation of Nigerians in the education of their own country was a dream yet to be realized.

When formal education was first introduced by the Missionaries to Western Nigeria Nigerians were suspicious of the whiteman's education, as they called it. Enrolment in the Mission schools was very poor. This was due partly to the slave-trade and inter-tribal wars and partly to ignorance and economic reasons. The slave-trade had created the impression among Africans that, if a child was handed over to the whiteman, he might be carried into slavery. So it was not unusual for a rich Nigerian to send his slave to school instead of his own son. The inter-tribal wars also contributed to apathy among Nigerians, especially the Yoruba inter-tribal wars. For example, in 1867 many schools were destroyed at Abeokuta during the war between Ibadan and

...../20.. /Abeokuta.. Under:-

1. African Education: Produced on behalf of the Nuffield Foundation and the Colonial Office (O.U. Pp. 1953) P.18.

Abeokuta. Under the threats of such wars no reasonable person would be expected to send his son or daughter to school. Another force which militated against the Nigerians was lack of understanding of Western Culture. They did not realise or understand the importance of education. Lastly, most Nigerians then were farmers and they wanted their children to help them on their farms instead of going to school. It took the agencies of education a lot of time to make Nigerians have the right attitude to education. They eventually succeeded to a very great extent.

Between 1942 and 1954 enrolment was completely voluntary. Parents usually submitted the names of their children to the school authorities in the last quarter of the year preceding the year they wanted their children to begin going to school. Or they might, if they chose, bring the children to school on the first day of the school year. These children so brought would be admitted as long as there were vacancies. The age at which children entered primary school varied. It could be anything between 5 and 8, but certainly not less than 5 years. In many cases it was possible to divide a class into three or four age-groups. The authorities did not insist on any particular age for entry into primary schools. Even there were some pupils who entered at 9 or 10 years of age. Apart

...../21.. /from age, a father:-

from age, a father would not send all his children to school. If he had four or more children, he would send one to school and retain the others to help him on his farm. Even when making the choice preference was usually given to boys. But where a parent could afford it he would send all or many of his children to school.

Between 1942 and 1954 the primary school course was divided into two phases: phase one, called the junior primary course, lasting from 5 to 9 years, that is, Infant Classes I and II and Standards I and II; phase two, called the senior primary course, lasting from 9 to 13 years, that is, standards III to VI. Selection for the secondary grammar schools was usually made in the fourth year of the second phase, but some more able pupils usually succeeded in the selection examination during the third year.

Pupils paid school fees. The higher one went in the school the more one paid. The Missions had to charge fees in order to defray their expenses on their schools. At first, as has been stated earlier, the Missions were solely responsible for the maintenance of their schools; it was later that the government was assisting them. Even then not all the Mission schools were transferred to the assisted list. School fees were not very high, but varied from Mission to Mission, though the differences were not anything spectacular. I can

...../22... /still recollect:-

still recollect very well the fees I paid during my primary school career, 1942 - 1948, in an Anglican primary school:-

<u>Year</u>	<u>Class/Standard</u>	<u>School fees per annum</u>
1942	Class I Infant	2/-
1943	Class II Infant	5/-
1944	Standard I	10/-
1945	Standard II	15/-
1946	Standard III	£1:--
1947	Standard IV	£1:10/-
1948	Standard V & VI	£2:10/- <sup>1</sup> .

It must be pointed, however, that before 1942 fees were much lower and that after 1948 there were slight increases.

The pupils also bought their own books and writing materials, which were usually available in the Mission Bookshop near the school or at least in the town where the school was situated. Pupils also paid for their mid-day meals and provided their own uniforms which were usually compulsory.

A pupil was promoted from one class to another only if he passed the promotion examination at the end of the year. If he failed the examination, he would be allowed to repeat the same class the following year. If he passed the promotion examination at the end of that year, he would then be promoted;

...../23.. /but, if he failed:-

1. Promoted from Standard V to VI after the first quarter.

but, if he failed it again, he would be asked to leave the school or given a transfer certificate, if he so desired, to try his luck in another school.

Between 1942 and 1954 there was an approved syllabus for primary schools. In infant classes I and II the language of instruction was the vernacular, in standards I to VI, English. English was not introduced until standard I. The first two years were devoted to the thorough learning ---- reading and writing----of the vernacular, through which English would be learnt in the upper classes. Other subjects included Religious Knowledge, Arithmetic, History, Geography, Hygiene and Nature Study, Rural Science, Domestic Science and Agriculture. But emphasis was put on the three R's----- Reading, writing and Arithmetic. Such books as Oxford English Grammar Books I and II, Common Sense English (Junior and Senior Courses) and Efficiency Arithmetic Books I to VI were very popular in primary schools. The organisation and curriculum of the schools followed the pattern of traditional system of the English elementary school, without any regard for Nigerian Culture and environments.

In Mission schools religious instruction was given a prominent place on the curriculum. The religious instruction so given was denominational in character. Even Catechisms

...../24.. /were taught:-

were taught. Each Mission had its own religious inspectors who went round its schools at certain times of the year to see how much the children had been taught in religious studies. The Missions followed the Jesuit principle that to influence the mind of a boy or girl with Christian religion from his early years was to win him or her for ever for the Church.

At the end of the 8-year course pupils sat to the First School Leaving Certificate examination. The examination consisted of the following subjects: English, Arithmetic, Religious Knowledge, History, Geography, Hygiene and Nature Study or Rural Science. The examination was set and marked by the proprietor of a school. This meant that the Missions, as proprietors, were responsible for the setting and marking of this examination. But the Education Department, on the recommendation of the proprietor, issued the certificates. Those who failed the examination were allowed to repeat the same class in the same school in the following year, if they so desired. Pupils paid nominal fees for the final examination.

Between 1942 and 1954 the inspection of schools was in the hands of inspectors appointed by the voluntary Agencies or Native Authority and approved by the Education Department. The management of the school was in the hands of the particular

Voluntary Agency in the case of a voluntary Agency School, or in the hands of the Education Department or the particular Native Authority in the Case of a government or Native Authority School. In the case of a voluntary Agency School, the Manager was the clergyman if it were an Anglican or a Methodist School, the priest if it were a Roman Catholic School or the Imam if it were a Muslim School. The appointment, payment and training of teachers, school buildings, maintenance of discipline and so on were the responsibility of the proprietor. The school would receive grants if it were an assisted school, otherwise not. Primary schools had three terms or four quarters a year according to the wishes of the proprietor.

Standard of Education.

"Judged purely on formal attainments-----that is on such things as handwriting and facts and rules learnt the standard in many West Coast Schools is surprizingly high. The pupils are eager to learn and apply themselves to their labours with admirable persistance. The problem of Class discipline simply does not arise. The dullest lesson, which would produce riot and commotion if inflicted on a class of English children, is received with profound attention" <sup>1</sup>

...../26.. /(West Coast as:-

1. African Education: Produced on behalf of Nuffield Foundation and the Colonial office (O. U. P. 1953) #p. 22.

(West Coast as used in this passage means the West Coast of Africa which includes Nigeria). Saying "pupils are eager to learn and apply themselves to their labours with admirable persistence" may appear to be a very broad statement, nevertheless it was true of many a pupil on the West African Coast at the time this report was written (1953). The teachers were very conscientious, though, it must be admitted, many of them were teaching at the very limit of their knowledge. But this was no fault of theirs. Many of them had no opportunity of reading beyond Standard VI or of having any training for their job. Very few of them had either grade III or grade II teacher's certificate. Nevertheless, they drilled their classes in rules of English Grammar and Arithmetic, in definitions, in tables and in facts of history and geography. The pupils listened, memorised and practised until their knowledge was almost perfect, if not perfect.

As some critics have rightly pointed out, though the average Nigerian child by the end of the primary school course might have assimilated more factual knowledge than his English Counterpart, he might have gained less understanding because most of the knowledge taught to him was not related to his local background. For example, he might be

...../27.. /taught that Henry VII:-

taught that Henry VII of England reigned from 1485 to 1509 without being informed of when the present 'oba' or chief of his village or town was installed. Or he might have read of steamships, railways and railway trains or aeroplanes without having set his eyes on any of them at any time. But I think the fault lay not with the pupils or their teachers, but partly with the education authorities who imported syllabus and text books used in English schools into Nigeria without any regard for Nigerian background, and partly with the poverty of the country itself in money and qualified personell, which were necessary for the work of relating education of the child to the local background of the country. The education authorities of those days were trying, unconsciously I believe, to make English pupils of Nigerian children. It is a matter for happiness, however, that today in Nigerian Schools everything is being done to relate knowledge taught in the classroom to the environments outside it.

### Teachers and Teacher Training.

From 1842 to 1952 the training of teachers was largely in the hands of the Missions. The number of teacher-training colleges, as such, was limited by the finances of the voluntary Agencies. They had to take into account the maintenance of the colleges and the payment of the salaries of those trained —

...../28.. /all to be borne by:-

all to be borne by the Voluntary Agencies. By 1952 in Western Nigeria there were only 20 grade III teacher-training colleges, all owned by voluntary Agencies. These were made up of 5 women and 15 men colleges. With the exception of only three all the colleges were opened after the second world war, that is, in and after 1945. By 1952 also there were only 18 grade II teacher-training colleges -- 3 belonging to the government and 15 to Voluntary Agencies. Of these 18 colleges 6 were women and 12 men colleges.<sup>1</sup>

So that the problem of staff in the primary schools was an acute one. The situation was simply this. In a junior primary school not more than one teacher-----and that was the headmaster----was trained, being a grade III teacher. In many cases the headmaster was not even trained. In a senior primary school not more than two----the headmaster and the standard VI teacher-----were trained, being grade II teachers. To hold a grade II teacher's certificate in those days was like holding a university degree nowadays. Some of the grade II teachers studied privately to pass the then London matriculation and for them that was the last step on their educational ladder. As a result of this situation the majority of the teachers in junior and senior

...../29.. /primary schools:-

1. Annual Report of the Ministry of Education 1958-59 (Western Nigeria) Pp. 34 - 36.

primary schools were standard VI passed and this point explained why they were teaching at the very limit of their knowledge. But the energy, eagerness, conscientiousness and devotion to duty of these teachers deserve praise.

### The Primary School Leaver and Employment.

"The chief function of government primary and secondary Schools among primitive communities is to train the more promising boys from the village schools as teachers for those schools, as clerks for the local native courts, and as interpreters"-----Lord Lugard 1921.<sup>1</sup> It is not surprising then to see that many of the pupils who passed the standard VI examination were employed as pupil teachers and/or Catechists by the Missions. The pupils who did not go into teaching or were not employed in the work of evangelisation after their primary school course could find employment as junior clerks or messengers in government offices and in commercial firms. This fact is corroborated by Otonti Nduka when he writes: "Evangelisation on the one hand, the provision of clerks, artisans etc. for the administration and economic development of the country on the other, were twin spurs for the development of education in Nigeria for a very long time"<sup>2</sup>.

...../30.. /There was hardly:-

1. Quoted by Otonti Nduka in his 'Western Education and the Nigerian Cultural Background (Oxford University Press 1964) p. 21.
2. Op. Cit p. 34.

There was hardly any problem of unemployment. A few, say 2 or 3 out of every class of 30 children, gained admission to secondary grammar schools. On the whole the educated class was regarded as a privileged class in the society.

Though there was agriculture on the curriculum of primary schools there was a widespread belief in Western Nigeria, as in the rest of the country, that any person who had been to school should have nothing to do with agriculture or manual work generally. So it was quite a common thing for an educated person to despise farming and farmers. I think this was because the educated people could always get a 'white collar' job to do. "Contempt for manual work is certainly widespread, and it is true that the schools, with their very bookish approach to learning, have up to now done very little to counteract this; but the root cause lies outside the school in the general economic conditions which have up to now rewarded mere literacy so generously that it has come to be regarded as inevitably entitling the literate to a standard of life far higher than the illiterate can hope for, however hard they may work and however great their skill"<sup>1</sup>.

...../31.. The educated:-

1. African Education: Produced on behalf of Nuffield Foundation and the Colonial Office (O. U. P. 1953) #p. 20.

The educated Nigerian and his Society.

A-part from spurning agriculture, the educated class tended to be cut away from the Society to which it belonged, that is; the educated class was in the Nigerian Society but not of it. I think this was due to the contents of the syllabus which were educating Nigerians away from their own society. As a result of the Phelps--Stokes Commission, which visited West, South and Equatorial Africa in 1920 - 21, the British Government set up a Committee which produced a paper-----Memorandum on Educational Policy in British Tropical Africa----to guide British educational policy in Africa. The Memorandum recommended, among other things, that "education should be adapted to the mentality, aptitudes, occupations, and traditions of the various peoples, conserving as far as possible all sound and healthy elements in the fabric of their social life; adapting them where necessary to changed circumstances and progressive ideas, as an agent of natural growth and evolution". If this was done, the Committee went on, it would "narrow the hiatus between the educated class and the rest of the community whether chiefs or peasantry."

Another memorandum by the Advisory Committee on the Education of African Communities produced in 1935 laid stress, among other things, on agriculture and environmental studies.

But the difficulties had been shortage of money and of staff necessary for research and planning, apart from routine teaching and administration. Though the Colonial government and the voluntary Agencies did all they could to bridge the gap between the educated Africans and their community, by 1944 the problem was still there. A report in 1944 on Mass Education in African Society rightly pointed out that to educate school children in the ideas and techniques of the Western World would certainly lead to disaster if its result was to set a gulf between them and the African Society, of which they were members. The report went further to say that the school child must be educated in such a way that he would help his society towards a better living. Apart from this, initiative should be aroused in the local leaders so that they might spread new ideas among their people.

However, since the Phelps---Stokes Commission to Africa in 1920 - 21 progress had been very rapid in West Africa, especially after the second World war. Both in the Gold Coast (now Ghana) and Nigeria constitutions came into force, as we shall see in the next chapter, in which control of educational policy passed into the hands of African Ministers. By 1952 the graph of education was rising fast and its development was

...../33.. /at top gear. This:-

at top gear. This could be seen in the large number of African students, many of them on government scholarships, pouring into Britain, U. S. A. and Canada. That year 2,750 African students were pursuing various courses of study in universities and other institutions of higher learning in the United Kingdom, a few hundreds in the U. S. A. and Canada and 950 in young universities in Africa. About 68,000 children were attending secondary schools in Africa and 2½ million attending government or assisted primary schools.<sup>1</sup> (Africa as used in this paragraph refers to former British Tropical Africa). In the next chapter we shall see the development of primary education in Western Nigeria as part of the general up-surge in educational activities which were a conspicuous feature of the early 50's in the former British Tropical Africa.

...../34.... Chapter Two:-

1. Op. Cit. #p. 5.

## CHAPTER- II

### THE INTRODUCTION OF FREE PRIMARY EDUCATION

IN 1955.

#### A short historical back-ground.

One unique contribution of Richard's Constitution of 1946 to the constitutional development of Nigeria was the division of the country into three regions ---- Northern, Eastern and Western Regions. Each region was administered by a Chief Commissioner and had its own Regional Council. The members of the Regional Councils selected representatives from among themselves to sit on the Central Legislative Council. This indeed was the dawn of Nigerian democracy. This new central Legislative Council replaced the old Legislative Council set up by the 1922 constitution. In the latter Council officials were in the majority, the South was represented haphazardly and the North not at all. The 1946 Constitution was a great step forward.

In 1948 Sir John Stuart Macpherson succeeded Sir Arthur Richards as governor of Nigeria. Following a protest delegation from the National Council of Nigeria and the Cameroons to London in 1947 against the Richard's Constitution,

...../35./Macpherson:-

Macpherson proposed in the Legislative Council a select Committee to make recommendations for a review of the Constitution. To avoid the mistakes of Sir Arthur Richards, it was stipulated that every shade of opinion in the country should be consulted. By the end of 1949 the Regions and the Colony were ready with their suggestions. In January 1950 a general conference met at Ibadan to consider the suggestions of the Regions and make recommendations for changes. There were differences of opinion, as would be expected, but finally the Constitution which came into force in 1951 was agreed upon by all.

The 1951 Constitution provided for a central Legislative, the House of Representatives, and Regional Houses of Assembly, which had power to make laws, subject of course to the approval of the governor in Lagos. One of the most important clauses of the Constitution was the provision for ministers. For the first time in Nigerian history a Council of Ministers was inaugurated as instrument of policy in Nigeria. The Regional Houses of Assembly had their own ministers too. Another important feature of the Constitution was that, for the first time, too, the principle of election was widely applied. The elections of 1951, because of wide-spread

.../36... illiteracy, diversity:-

illiteracy, diversity of customs among the various tribes and the large extent of the country, were held through electoral colleges. The National Council of Nigeria and the Cameroons (N.C.N.C.) won the majority of the seats in the East, the Northern Peoples' Congress (N.P.C.) in the North, and the Action Group (A.G.) in the West.

When the new Constitution came into operation in 1952 education policy became the responsibility of the Regional government and the Regional Minister of Education was responsible for its development. The Director of Education in Lagos became the Inspector-General of Education while the Deputy Director of Education at Ibadan became the Director of Education in Western Region. An Inspectorate Division of the Education Department was created as well as the office of the Permanent Secretary who, under the Minister's control and direction, was to supervise the activities of the departments under the Minister's portfolio. The new Constitution grouped Lagos with the West and so schools in Lagos were administered by the Western Region. But another Constitution which came into force in 1954 withdrew Lagos from the West and created it into a Federal territory.

The Free Primary Education Bill, 1952.

The Free Primary Education Scheme for Western Nigeria

.../37.. was conceived:-

was conceived in 1951 when the Action Group, meeting in the lowly but historic Town Hall of Owo, decided to introduce in their election manifesto universal free primary education for all children of school age in Western Nigeria.

As already mentioned above, the Action Group won the 1951 elections into the Western House of Assembly and formed the government. So the universal free primary education scheme was at the earliest opportunity introduced to the Western House of Assembly for approval. The comprehensive survey made by the Honourable Minister of Education, Mr. S. O. Awokoya, when he laid his proposals for education policy before the Western House in 1952, opened the eyes of members to the many problems which stood in the way of the Region as it was about to embark on a policy of expansion in education. These problems included apathy on the part of illiterate parents and their unwillingness to send their daughters to school, lack of sufficient teachers for the expansion programme, where to get the money to run capital and recurrent expenditure involved in the gigantic programme. To solve these problems, the survey went on, the masses had to be educated about the scheme, the existing voluntary Agency teacher training colleges ought

...../38... /to be expanded:-

to be expanded and new Local Authority Teacher Training Colleges opened, and new sources of revenue sought.

Then the Sessional Paper on Free Primary Education went on to outline the bold scheme for free universal primary education which would consist of a six-year course starting in January 1955. Local Authorities should be invited to found seven new Elementary Teacher Training Colleges and build their first Higher Elementary Colleges. The existing Higher Elementary Colleges were to increase their intake. On the whole an addition of thirty such Colleges was needed.

The sessional Paper also referred to the formation of a Regional Advisory Board of Education, the creation of Local education Committees in Local Education Authorities, the establishment of Boards of Governors for public secondary grammar schools and teacher training colleges and the introduction of an Education Law for the Region. This is in so far as the Sessional Paper affected free primary education.

After stressing the pressing need for universal free primary education in the Region the Minister, Mr. S. O. Awokoya, made his peroration: "Mr. President, I hope this House will take the decision not only for us who will soon

...../39... /pass away, but:-

pass away, but for the sake of posterity that is coming after us. It is the greatest heritage we can leave behind, a gilt-edged security against the hazards and difficulties of the coming years"<sup>1</sup>. So after much debate the motion for universal primary education was passed by the Western House of Assembly and the government at once announced the decision to put the policy into effect as soon as possible.

Motives of the government.

Before discussing the implementation of the free primary education scheme something must be said about the motives of the government in embarking on it in 1955. If any of the architects of the scheme, say Honourable S. O. Awokoya or Chief the Honourable Obafemi Awolowo, were asked in 1955 why the Action Group government launched the free primary education for Western Nigeria, he would probably answer without any hesitation, "we want to wipe out ignorance from among our people and make Western Nigeria safe for democracy". Or he might say, "At this time we Nigerians are just being given the chance to run our own affairs and it is through the schools that our children---all of them---can be taught that we are already moving towards independence." These statements may be partially true, but not wholly true. I think he would be more sincere to himself if he said, "By launching the free primary education scheme we want to catch

...../40.. /the votes of the:-

1. Universal free Primary Education in the Western Region of Nigeria: Commemorative Brochure page 5.

the votes of the people of Western Nigeria and make them continue to support our party so that the Western Region of Nigeria may always be safe for the Action Group". All these reasons ---- desire for democracy, nationalism and scoring of political points ---- were no doubt pushing the Action Groupers in 1951 when they introduced free primary education in their election manifesto, but with them the political motive must have weighed more than the others.

Democracy is based on the belief that the government of a country should be by the will of the ordinary folk of the country and should reflect their desires and needs. The people should be represented by 'members' freely elected by the people themselves; these members are to sit in a parliament and make laws binding on all the citizens of that country. To exercise their voting rights reasonably the people should have enough formal education to enable them come to a reasoned decision. England was thoroughly influenced by the French Revolution of 1789 with its slogan of 'Liberty, Equality and Fraternity'. So by 1870 England was forced, as part of the democratic idea, to provide schools for all her children of school age.

We in Nigeria inherited Western democracy from our former colonial masters -- Britain. In Western Nigeria,

...../41.../especially in

especially in Yorubaland, there had been a native form of democracy before the advent of the whiteman. The Yorubas were ruled by 'Obas' and Chiefs chosen and elected by the people according to tradition. Each town or village had its own 'Oba' or 'Bale' and chiefs. These chiefs usually met in the 'Oba's' palace or in the 'Bale's' house to formulate policies, try cases involving the citizens and make laws for them. But once the Nigerian politicians inherited Western democracy from Britain they decided to make it work. They, however, realized that it could not work well if the electorate was not educated. After all, before a person can exercise his vote wisely and to the advantage of his country he must have enough education to understand the issues involved. It must be pointed out, however, that education is no guarantee that <sup>the person</sup> ~~the~~ would exercise his vote wisely and to the advantage of his country, but without it he would not be able to. It is education that will provide him with the opportunity. Besides this, education is necessary for every child in preparation for his adult life as a citizen. The Action Group government, I am sure, was aware of these facts and was impelled by them to provide free primary education for all children of school age in Western Nigeria

...../42.. /in 1955. These:-

in 1955. These were very good motives.

Another force which impelled the Action Group government to introduce free primary education was nationalism. Nigeria is not a nation in the sense that England, Spain, France and Ethiopia are nations. She is peopled by diverse ethnic groups and tribes. Her boundaries and size were determined by European interests during the 'scramble' for Africa in the nineteenth century. Even our National Anthem bears witness to the diversity of the people of Nigeria.

"Though tribe and tongue may differ,

In brotherhood we stand".

The only thing that kept the various tribal groups together was the sense of being under one and the same colonial master. So that on the eve of the departure of the whiteman from our country we needed education for every child to inculcate in them the idea and emotion that they are citizens of Nigeria. The U. S. A. has received many immigrants from Ireland, Poland, Germany, Italy etc. The schools in the United States of America have done a lot to implant in these different elements the American way of life and to awaken in them loyalty to their adopted country. Like-wise the Western Nigeria Government introduced free primary education for all children

...../43.. /of school age to:-

of school age to inculcate in them the idea that they are citizens of Western Nigeria and to awaken in them loyalty to their country.

Lastly, the Action Group introduced free primary education for all children of school age in their election manifesto in 1951, obviously to catch the votes of the Western Nigeria electorate. As already mentioned above, the Action Group won the election to the Western House of Assembly in 1951. It immediately started to work on the free primary education for all children of school age. By 1955 the scheme was launched. The new primary schools built by the local authorities -- and there were very many of them dotted over the Region -- were and still are called Awolowo's schools by the ordinary citizens, that is, the schools which Awolowo, leader of the Action Group, provided free for the citizens of Western Nigeria. The political impact of this was so great that Chief Awolowo's party was returned to power with increased majority in the West Regional elections of the following year, 1956. Again in 1960 the Action Group swept the polls in the West -- always pointing to the primary schools as one of the blessings it had conferred on the Western Region. The wisdom or other-

...../44.. /wise of making:-

wise of making the free primary education in Western Nigeria an election issue has always been a matter for debate, but we can leave the consideration of it till chapter IV.

Preparations for 1955: the official Circle:-

So the Ministry of Education started work in earnest. The registration of children was officially scheduled for 5th to 31st July 1954, but, because of inadequate response, the time was extended to the end of August. The onerous task of counting and registering of children of school age was undertaken to find out as accurately as possible the number of classrooms, teachers and text books required in launching the scheme.

As regards the training of teachers for the new scheme, the Odemo of Ishara, then a minister without portfolio, had this to say, "The back-bone of this universal primary education programme is teacher training. No effort must be spared in order to achieve the highest standard, for success of all our efforts depends on the quality of teachers we produce. We should set before ourselves the words of Aggrey that 'only the best is good for Africa'!" No doubt the Odemo had hit the nail on the head. New training colleges were opened and in January 1953 2,000 teachers began their training in prepa-

...../45../ration for the:-

1. This & other quotations in this section are from the Commemorative Brochure.

ration for the launching of the free primary education in January 1955. These colleges started sometimes in borrowed buildings, sometimes in temporary quarters and sometimes in reconditioned houses. But once the start had been made the government soon made funds available for the colleges for the erection of permanent buildings.

Without money to build primary schools and pay the teachers to work in them the new scheme would have fallen through. However, the Regional government got money from the reserves of the Cocoa Marketing Board, as Honourable A. M. A. Akinloye, then Minister of Agriculture, told the farmers, "with the coming of universal primary education, new problems of food production will arise, but the situation is well in hand. As farmers, you constitute the economic backbone of Nigeria, and the Regional Government is resolved not only to maintain but also to improve the position. It is from your reserves in the Cocoa Marketing Board that funds have been granted for the building of primary schools for your children. I am sure that history will note this generous contribution to your everlasting credit." Later a capitation tax of 10/- per head was levied to help in the development of education, although its collection led to riots in some parts of the Region.

...../46.. /The next problem was:-

The next problem was the acquisition of sites for new schools throughout the Region. Planning Committees acquired 3,000 sites for new schools. But at times difficulties arose over the acquisition of new sites. Then the Regional Planning Advisory Committee had to settle some land problems. But on the whole people donated lands generously and with enthusiasm, as Honourable J. F. Odunjo, then Minister of Lands and Chairman of the Regional Planning Advisory Committee recalled, "I cannot but recall the enthusiasm with which our people donated lands for the building of the schools. Indeed I had to settle some disputes over sites and in this delicate task I was assisted by the Rev. E. A. Alayande and the Rev. T. T. Solaru. But wherever we went, whether it was along the creeks of Okitipupa and western Ijaw or to the rural areas of Egbado and Ekiti, men and women welcomed the news of a great future ahead and collaborated in making various sites available."

At once the building of new classrooms started. Cheap, simple and airy classrooms were built all over the Region in such a way that no child would be required to travel more than three miles at most to get to school. Whereas formerly schools had been concentrated in towns, now schools could be found in the remotest corners of the Region. In short, every

...../47.. child had free:-

child had free primary education brought to his door, wherever he might be. This, I think, is no mean achievement. The Regional government enjoyed maximum co-operation from the citizens of the Region. In towns and villages men and women put forth communal labour in order to build schools for their children and grand-children. The staff of the Ministry of Works had their biggest assignment ever in supervising the primary school building programme. They too contributed immensely to the success of the scheme.

The maximum co-operation which the government enjoyed from the people could not have been possible without the untiring efforts of the men of the Regional Information Services. It was the duty of the Information Services to bring home to the people the 'good news' of free primary education. Through broadcasts, speeches at rallies, announcements in churches, mosques and other places, and placards in English and vernacular languages of the Region, the men of the Information Services educated the masses about the government's free primary education programme. One of such placards read, "The West Regional Government offers Free Education Universal and Primary as from January 1955. Register your children 5th - 31st July 1954" . Such

...../48../placards were also:-

placards were also translated into the various vernaculars like Yoruba, Edo, Itsekiri, Urhobo, western Ibo and Ijaw and placed in all the conspicuous places in towns, villages and hamlets throughout the Region. All the information media mentioned in this paragraph brought the message well home to the people of the Region, be they literates or illiterates. Honourable Anthony Enahoro, then Minister of Home Affairs, congratulated the men of the Information Services, "Never before in the history of this country has any government had to tackle such a big problem of publicity. Men of the Regional Information Services should be congratulated for their imagination in tackling the problem in various ways and for a good job well done. It is a fact which can hardly be disputed that the co-operation which the Regional Government enjoyed from many has been due to the work of the Information Services."

When the Regional Government set out to educate members of the coming generations so that they might become happy and useful citizens they realized that children could not be happy and benefit from the free primary education unless they enjoyed good health. So the Regional Government arranged that all children in the Region should receive free medical treatment until they reached the age of eighteen.

...../49.. What a laudable scheme!:-

What a laudable scheme!

With the introduction of Indirect Rule or Native Administration ---- a system advocated by Lord Lugard in his book 'The Dual Mandate' and adopted by the British government in most of its African Colonies -- in Nigeria there was established in Western Nigeria a network of local government bodies called Native Authorities. This local government was linked through the administrative service to the central government. Before the introduction of free primary education in 1955 most of the Native Authority schools were in the same predicament as the Mission schools, receiving grants from the central government if qualified for it, otherwise not.

These Native Authorities were developed into District and Divisional Councils and converted to Local Education Authorities with the introduction of free primary education in 1955. Between 1955 and 1957, 58 Local Education Authorities were established in Western Nigeria. With the launching of the new scheme a greater responsibility devolved on the Local Authorities. Their duty; it was to collect education rates and the 'capitation tax'. The responsibility of developing primary education in their respective areas fell on their shoulders. As we shall see later, they rose

...../50.. /to the occasion and:-

to the occasion and discharged their duties very well.

One thing more. A new syllabus had to be drawn up for the universal free primary education. In doing this the Regional Government sought expert advice from the Gold Coast (now Ghana) Institute of Education, the Nigerian Union of Teachers and other specialists in primary school subjects at home and abroad. So a syllabus for the six-year course was evolved, the details of which we shall see below.

All was now set for the beginning of free universal primary education in Western Nigeria---- the children registered, the first set of teachers trained, the buildings and equipment ready, the people well-informed, free health services available to the children, a syllabus prepared and the Local Education Authorities, Voluntary Agencies and other educational agencies ready to play their part. Then the minister of Education, Honourable S. O. Awokoya, expressed his joy at the introduction of universal free primary education in Western Nigeria and thanked all those who co-operated to make the scheme a success. "I am happy," he said, "that in our lifetime primary education for all has begun. I am sure that thousands of men and women share ~~this~~ with me this same feeling. But we must not forget

...../51)../what debt we owe to those:-

what debt we owe to those voluntary workers, educational agencies, missionary bodies, district planning committees, building contractors, officials great and small, who have laboured so hard to bring about this historic event----- people without whose co-operation success could never have been achieved. It is my fervent hope that God will bless the work and bless them too".

Provision of more Classrooms.

The Planning Branch of the Ministry of Education was inaugurated in 1953 and the same year started to plan for the government scheme of Universal Primary Education in Western Nigeria. In 1954 a general survey was undertaken to estimate the number of children likely to be enrolled to class one in January 1955. Just before the introduction of Free Primary Education there were 3,550 primary schools in Western Region. In order to provide adequate accommodation for all children of school age 8,239 new classrooms were added to the existing schools and 9,450 new classrooms for completely new schools were built. Each classroom was built at the cost of £200. (see table 1 in the appendix).

The Year 1955: Changes.

Something must be said about that eventful year ----1955. On January 17, that year universal free primary education was introduced into Western Nigeria. On that day the governor of Western Nigeria, His Excellency Sir John Rankine in his message to the school children said, "I hope your time at school will be both a happy and profitable one for you. During it your teachers will try to give you the knowledge and the skills to enable you, when you go out into the world, to enjoy a full and happy life. At the same time they will endeavour also to give you training in citizenship in its widest sense, so that in due course you can play your full part as a responsible member in the Corporate life of the Region." 1. In this way Sir John Rankine summarised the aims of education generally and in particular of the free primary education in Western Nigeria, as he would like them to be.

The total enrolment of 391,895 exceeded the number who registered by 11,895. The extra children had to be provided for. One marked feature of the enrolment was the number of girls. For the first time in the history of education in Western Nigeria large numbers of girls were sent to school---- girls being 50% of the total enrolment

...../52. /in Ondo:-

1. Universal Primary Education in the Western Region of Nigeria, Page 1.

in Ondo Province and 42% in Ijebu Province.

With the launching of the new scheme in 1955 all primary schools, whether private or non-assisted came under it and the burden of renovating and repairing old and unsatisfactory buildings fell on the government's neck. This same year saw the decentralization of the administration of education by the introduction of the Local Education Authority system under which responsibility for and control of primary and secondary modern schools was transferred to the Local Education Authorities. These Authorities all started with the aid of staff seconded from the government, who were to be withdrawn as soon as the Local Authorities were able to secure their own suitable staff. By July 1957 there were 58 Local Education Authorities covering every part of the Region.

The new primary school syllabus for the six years' course was used for the first time in 1955. Needlework and Gardening were included in the curriculum but Domestic Science <sup>for</sup> girls and Rural Science for boys were transferred to the secondary modern school syllabus.

#### Free Primary Education Law, System and Policy

By Western Nigeria Education Law it is "the duty of the parent of every child of primary school age to cause him to

.... / 54. / receive efficient:-

receive efficient full time education suitable to his age, ability and aptitude either by regular attendance at school or otherwise."<sup>1</sup> It is the duty of the Minister of Education as well to make necessary provisions to afford every child of primary school age the opportunity to receive education in a public primary school.

The services in a public primary school are to be provided free of charge, "except where the Minister, otherwise directs or makes provisions by regulation"<sup>1</sup>. But such regulation must not in any way be in respect of charging fees for tuition in a public primary school. Any person who receives any fees in a public primary school "shall be guilty of an offence and shall be liable to a fine of one hundred pounds or to imprisonment for six months or to both such fine and imprisonment."<sup>1</sup> A customary court is empowered to enforce within the limits of its jurisdiction these provisions and to impose the penalty specified in the provisions on any person under its jurisdiction who offends against the provisions.

Usually pupils are registered at the existing primary schools from April to August of the preceding year, Parents are advised to register their children within the prescribed time so that adequate arrangements might be made for

...../55.../the necessary:-  
(1954

the necessary classrooms and equipment. Pupils who have not been registered and seek admission in January can only be accommodated ~~only~~ where there are vacancies. Pupils enter the school at the age of six years for a six-year course. Headmasters are warned to be careful about registering under-age children because in many cases birth certificates are not available. Though admission is free in that pupils do not pay school fees, pupils have to buy their own text books and writing materials and pay for their own school meals. They should also provide their own school uniforms although uniforms are not made compulsory.

Promotion from one class to another is almost automatic so as not to block the advancement of classes coming behind. Provisions are made so that about three pupils in a class can repeat the same class. But a child cannot repeat a class more than once in his primary school career.

There is an approved syllabus for primary schools. The language of instruction is the vernacular in the lower classes and English in the upper ones. Oral English is introduced in the last term of class I. History, Geography and Civics are not introduced until class V. Gardening and Needlework are in the curriculum instead of Rural Science

and Domestic Science which have been transferred to the secondary modern school syllabus.

As to religious education provisions are made for religious instructions in accordance with the wishes of the parents. A reasonable period should be assigned to religious instruction. Pupils, if their parents so desired, may be excused from religious worship or instruction.

At the end of their course pupils sit for the Primary School Leaving Certificate examination, which consists of three papers --- English, Arithmetic and General Paper. The last paper contains questions on History, Geography and other subjects taught in the school. As from 1957 an examination fee of 2/6d per pupil is charged. Those who pass the examination are graded into two classes,----- A for clear passes and B for conditional passes. Pupils who fail the examination are not allowed to stay in school. However, they are allowed to enter fee-paying private schools from where they can retake the examination.

Government's grants-in-aid to primary schools include approved salaries of all teachers and the other expenses of the school calculated at the rate of 5/- a child per

...../52.. /annum and £10:-

annum and £10 per annum for each class teacher.

Before the introduction of free primary education schools had four quarters or three terms a year, just as the proprietor wished. This sort of arrangement hampered the organisation of refresher courses for teachers and inspection work by the Ministry of Education. This was so because some schools were open while others were on holidays. To remove all these difficulties the Ministry of Education now fixes the dates of three terms of the year in primary, secondary modern and secondary grammar schools.

With the Education Law of 1954 coming into force the management of primary and secondary modern schools passed from the hands of individuals to Bodies of Managers. There are two instruments of government ---- one for Voluntary Agency Schools, the other for Local Education Authority Schools. In the case of Voluntary Agency Schools two-thirds of a body of managers represent the Voluntary Agency and one-third the Local Education Authority. In the case of Local Education Authority Schools all members of the body of Managers are nominated by the Local Authority.

As we have seen, the Local Education Authorities, 58 in all,

started with staff borrowed from the government. But gradually they got their own staff. A Local Education Authority is graded according to the number of schools under its jurisdiction:

Grade I -----	600 or more primary schools.		
" II-----	400 - 599	"	"
" III -----	200 - 399	"	"
" IV -----	100 - 199	"	"
" V -----	60 - 99	"	"
" VI -----	30 - 59	"	"
Ungraded -----	0 - 29	"	"

While graduates are required in a grade I or II Local Authority the scale of salaries of Local Education Officers is based on the volume of their responsibilities.

Under the Education Law/<sup>(1954)</sup>a Local Education Authority is expected

(a) to prepare for the Minister of Education an estimate for the needs of its area to ensure that there shall be,

- (i) enough primary schools for all children of primary school age.
- (ii) enough secondary modern schools for children between the ages of twelve and sixteen who

...../59../wish to attend:-

wish to attend and can benefit from such schools.

- (b) to maintain such existing primary and secondary Modern schools and open new ones as the Minister may direct.
- (c) to assist with the prescribed grants such Voluntary Agency primary or secondary modern schools in its area of authority as the Minister may direct.
- (d) to assume the management of schools within its area, as the Minister may direct whenever he finds and declares that the managers or governors are in default.
- (e) to provide or assist in the provision of institutions for the training of teachers as the Minister may direct.
- (f) to make available for the Minister such advice, information, returns, accounts and estimates in respect of education in its area as he may require.
- (g) to ensure, by inspection, that the premises of every public primary or secondary modern school are of the required standard.

A Local Education Authority may, subject to the minister's approval, provide in its area nursery schools, education for handicapped children, recreational facilities, trade centres and rural education centres. A Local Education Authority should not spend any money on education, other than

on primary and secondary modern schools, until it has satisfied the Minister that it has the money and he in turn has given his consent.

A Local Education Authority should establish a Local Education Committee to which it can delegate all its powers under the Education Law, except the power to borrow money or raise a rate. The Permanent Secretary or his representative has the right to attend the meetings of the Committee, to take part in the proceedings and to have his advice recorded, if he wishes, but he is not entitled to vote.

Where a Local Education Authority is in default, that is, has failed to perform its duties to the satisfaction of the Minister, the Minister may appoint a person or another authority as the Local Education Authority. The Minister shall settle and decide disputes between a Local Education Authority and the managers of a school or between Local education Authorities.

Two points must be noted here. Firstly, in the division of functions between the central authority and local authority the Education Ordinance of Western Nigeria reflect<sup>ed</sup> the views of the Cambridge Conference on Education of 1952 which was attended by representatives of all African governments. Secondly, the division of responsibility between central and

local authority in Western Nigeria follows in broad outlines what is at present obtaining in England. The only difference is that in Western Nigeria the Local Authority does not provide secondary grammar and technical education and school medical services as in England. The Central authority is still doing that. After all, "Rome was not built in a day".

We can now turn to the Voluntary Agencies. The Education Ordinance of Western Nigeria defines the relationship between the government and Voluntary Agencies ~~as~~ in ~~this way~~. To start with, the voluntary Agencies are well represented on the Advisory Board of Education of the Region. The Board is made up of the following members: 5 members appointed from among the public officers of the Ministry, 10 members appointed by the Minister representing the interests of the Local Authorities, 10 members representing the interests of Voluntary Agencies which are proprietors of institutions in the Region, 1 member representing the interests of private institutions in the Region, 2 members representing the Nigerian Union of Teachers of the Region, 1 member representing teacher-parent associations in the Region. All the members are appointed by the

...../62.. /Minister in:-

Minister in consultation with the appropriate authorities. The duty of the Advisory Board is to advise the Minister on "such matters connected with educational theory and practice as it thinks fit and upon any questions referred to it".<sup>1</sup>

In a Local Education Committee up to two-thirds of its members may not be members of the Local Education Authority. Such members are called 'private' members and not less than half of these 'private' members must represent the interests of the Voluntary Agencies. Also two-thirds of the managers of a Voluntary Agency school are nominated by the particular Voluntary Agency. Further, as mentioned above, a Local Authority is authorised to assist with the prescribed grant' such Voluntary Agency primary or secondary modern schools as the minister may direct.

The Religious worship and religious instruction of pupils in a Voluntary Agency school shall be according to the wishes of the proprietor. But if the Minister is satisfied that the parents of any pupils in a Voluntary Agency school want (and they do<sup>often</sup>/want) their children to worship and receive religious instruction according to the

...../63/ tenets of a particular:-

1. Western Nigeria: Education Laws 1954 (Cap. 34) p.135.

tenets of a particular religious denomination or faith he shall direct the proprietor to make provisions for such worship and religious instruction. The Minister may specify the person to conduct the worship and give religious instruction and the proprietor is bound to comply with such a direction.

From the above it can be seen that the Voluntary Agencies have enough representation in the control and management of education, representation, I think, commensurate with the work they are doing in education.

From 1955 - 61 primary schools were supervised by supervisors appointed by the particular voluntary Agency or Local Authority in the ratio of one supervisor to forty schools. Government grants were given to cover the salary of each supervisor, his responsibility allowance of £50 a year and a transport allowance of £120 per annum. In addition to these supervisors Voluntary Agencies also appointed an Education Secretary for every 200 schools to co-ordinate the work of education in his area of authority.

As a result of Banjo's Commission December 1960 to January 1961 the supervisor system was discontinued. The Commission noted that many supervisors were not doing their work well and also were guilty of malpractices such as mis-

...../68.. /appropriation of:-

appropriation of government funds. The government absorbed the efficient ones among them as inspecting assistants. Henceforth inspection of primary schools rests with the inspecting assistants responsible to the Ministry. The administrative work of the supervisors was taken up by Administrative Assistants appointed by Voluntary Agencies in the case of Voluntary Agency schools and by the Local Education Authority in the case of Local Authority Schools.

### Teacher-Training

In launching the free primary education scheme the government was not unaware of the need for teachers. In 1953 the establishment of more grade III teacher-training colleges began as a temporary measure to cope with the problem. Before 1953 there were only 20 grade III teacher-training colleges in Western Nigeria. In 1953 16 new ones were opened, bringing the total to 36. More grade III colleges were opened in 1955, 1956 and 1957. By 1959 the number had risen to 67, and 69 in 1963. Grade III teacher training colleges were the backbone of our free primary education scheme. Only those who had <sup>passed</sup> the secondary modern III or the old standard VI examination were allowed to compete for admission into these colleges. The course lasted for two years leading to the Teachers' Grade III certificate examination. Grade III  
...../65% /teachers were:-

teachers were intended for the lower classes of a primary school, classes I to IV, the upper classes, that is, classes V and VI, being assigned to grade II teachers. In the grade III teacher training colleges the enrolment of women, as will be seen below, was very encouraging. Of the 67 colleges 33 were men's, 22 mixed and 12 women's colleges. Following the advice of Banjo Commission the government closed down all grade III colleges in December 1964 to avoid over-production of teachers.

There was also expansion in grade II teacher-training scheme. The Grade II teacher training colleges were increased from 18 in 1953 to 27 in 1957 and 30 in 1959. Also the number of streams in the old colleges was increased. The increase in the number of colleges was caused by allowing grade III colleges to go up to grade II and by the establishment in 1955 of four joint-provincial grade II colleges, each providing a four-year course. In 1956 the government Regional Teacher Training College at Ibadan was opened to provide a two-year course for grade III teachers to obtain their grade II certificate. Of the 30 grade II colleges in 1959 17 are men's, 5 mixed and 8 women's colleges. By 1963 the figure had risen to 35.

Apart from grade III and II teachers there are still

...../66. many untrained:-

many untrained teachers in the profession. The government and local authorities arrange from time to time in-service training courses for the untrained teachers. Those who do well in these courses may be awarded honorary grade III or II certificate. The untrained teachers are made up of old standard VI or secondary Modern III passed. These untrained teachers, from 1955 - 1962 formed the majority of teachers in primary schools. (See table 8 in the appendix).

The free primary education scheme, as discussed in this chapter, has worked in Western Nigeria for a decade and, therefore, can now be appraised in the light of experience. As such, in the next chapter we shall discuss the effects which the scheme has had, and is still having, in the life of the people of this Region.

...../67.. Chapter Three:-

### CHAPTER III.

## The effects of Free Primary Education in the Life of the People of Western Nigeria.

### Aims of Primary Education achieved?

Before embarking on a detailed discussion of the effects of the Free Primary Education in the life of the people of Western Nigeria, I think it is necessary to examine the aims of primary education and see whether these aims have been achieved by the present system or not. The aims of primary education are:-

- (a) development of sound standards of individual conduct and behaviour.
- (b) Some understanding of the community and what is of value to it and individual's place in it.
- (c) Some knowledge of the world beyond the immediate surroundings.
- (d) Permanent literacy in English and the vernacular
- (e) Acquisition of some skill of hand and recognition of the value of manual work! <sup>1</sup>

It is very doubtful whether the first aim has been achieved. The general conduct and behaviour of pupils in our primary schools has given cause for alarm. In most schools indiscipline has been enthroned. Pupils no longer

...../68... /give enough:-

1. Banjo's Report page 3.

give enough respect to their teachers. This has led to a fall in the standard of education in primary schools in this wise. Because of lack of sufficient respect for the teacher there is the general tendency for pupils not to obey the instructions of the teacher. For example, pupils may refuse to do the homework given them by the teacher. The homework may be reading a passage for discussion on the following day or a number of sums to be worked. The teacher may punish the pupils for that day, but he won't be able to do his work as satisfactorily as he would have done, if his pupils have co-operated. If such episodes continue, the teacher becomes indifferent to the progress of the pupils. Writing under the caption "The Poor Education" in the Nigerian Daily Times of 27th August, 1965, Auntie Agbeke had this to say, "Discipline is loose in some schools. Pupils are often rude to their teachers. Some are so rude that they point warning fingers at them if for instance they are not satisfied with the teacher's correction. In the past this would not happen. Children naturally respond to instructions under threat; but nowadays caning is entirely forbidden. Though excessive caning is brutal and fruitless, no caning at all is equally bad." Then she concluded, " Teachers are unhappy about the gross disobedience

...../69.. /and disrespect:-

and disrespect among their pupils. They therefore appear indifferent to children's progress." By writing in this vein Auntie Agbeke has no doubt expressed the view of many Nigerians about the average primary school pupil of today in Nigeria. The unfortunate part of the story is that these misbehaved primary school children carry their attitude to the secondary modern and grammar schools, and onwards to the university and so to life. So that whether they stop at the primary school or secondary school or go on to university, many of the pupils don't make good citizens in the real sense of the word. So primary education has failed in its first aim.

However, various reasons have been adduced for the tendency to indiscipline among school children. First is the attitude of parents to their own children. Many parents don't give enough attention to ensure that their children did their work thoroughly. Some parents also don't give enough time to train their children in good behaviour and conduct. If their children are stubborn and lazy, instead of training them themselves, they would send them to relatives or friends for training, where these children are usually over-worked and given little attention. Further, because

...../70.. /the society:-

the society looks down on the teaching profession and the conditions of service of teachers are not encouraging efficient people are quitting the job, leaving only those who cannot get other employment. The remaining teachers, being disgruntled in most cases, don't give their best to their pupils. As for the children a good many of them like to mix pleasure with work. What they don't know is that work before pleasure is very essential.

The second aim of primary education is some understanding of the community and what is of value to it and the individual's place in it. For majority of the children in the primary schools, primary education is the only one they would have. Farming is of value to our society. But the children are not trained to love farming and contribute to its success. After their primary school course the pupils are expected to become better farmers, carpenters, bricklayers, drivers etc.<sup>1</sup> But many of them would just like to become junior clerks in offices. Among them the old belief still persists that anybody who has been to school should have nothing to do with farming or any manual work. The result is that many of them cannot find any jobs to do and so cannot take their places in the society. So our primary education has not fulfilled

...../71.. /the second and:-

1. Banjo's Report P. 4.

the second and last aims.

The third aim deals with the children's knowledge of the world beyond the immediate surrounding. History, Geography and Civics were taught in the last two years of the course. With language problems and scantiness of equipment in the classrooms any knowledge of the world around would be limited.

As to permanent literacy in English and the vernacular Banjo Commission, which inquired into the standards of education in the institutions of Western Nigeria from December 1960 to January 1961, has this to say, "one of the most valid complaints has been in the standard of English acquired by the end of the six-year course. Some degree of permanent literacy has been achieved, at least in the mother tongue, but it was doubtful whether they had acquired permanent literacy in the English Language.....The teaching of English is allocated no less than ten periods of the whole forty-period ~~7~~ week for six years, but it seems that the standard reached by the end of it is very low. The headmasters of the secondary modern and secondary grammar schools testified to the falling standard of English since the inception of the scheme."<sup>1</sup> To buttress this same

...../72.. /point Mr. Oke:-

1. Banjo's Report p.4.

point Mr. Oke Osanyintolu, the Assistant Secretary of the Nigerian Union of Teachers, writing in the Daily Times of December 22, 1964, said, "The pupil cannot write a readable letter in vernacular, how much more read a newspaper in the lingua franca which is English. Contrary to the past, the present primary six pupil cannot express himself even moderately in English, much more write it down correctly." One could not agree with him more.

From what has been said in this section it seems the free primary education scheme has fallen short of the aims planned for it. Yet adequate provisions were made in the syllabus for achieving these aims. Many educationists are of the opinion that the syllabus is a good one but that the conditions for its successful implementation have not existed. They say that the training of teachers does not appear to have expanded in proportion to the expansion of educational facilities. For example, in 1960 out of a total of 40,000 primary school teachers there were 26,000 untrained teachers, that is, 65% of primary school teachers in the year in which the scheme reached maturity were untrained. Even in 1965 out of a total of 23,480<sup>1</sup> primary school teachers 4,170

...../73.. /were untrained:-

1. Figures exclude Mid-West.

were untrained (See table 10 in the appendix.). Another point of course is the continuous exodus from the teaching profession to other less exerting but more remunerative jobs, say in the civil service. Consequently only the few with vocational inspiration and many who could not pass their examination are left to do the teaching in primary schools. Another handicap is the registration of under-age children whose parents, out of their anxiety for their children's education, swear they are over six years. (Until very recently in many cases birth certificates were not usually available.). The under-age children cannot cope with the lessons. Whereas before 1955 some of the pupils were even more than six years old when they started schooling and so did better. Lastly, though the Local Authorities are responsible for the payment of 'other expenses' grants the scantiness of equipment and teaching apparatus in our primary schools is very grave and must have contributed a lot to the fall in standards.

It must be noted, however, that in spite of the inevitable general fall in standards in our primary schools our grammar schools have not much difficulty in recruiting new entrants, who are successfully brought to school certificate level after five or six years. It is the view

...../74.. /of educationists:-

of educationists in Nigeria that such children include those who would do well under any conditions, those who have good home background and those who have some coaching or special teaching. If this is so, it means that, given all the good conditions such as good home background, excellent teaching, adequate equipment and teaching apparatus, the required standards may be reached.

Break-down of the Family Unit.

To start with, free primary education has had adverse effects on home-life in Western Nigeria. It has led to disruption of home life and break-down of family units because children, in majority of cases, tend to leave home after their primary school education.

Before the introduction of free primary education into this Region, a father would send only one or two of his children to school and retain the rest at home to help him in his occupation. If he were a farmer, (and farmers form the bulk of the population of this Region) the remaining children would help him on his farm. If he were a trader, he would retain some of his children at home to help him with his trade. The same thing happened to other occupations. Though the one or two children sent to school also left home after the completion of their education, the <sup>family</sup> <sub>^</sub>

was not badly depleted.

But the situation changed for the worse when in 1955 all children of school age got the opportunity to go to school free and availed themselves of it. The children could no longer be retained at home to help the father in his occupation. Even after their primary education majority of them would not like to return to farming or trading or any other occupation of their parents. Those of them who have no opportunity of going on to a secondary grammar or modern school drift into the big towns to look for petty jobs. This means leaving home and leaving the family completely depleted-----in many cases leaving the father and the mother alone to cater and fend for themselves. This state of affairs can be illustrated by my own family ----the Odesola family of Yakoyo in Ife Division of Western Nigeria. The father, Mr. J. O. Odesola, a farmer has a wife and five children----three sons and two daughters. He is a monogamist because he had been converted to Christianity five years before he got married. I, as the eldest son, was the one sent to school before free primary education began. My two sisters and two brothers were not sent to school. When free primary education was introduced

...../76.. /in 1955 my two:-

in 1955 my two brothers and one sister, who were not yet above school age, could go to school. The younger of the two sisters, Caroline, 14 is now at Ife Girls' High School. The two younger brothers, Samuel 11 and Rufus 9, are now in primary V and III respectively. I am now away from home working in another town; Florence 19, my other sister who did not go to school at all, got married two years ago and had left home; Caroline is now away in Ife Girls' High School; Rufus is with me, away from home too; Samuel is staying with a cousin at Oyo, also away from home. We only have a family reunion twice a year -- at Easter and Christmas time. When Caroline, Samuel and Rufus eventually complete their primary and secondary education they can't stay at home; they have to go to large towns to look for employment. The condition of the Odesola family, as briefly stated in this paragraph, is true of many a family in Western Nigeria today. In some cases the children have left home, in others they are sure to leave when the time comes.

In such a situation the tendency is for parents to be lonely and helpless especially during their old age. Our own government does not, in fact it hasn't got the means to, take care of old people in the society, as the

governments of some Europe countries do, for example England and Holland. For example, in the case of my own family discussed above I now employ two permanent labourers to help my father in his farm and a house-maid to help my mother in her domestic work. Another tendency now is for families, which were closely-~~knit~~ before, to be scattered over the country. "The truth is that in most walks of life, home has ceased to be lived in as it used to be; it may still be the English-man's Castle, but one in which he spends less and less of his time. Will some magnet draw us back to our homes, and make the family a more closely-knit unit?"<sup>1</sup> I think what Lester Smith has said in this passage of English home life is also true of Yoruba home life of today in Western Nigeria.

### Influence on Yoruba Culture.

John Stuart Mill described as the core of education, "the culture which each generation purposely gives to those who are to be its successors, in order to qualify them for at least keeping up, and if possible for raising, the level of improvement which has been attained."<sup>2</sup> If Stuart Mill's

...../78.. /definition is:-

1. Education: W.O. Lester Smith (Penguin 1958) p. 69.
2. Inaugural address as Rector of St. Andrew's University, 1867.

definition is anything to go by, our primary education appears to have done almost nothing to encourage and teach indigenous Yoruba culture to our children -- the next generation. The medium of instruction ---- English ---- tends to cause children to lose interest in our traditional Yoruba culture. Apart from the medium of instruction we Africans, too, tend to think that European culture is better than, and in fact should be substituted for, our own. "Africa is less discriminating; people in Africa are often ready to throw away their own culture as barbarous, and receive European culture intact"<sup>1</sup> .

The most important point to note is that our indigenous culture now faces the danger of perishing through neglect, and our schools must do something to keep it alive if we are not to lose all. "African pottery, weaving, and carving are being swept away in the flood of mass-produced articles from Europe and Asia. The break-up of tribal society is leading to loss of historical traditions. African music is suffering from the import of radio, guitars and harmoniums, and cheap gramophone records. Shall we save it as a living art and not merely as a subject of study for

...../79.. /musicologists?"<sup>1</sup>

1. Educating Young Nations: W. E. F. Ward (George Allen and Unwin Limited 1959) P. 58.

musicologists?"<sup>1</sup> In Yoruba culture in particular the art of beating the talking drum, carving, smithery, weaving and the art of divination as practised by the "Ifa" (oracular deity) priests are not taught in our schools. I am afraid these arts and skills may die with the present generation because no practical steps are being taken through our schools to transmit them to the next generation. This is because all children of school age go to school now and so some of them cannot serve as apprentices to drummers, blacksmiths, carvers, weavers, potters or "Ifa" priests, as used to be the case before free primary education began.

However, there are some difficulties in teaching the indigenous culture. As the anthropologist will tell us, it is not always possible to separate a culture into different elements, say for example, to retain the carving and the music and throw away the religion and the social organisation of which they are the expression. Yet this is what we have to do. Though in the process much may be lost but not all will be lost. For instance, the Yoruba drum called 'bata' is traditionally associated with the worship of 'Sango', the god of thunder. While we no longer

...../80.. worship 'Sango':-

1. Op. Cit P. 87 - 88.

worship 'Sango' we can retain beating of 'bata' as an art. 'Dundun', the Yoruba talking drum, appears to have successfully transformed from a traditional element of culture to a conscious art-form. Another problem of course is the dearth of art teachers. "You may find a weaver or potter or carver, but you will be lucky if he can settle down and teach a class successfully in an art department. He is more likely to be so accustomed to his own village surroundings, where he works with one or two young apprentices, that he feels quite lost and can do no effective work"<sup>1</sup>.

The difficulties mentioned above are not insurmountable. Because of Christianity and Islam we cannot return to the worship of the 201 Yoruba gods. Yet much of our cultural heritage is connected with those gods. So we have to leave the gods alone and retain <sup>the culture connected with them.</sup> The Greeks and Romans of today no longer worship Zeus or Juppiter, Diana, Apollo, Hercules and a host of other gods which inhabited mount Olympus, nevertheless they preserve the temples and carvings associated with those gods. In such a way they preserve their cultural past. Yearly thousands of tourists from all over the world visit Greece and Italy to see those temples and other works of art. The Yorubas can borrow a leaf from the book of the

...../81.. /Greeks and:-

1. OP. Cit pp. 88 - 89.

Greeks and the Romans. As to the dearth of teachers I think Mr. Ward has, to a great extent, exaggerated the problem. While what he has said may be true of Ghana, with which the author is more familiar, I don't think this is completely true of Western Nigeria. While a Yoruba carver or potter or weaver or drummer may be accustomed to his local village or town background, he would be willing, given the opportunity, to do part-time teaching at least in his trade at a school if encouraged to do so. The point is that, as far as I know, such opportunity has not been offered to our native artists by the government, which at times places more premium on paper qualification. If the remuneration is attractive and the opportunity is offered, I feel our artists would be willing to co-operate with the education authorities. Another point of course is that prominence should be given to the mother tongue in, and native arts, crafts and music worked into, the curriculum.

Influence on marriage custom.

Primary education has also had tremendous effects on Yoruba marriage customs. It is the Yoruba custom for a father to choose the bride for his son. In addition the marriage contract is a matter for the families of the

...../82.. /prospective bride:-

prospective bride and bride-groom. The two individuals concerned have little or no say in the matter. "Yoruba marriage has many restrictions, strict control and parental guardianship. The Yoruba know that without strict control, the choice of a young man looking for a partner is subject to indiscretion and lack of experience"<sup>1</sup>. Even before the free primary education came the small educated class had been challenging the authority of parents to choose a wife or a husband for their son or daughter. But with the introduction of free primary education the scales appear to have been turned in favour of the educated class. The custom of conducting a thorough inquiry into the family history of the would-be husband and wife is now becoming a thing of the past. "Courtting begins now anywhere and at any time with or without the knowledge of the parents. Western education provides our boys and girls with more opportunities of meeting than was possible before its introduction. They now meet in schools, colleges, churches, cinema houses, theatres, ball-room and in many other social gatherings"<sup>2</sup>.

...../83.. /So that in many:-

1. The Influence of Education on Yoruba culture: D.B. Ajayi (A dissertation submitted to Ahmadu Bello University Zaria) P. 52.
2. The Impact of Western Education on the Social and Cultural life of the people of Ife District in Western Nigeria: J. A. O. Omotoye (A dissertation submitted to Durham University for Diploma in Education 1961/62) P.33.

So that in many cases our boys and girls who have been to school would not like their parents to interfere in their choice of a partner. In cases where the parents insist on having a say in the choice of a partner, and their son or daughter doesn't want them to, he or she would prefer to break with the parents.

In January this year 1966, I interviewed 50 fathers literate and illiterate in Ife, Oshogbo and Ilesha all in Oyo province of Western Nigeria to know their experience of their children's choice of partners. 25 fathers told me that their son or daughter did not inform them of his or her marriage arrangements until the last minute when either the girl had become pregnant or the marriage had been done secretly in a court registry and they <sup>could</sup> ~~can~~ not successfully object to the match. 9 fathers told me their son or daughter sought their advice and yielded to the advice. 16 of the fathers said their son or daughter sought their advice, but when they advised him or her against the match he or she decided to go ahead with it, father or no father. Of these 16 who went against their parents' advice 5 eventually broke with the family, 4 of them girls. It appears the tendency to break with the family, if need be,

...../84.. /in order to have:-

in order to have one's way in the choice of a partner is stronger in girls than in boys.

Another aspect of our marriage system affected by free primary education is polygamy. Before free primary education Christianity had been preaching monogamy. A large number of Christians and the educated class have embraced monogamy. Yet some illiterates including Christians who do not take active part in Church activities still practice polygamy. But the increased demand for education has strengthened the case for monogamy. Those who have more than one wife and, so, many children are finding it difficult to give good education to all their children, without which the latter cannot maintain themselves in the competitive world of today. So that among illiterates who are just marrying in Yoruba land the tendency now is to have one wife. As no educated man in this country would practise polygamy but monogamy the introduction of free primary education in Western Nigeria, which enables all children of school age to go to school, appears to have spelt the final doom for polygamy in this Region. The full effects of this are yet to be felt in five to ten

...../85.. /years' time:-

years' time.

Influence on Women's education.

Before the introduction of free primary education in 1955 in Western Nigeria enrolment of girls in our schools was very poor because our people felt "that a girl's place is in the home and she does not need book-learning; a boy must be educated for a job; but a girl's job is matrimony".<sup>1</sup> The government was aware of this apathy on the part of parents to send their daughters to school, and so spared no efforts in getting the advantages of sending a girl to school across to the people of this Region.

In our primary schools in 1955 a marked feature of the enrolment was the large number of girls, amounting to 274,756 as against 115,990 in the previous year. In 1956 "the maintenance of the high proportion of girls indicated that parents had come to accept the education of girls as being quite normal. The total enrolment in the 6,483 primary schools was 583,688 boys and 324,334 girls"<sup>2</sup> The figures continued to rise from year to year. In 1960 the total enrolment was 687,215 boys and 437,573 girls and in 1963 643,826 boys and 455,592 girls (see table 5 in the Appendix.)

The large increase in the enrolment of girls in our

...../86.. primary schools:-

1. Educating Young Nations: W.E.F. Ward (George Allen & Unwin Ltd. 1959) p.95.
2. Western Region of Nigeria: Triennial Report on Education 1955 - 58 P.12.

primary schools has led to a corresponding increase in the enrolment of girls in our secondary modern and secondary grammar schools in this Region. This increase became prominent especially after 1960 when the first products of the free primary education scheme have been turned out. The total enrolment of girls in our secondary modern schools was 1,154 in 1955, 10,638 in 1958, 18,563 in 1960, 27,749 in 1961 and 37,749 in 1963 (see table 11 in the Appendix). In our secondary grammar schools the total enrolment of girls was 1,476 in 1955, 2,877 in 1958, 4,255 in 1960, 5,251 in 1961 and 8,280 in 1963 (see table 12 in the Appendix.)

There are many advantages in a large number of our girls attending primary and secondary schools, some of which will be mentioned here. To start with, when such girls become married women they would be able to take care of the home better than their illiterate mothers. As Dr. Aggrey once said, "educate a man and you educate an individual; educate a woman and you educate a family"<sup>1</sup>. Secondly, we are now fast moving towards becoming a society where boys and girls have equal education and

...../87.. employment:-

1. Educating Young Nations: W. E. F Ward (George Allen and Unwin Ltd. 1959). P. 95.

employment opportunities, and as such our girls and women are no longer regarded as inferior to boys and men but can make their own contribution to the successful life of the society.

Influence on the Health of the People.

Free primary education has also had tremendous effects on the health of the people. In the school the children are taught simple health habits which they carry to their homes. Apart from keeping the home surroundings neat the pupils teach their parents how to keep their food and household utensils neat and free from germs. So our people are no longer exposed to diseases caused by germs as they used to be. Also where there is no pipe-borne water the pupils teach their parents to boil their water before drinking it.

Another point is that it is now easier to educate the public about the government's health programme through school children. For example, in March 1965 when there was an out-break of small pox in Ite Division all the school children were promptly vaccinated against small pox. Then the school children were asked to bring their parents and relatives to school or to the health Office

...../88.. /for the same:-

for ~~the same~~ vaccination and they did so. If it were before the introduction of free primary education, many people would run away for the vaccination because their children would not be able to explain the advantages to them.

Yet another point is that through the schools it has been possible to make our people to discard to a very great extent the belief that diseases are caused by an evil neighbour or a nearby witch or wizard. The school children, through the health education taught in schools, can, for example, enlighten their illiterate parents that guinea worm is caused by bad water rather than by an evil neighbour who doesn't want them to attend to their normal duty. So when people are sick now their children can take them to the nearest clinic or hospital for treatment.

#### Effects on Farming.

Except among the educated classes, polygamy is the accepted traditional form of marriage in Western Nigeria. Before the introduction of free primary education in Western Nigeria a man had many wives and, so, many children. In fact he had as many wives as his purse could

...../89.. /allow and:-

allow and as many children as these wives could bear. There was nothing like birth control. These wives and children, apart from the fact that they brought a man great prestige, were intended to help him on his farm. So a farmer's wives and children formed the sources of labour on his farm. If he was interested in education he might send one or two of his children to school while leaving the others to work for him on his farm. This was an accepted system in our society before 1955.

But with all children of school age sent to school in 1955 the farmers were hard hit as far as labour was concerned. On the farm of every farmer who sent all his children to school (and at least nine out of every ten did) the area of land used for cultivation of food crops was reduced without any reduction in food consumption. Those children who have gone to school would still have to be fed by their parents. Since children would no longer help their parents on their farms the original intention of polygamy appears to have been defeated. In places like Ife and Ilesha divisions and many parts of Ondo province, where emphasis is put on the production of cocoa rather than on food crops, the problem of food production is even more acute. With increase in food consumption and decrease in its production there is rise in the cost of

...../90.. /living and at:-

living and at the same time many children are underfed and so cannot benefit fully from the free primary education. Their performances are adversely affected in school.

The government, being conscious of this problem, has been doing all it can to alleviate the situation. The Ministry of Agriculture has demonstration farms near almost all the major towns of the Region. These farms are intended to teach our farmers how to cultivate various crops with the best results. Apart from these demonstration farms the government has established a few farm settlements in the Region to train young farmers. The most flourishing of these farm settlements are at Ikorodu and Ilora near Oyo. Others are at Ogbomosho, Ilesha, and Abeokuta. The recruits for these settlements are got from secondary Modern III boys. The course is for three years. Those who have completed the course are making good farmers. In addition there are two agricultural institutions at Akure in Ondo Province. There is the Rural Education College for Grade II teachers who wish to obtain grade I certificate in Agriculture. There is also the school of Agriculture for school certificate boys. There is another school of Agriculture at Ibadan.

The provision by the Regional Government of these

...../91.. /institutions and:-

institutions and the agricultural implements and equipment together with the qualified staff to run them entails a lot of expenditure. So the government must be praised for doing its best to encourage agriculture. In the present circumstances it is doubtful if it can do more. It is the average school leaver who must reorientate his ideas about farming. It is he who should realise that farming is as dignifying a profession as any other. If he realises that the income of a successful farmer in the United States of America or Canada or even Great Britain in a year may exceed that of a top civil servant or a university lecturer, he would learn to respect farming and not look down on it. It will be a happy day for this Region when School leavers, primary, secondary modern or grammar, are rushing to our farm settlements, Rural Education College and schools of Agriculture as they now rush to find "white collar" jobs. If this does not happen, the future of this Region will be dark, bleak and gloomy, especially when our illiterate parents and brothers, who now remain on the farms, die off.

Heavy drain on government's purse.

Speaking to the annual congress and summer school

...../92.. /of the:-

of the Nigerian Union of Great Britain and Ireland in July 1965 in Newcastle, England, the then Nigerian Federal Minister of Education, Honourable R. A. Akinjide declared, "No developing country in the world invests more in education than Nigeria"<sup>1</sup>. He then quoted statistics to drive home his point. He said the Federal government invested 9 per cent of its revenue on education, the Northern government 33%, the West 51%, the Mid-West 43% and the East 45%. We may add that of the 51% of its revenue which the Western Nigerian government spends on education 26% goes to free primary education alone, that is, the government spends one-quarter of its total revenues on primary education, and it has often been remarked <sup>by education</sup> experts that nowhere else in the world does any government spend so large a proportion of its revenue on this aspect of education.

With the launching of the free primary education scheme in 1955 the government had to train teachers to work the scheme, erect new classrooms, provide equipment and materials for the classrooms and pay the teachers to work in them. To make all necessary provisions for starting the government drew on the reserves of the Regional Cocoa Marketing Board. On classrooms alone by 1961 when the

...../93.. /scheme reached:-

1. Nigerian Daily Times July 21, 1965, Page. 5.

scheme reached maturity the government had spent £6,874,400 (see table 1 in the Appendix). For grants-in-aid to primary schools the government spent £1,482,000 in 1954 - 55, £5 million in 1959 - 60 and £6 million in 1963 - 64 (see table<sup>2</sup> in the appendix). The government's total expenditure on education, was £5,471,000 in 1955 - 56, £8,416,000 in 1959 - 60 and £10,677,000 in 1963 - 64 (see table 3 in the appendix). But the fall of the price of cecea in world market has effected the reserves of the Regional Cecea Marketing Board. So the government can no longer continue to take shelter in its reserves. So that today the Regional government finds itself in a situation where it has to spend at least one-quarter of its total revenues on primary education alone. As a result the government is finding it difficult to improve, equip or repair the existing primary schools and to meet its other commitments satisfactorily.

The situation of primary schools in this Region today is indeed very disheartening. Under the free primary education scheme the government cannot supply the necessary text-books; it cannot supply school materials. If any repairs have to be done in a school they should be done by the Local Authority or the Voluntary Agency

...../94.. /responsible for:-

responsible for the school. The government cannot lend a helping hand. If the repairs are not done the school may be condemned and the children in it removed to a nearby school. The only thing that the government sees to effectively in our primary schools at present is the payment of teachers' salaries. All other things are left to the Local Authorities and Voluntary Agencies. It is now becoming clear that the burden <sup>of</sup> ~~for~~ primary education is gradually going back where it was before 1955. As things are at present one is being led to the conclusion that the Regional Government did not seem to have looked before it leapt in 1955, or at least it did not count the cost.

Apart from this, the free primary education scheme has eaten so deep into the Region's finances that the government cannot meet its other Commitments comfortably. For example, the government cannot establish as many industries, provide as much electricity and water supply, and establish as many farm settlements as it should for this Region. The nett result is that the Region is poor in many respects-----poor in money, poor in amenities and poor in employment opportunities. There is hardly any large project that we can undertake in the Region, say

...../95.. /the establishment:-

the establishment of an industry or the building of a large institution, without borrowing money from abroad. But for how long shall we continue to do that? This means that free primary education has become an unbearable burden to the Regional Government. It is this same point which was being hammered by Mr. Oke Osanyintolu when, writing in the Nigerian Daily Times of April 27, 1964, to support Dr. Kalu Ezeru's motion in parliament calling on the Federal Government to take over the administration of education in the whole country because the Regions are too poor to shoulder the burden, he said succinctly, "It (education) is a noose round the neck of Regional Governments ---- a noose that may eventually choke the life out of them." Though Dr. Kalu Ezeru's motion was defeated in parliament, a motion which, if passed, would have required an amendment to the Nigerian Constitution, Mr. Osanyintolu's prediction may be fulfilled one day if the Regional governments do not cut down their expenses on education, especially on free primary education, or find other means of getting money to run the scheme well.

#### Primary School Teachers.

When the free primary education scheme was launched many grade III teacher training colleges were opened to

...../96.. /cope with the:-

cope with the problem of teachers. Before the introduction of free primary education in Western Nigeria the Grade III colleges that were existing were intended to train old teachers who had not had any training before. The expansion of grade III teacher training colleges was an emergency measure and the government was not unaware of the fact that there would be a temporary fall in standard of teachers and of education. There is a French proverb ---- 'Reculer pour mieux sauter'----'to go back a little so as to have a better jump.' That was the intention of Western Nigerian government when launching the free primary education scheme. The Minister of Education for Western Nigeria accepted that there was bound to be some immediate fall in the quality of education. Anyway he hoped that, by enlarging the programme for the normal training of teachers in addition to the emergency teacher training scheme, the period of deterioration would be reduced to as short a time as possible and the old standards re-established as quickly as was humanly and financially possible. The same attitude was accepted by Ghana then.

Though the emergency training scheme had contributed to the fall in standard of education and conduct in primary schools, it had at the same time created employment

...../97.. /opportunities for:-

opportunities for thousands who benefitted from it. From 1955 - 1964 61,863 men and women were enrolled in Grade III colleges in Western Nigeria (see table 8 in the Appendix.) Grade II colleges were increased and during the period 1955 - 1965 47,353 (see table 9 in the Appendix) were enrolled in them. Besides these, many untrained teachers were and still are employed in our primary schools. In 1955 of the total number of 26,663 teachers in Western Nigeria primary schools 20,764 were untrained; in 1960 of the total of 40,104, 25,311 were untrained; in 1965 of the total of 23,480<sup>1</sup> 4,170 were untrained (see table 10 in the appendix). It is clear that, without the free primary education scheme, thousands of these men and women would not have had the opportunity of getting employment as teachers. It was the free primary education itself that increased the number of men and women that were trained as teachers for further working of the scheme. Further, the grade III colleges helped to set the feet of many an ambitious and talented student on the road to educational advancement, a road

...../98.. he would not:-

1. Figures exclude the Mid-West which was carved out of the West in 1963.

he would not otherwise have trodden. Many of the grade III teachers have done and are still doing return courses in grade II colleges. Some of them have even forged ahead to grade I colleges or to Universities. So that without the initial opportunities at Grade III colleges these men and women would not have been privileged to advance in life, that is, their talents would have lain unexplored.

#### Secondary Modern Schools.

The secondary modern school course is a three-year course inaugurated in 1955 for pupils who have completed Primary six but have not gained admission to a secondary grammar school either because they are not fit academically or because their parents cannot afford grammar school fees. Principally, secondary modern schools were established to provide vocational education -- carpentry, masonry, tailoring, farming, typing and shorthand etc. These vocations were intended to counteract the indiscriminate pursuit of 'white collar' jobs, boost agriculture and enhance the dignity of manual labour. According to the policy paper submitted to Banjo Commission on secondary Modern schools, the aims are as follows:-

- (a) to teach practical skills that would be of use

...../99.. /in the pursuit of:-

in the pursuit of certain careers.

(b) to provide a well rounded off education for primary school leavers who have not had the opportunity of attending secondary grammar schools.

(c) to teach elementary commercial subjects.<sup>1</sup>

The curriculum consists of two parts ---- a mainly academic section which is compulsory and a mainly practical section which is optional. The academic part of the curriculum comprizes Mathematics including geometry and algebra, Nature Study and Biology, Civics and History, Geography, English and English Literature. The practical part of the curriculum consists of Arts and Crafts, Rural Science, Wood work, light Metal work, Home Economics, Needle work, elementary commerce and elementary Book-keeping. The syllabuses are detailed, well thought and set out. If they are carried out, they should fulfil the aims mentioned above.

But today the modern schools have not been satisfactorily fulfilling the aims for which they were intended. Their main headache is finance. The secondary modern school

...../100.. /course is the only:-

1. Banje's Report, Page 5.

course is the only part of our education scheme that is not grant-aided by the government, that is, staff salaries, the cost of equipment, and all other necessary and incidental expenses essential for the running of the school are defrayed from school fees. The standards in the secondary modern schools, apart from being low, vary from school to school. Though the government inspects and sets the final examination for these schools it cannot insist on any high standards or check avaricious proprietors because it does not contribute a penny to the running of the schools.

Another point is that the secondary modern school is greatly handicapped by lack of qualified staff and insufficiency of funds to provide the necessary equipment. Only a handful of them have adequate staff or offer any of the vocational courses. Today most of the schools provide only the purely academic course. Some are beginning to offer commercial subjects but none yet is offering any course in metal or wood work. Also there is very little provision for Rural Science, art and handicrafts. Most of the schools haven't money to buy the necessary equipment. For example, typing cannot be taught without typewriters nor

...../101.. /farming without:-

farming without tractors, Indian hoes, ploughs etc.

Apart from lack of equipment, the secondary modern school syllabus is bedevilled by lack of qualified staff to work it. Grade I teachers are needed to work the syllabuses, but most of the teachers in secondary modern schools are grade II who lack the academic background and professional skill to do the job. Even untrained teachers with school certificate or general certificate of education are often employed to cope with the academic subjects. In addition, unscrupulous proprietors, apart from having three, four, five or six streams, would like to employ low-paid, young inexperienced teachers in preference to experienced ~~and~~ but more 'expensive' ones.

The policy of the government is to provide places for 50% or more of the primary school leavers in secondary modern schools. In spite of the handicaps discussed in the last paragraph enrolment in secondary modern schools has been very encouraging, as can be seen from table 11 in the appendix. There was a sharp rise in enrolment from 1955 - 1963 ----- 4,371 in 1955 to 75,138 in 1960 and to 110,796 in 1963. However, there was a decline in 1965 ---- from 21,815 in 1964 to 18,037 in 1965.<sup>1</sup>

...../102.. What of :-

1. Both figures exclude the Mid-West.

What of employment opportunities for secondary modern school leavers? The recruits for teacher training colleges, Trade Centres and Commerce are drawn from secondary modern school leavers. These recruits after further training become junior clerks, teachers and artisans, thus forming part of the middle class group of our society. The closure of Grade III teacher training colleges in December 1964 was a hard blow to the secondary modern school leavers because these colleges used to absorb a large number of them. Moreover, some of the pupils use the secondary modern school as a stepping-stone to a grammar school. There is in fact a regulation which allows grammar schools to admit secondary modern school leavers to form II if there are vacancies. Otherwise, they can enter by entrance examination. Even at present the majority of pupils who gain admission to grammar schools by entrance examination have spent a year or two in secondary modern schools.

Then we should consider the majority of secondary modern school leavers who cannot gain admission to a teacher training college or a grammar school or a trade centre, and have not received any vocational training

...../103.. /during their:-

during their secondary modern school course. These<sup>1</sup> can become house boys or maids, gardeners or casual labourers. If they feel too 'learned' (and most of them do feel this) to be any of these they go about doing nothing. These jobless<sup>1</sup> secondary modern school leavers live on the charity of relatives and well-wishers, if possible. If this is not possible they are left to fend for themselves. The boys can enlist as 'party thugs or stalwarts'<sup>2</sup> or become pick-pockets. The girls in big towns at times prostitute themselves to earn a living. The fault with these boys and girls is that they are not qualified, enough to get a good job and yet feel too 'learned' to engage in humble pursuits to earn a living.

#### Influence on Secondary Grammar Schools.

The free primary education scheme also led to the opening of more secondary grammar schools partly because of the needs of the Region and partly for political reasons, that is, opening a grammar school where one is not necessary or where it would be superfluous, just to make the people

...../104.. /of the area:-

1. Figures not available.

2. boys or men employed by politicians to act as their body guards. Compare retainers kept by the nobles of Henry VII's England.

of the area support the government. The rise in the number of secondary grammar schools can be seen in table 12 : 73 in 1955, 167 in 1960 and 212 in 1963.

The large number of grammar schools in this Region has had some adverse effects on secondary grammar school education in the Region. In a town there may be 5, 6 or up to 10 grammar schools and many of them invariably not well equipped. For example, in Ife we have Oduduwa College, Olu-Orogbo High School, Oranmiyan Memorial Grammar School, Ife Grammar School, Modakeke High School, Ife Girls' High School, Our Lady's High School and St John's College ----- 8 Grammar Schools in all. Of all these grammar schools only Oduduwa College, the oldest of them all, has a Science Laboratory and teaches science subjects to its students. Each grammar school must provide its own staff, get the adequate number of pupils, build staff quarters and provide other essential services. Yet most of these grammar schools are single or double streams. The result is that most of these grammar schools cannot afford the necessary equipment for an efficient grammar school. For example, some grammar schools have existed for 8 or 9 years without having a science laboratory inspite of the importance of science in our present day

...../105.. /society. So that:-

society. So that even today about half of the pupils passing through our secondary grammar schools do not have the opportunity of studying science ---- a very great disadvantage in this age of science and a pointer to the fact that such grammar schools as do not teach science are not fulfilling one of their aims, that is, to prepare their students for life. Yet all these mush-reen grammar schools get grants from the government. To solve this problem two or three or four secondary grammar schools in the same vicinity could be merged together to form a bigger grammar school. They can then pull their resources together to provide all the necessary amenities for the school. There may be three, four, five or more streams in such a school. This idea of a big grammar school is just being tried in this Region. We now have such schools at Ilesha, Ogbomosho, Aiyetore and Ijebu-Ode, where two or three schools have been merged into one. This system should be encouraged by the government.

The large number of grammar schools has also led to poor intake in many of the grammar schools. Only the old and well-established grammar schools still get enough boys and girls, who are fit for grammar school education, to

...../106.. /admit each year:-

admit each year. The comparatively new ones or those not well equipped are forced to admit students who are not normally fit for grammar schools. They just have to do this because the government grant is usually worked on the number of students in the school, taking into account as well the assumed local contribution. The present system is this. The government assumes that in every class in a secondary grammar school there should be an average number of 30 pupils. The maximum staff quota allowed by the government in a grammar school is  $1\frac{1}{2}$  teachers to a class. The government makes request for and knows the number of teachers in a grammar school and their total annual salaries, each teacher being paid according to his qualification and experience. It will then assume that every pupil pays £15 per annum as tuition fees. It will subtract the total tuition fees of the pupils from the total salaries of the staff of the school and pay the balance to the school as grant. This grant is at times called adjustment grant. So it follows that, where the government assumes that there are 30 pupils in a class and the school has less, the loss in revenue by way of tuition fees will be that of the school concerned. Hence the desire of headmasters to have the number required by the education law in each

...../107.. /class without:-

class without caring much for the quality of the pupils. So these grammar schools have to fill their classrooms with pupils whatever be the pupils' performance at the entrance examination. This poor intake in most of our secondary grammar schools affects the standards of performance of the students during the course. The poor response of such students to teaching tends to kill or at least to dampen the enthusiasm of teachers because they (students) cannot cope with the secondary grammar school work. In many cases boys and girls, who are below average when they enter the grammar school, fall by the way side or, if they manage to get to the school certificate class, eventually fail the school certificate examination. Such a poor intake is a wastage to the government, to the parents, to the school and certainly to the boys and girls concerned.

Another effect of free primary education on grammar schools is on the standard of English in the first two or three classes of the secondary grammar school. We have seen earlier in this chapter that by the end of the primary school course the standard of English achieved by the pupils is very low indeed. So a great responsibility lies on the grammar schools which have to devote the first two years of the course to remedial work in the English the pupils

...../108.. /have learnt in :-

have learnt in primary schools. It takes time and a lot of effort to wipe out faulty teaching in the primary schools. At times the teaching of another language, say Latin or French, is not started until the second or third year to allow a better grasp of the English Language, through which the pupils would learn another foreign language. Even, however hard the grammar schools may work, the poor foundation in English Language in the primary schools affect the pupils' performance at the school certificate examination. So when English Language is a condition of pass in the school certificate examination many boys and girls cannot make the grade. But with effect from December 1964 the West African Examinations Council decided not to make English Language a condition of pass again. This decision was no doubt intended to avoid much wastage in secondary grammar schools. However, employers and Universities continue to ask for English Language. Without a pass or credit in English in School Certificate examination one cannot get employment; without a credit in English in School Certificate or pass at the ordinary level of general certificate of education one cannot get admission to a university. Since English is still our medium of instruction, and the employers and the universities still place much premium on it, I doubt the wisdom of discontinuing to make English a condition of pass in the school

certificate examination. If the standard of English is low in our primary and secondary grammar schools, I feel we should acknowledge this fact and seek ways and means of improving the standard instead of side-tracking the problem.

Earlier in the Chapter we have seen something of loose discipline in some primary schools ---- pupils not obeying their teachers or even being rude to them. We have also seen how lack of co-operation from the home and the attitude of the children themselves in wanting to put pleasure before work have contributed to indiscipline in schools. Many of these primary school boys and girls carry their indiscipline, non-co-operation with teachers and general contempt for authority to the grammar school. Hence strikes and riots in grammar schools which have become a feature of our society for some time now. For example, there was the case of Origbo Grammar School, where I was an assistant <sup>master</sup> from June 1961 to December 1965. In August 1964 the boys of this grammar school rioted, manhandled some of their teachers, beat up the headmaster and damaged his car! Why? The boys said they were given bad food in the boarding house.

...../110.. /In such a case:-

In such a case, as in many others, the boys had a genuine case, but they had no excuse whatsoever for resorting to such brutal violence. The pity of it all is that this strike and riot mania spreads like wild fire. Before the end of that same year 1964 five other grammar schools in Ife town alone rioted for one reason or another. There were similar reports from other parts of the Region. The headmasters of secondary grammar schools in this Region were so fed up with the situation that, at their annual conference in 1964 and again in 1965 and again this year 1966, <sup>they</sup> have called on the Regional government to set up a Commission of Inquiry into the causes of frequent strikes and riots in grammar schools, but up till the time of writing no action has been taken. So it is not anything surprizing for teachers to be indifferent to the progress of pupils who have no respect for them or can manhandle them anytime on any pretext.

The large numbers of secondary grammar school leavers have swamped the Nigerian labour market. In 1955 in Western Nigeria 1,016 boys and girls sat to the West African School Certificate examination, in 1960 2,158 and in 1964 4,252 (see table 12 in the appendix). The

...../111.. The figures:-

figures for Eastern Nigeria are almost the same for the same period, while the Federal territory of Lagos and the Northern Region put together turn out almost the same number. It is now a question of thousands of school leavers chasing a few hundred vacancies because employment opportunities for school leavers in Nigeria today are very limited. Some school leavers roam about one or two years with their school certificates in their pockets before getting any job to do.

Unemployment among primary school leavers.

Because of our long association with Britain, as we have seen in the development of education in Western Nigeria in chapter I, the development of our educational system has followed closely that of Great Britain. But while Britain was compelled by desire for democracy and economic factors to provide primary education for all children of school age in 1870 Western Nigeria was compelled by desire for democracy, nationalism and desire to catch the votes of the electorate to introduce free primary education for all children of school age in 1955. In the case of Western Nigeria the economic factor was

...../112.. /totally absent:-

totally absent.

About 1750 the Industrial Revolution started in England. Before this time England was primarily an agricultural country. But the discovery of the power of steam, gas and electricity led to the invention of many machines and to increased production of all kinds of goods. This in turn led to the growth of towns on river banks and near coal fields. People moved from the country side to live and work in these towns in poverty and over-crowding, quite different from the conditions of the country-side. In these towns lawlessness, drunkenness and break-down of the moral code were the order of the day. When the Church societies failed to counteract this evil, because of the limitations of their resources, the state had to step in to provide elementary education in 1870 as one of the means of fighting against the moral degeneracy and consequent inefficiency of the growing population ---- 'the working classes'. However, the political and economic reasons for introducing elementary education in Britain at this time must not be forgotten. The state also realised that, if the country was to prosper and to maintain its

...../113.. /lead as:-

lead as a manufacturing country in the world, the 'working classes' must have elementary education in the three R's. The large factories needed foremen who could read and write, the new machines required skilled workmen; the great commercial houses were also in need of clerks. So W. E. Ferster introducing the 1870 bill for compulsory education in the British Parliament said, "Upon the speedy provision of elementary education depends our industrial prosperity. It is no use trying to give technical teaching to our artisans without elementary education: uneducated labourers are, for the most part, unskilled labourers, and if we leave our work-folk any longer unskilled.....they will become overmatched in the competition of the world".<sup>1</sup>

In Western Nigeria of 1952 there was no industrial revolution nor agricultural revolution. Even today the number of industries in Western Nigeria can be counted on the fingers. Worst of all, Western Nigeria, whose main cash crop is cocoa, is just erecting one cocoa processing factory! The architects of free primary education of Western Nigeria were so carried away by

...../114.. /nationalism and:-

1. British Education in Africa: R. J. Mason (Oxford University Press 1959) Page 8.

nationalism and politics that they did not for a moment pause to think of what to do with primary school leavers. In 1870 W. E. Forster knew that the factories and commercial houses were there to employ English primary school leavers, but in 1952 Hon. S. O. Awekeya was not sure or did not bother where the primary school leavers in Western Nigeria would work. He merely said that primary education was "the greatest heritage we can leave behind, a gilt-edged security against the hazards and difficulties of the coming years"<sup>1</sup>. Even if there were factories and commercial houses in Western Nigeria, the standard of education of many of the primary school leavers is so low that they would not be able to cope with the work there.

For the majority of children the primary school education is the only education they would ever have. They are not educated enough to find a 'white collar' job to do and yet are too good to "go back to the land". The plight of such primary school leavers has brought disillusion and disappointment to many an illiterate parent who thought that immediately their child finishes his primary education he would enter an employment and earn salaries. Such parents soon find out that they have miscalculated. They realize that unless they can send the child to a secondary modern or grammar school, their hope of his getting the

...../115.. /job of their:-  
1. Universal Primary Education in the Western Region of Nigeria: Commemorative Brochure Page 5.

job of their dreams will not be fulfilled.

The conclusions in the last paragraph are drawn from an attitude survey of a sample group of 100 parents which I carried out at Ife in March this year, 1966. The sample group comprized literates and illiterates, men and women. They were also drawn from all types of people in the town-----school teachers, civil servants, clergymen, farmers, traders, ~~artisans etc.~~ etc. The question asked each of them was what they thought of the standard of education of, and employment opportunities for, the primary school leavers of today. 89 of the 100 parents admit that the standard of education in primary schools is not what it used to be. Most of them complained that now, unlike before 1955, a primary school leaver cannot speak correct English or write a good letter in the language. On the other hand, the remaining 11 parents said, standard or no standard, people ought to be grateful to the government for providing primary education free. On the question of employment while 5 of them felt primary school leavers can get some petty jobs to do 95 said employment opportunities for primary school leavers in Western Nigeria are nil and that without further training a primary school

...../116.. /leaver is useless:-

job of their dreams will not be fulfilled.

The conclusions in the last paragraph are drawn

from an attitude survey of a sample group of 100 parents which I carried out at its inception this year, 1966. The

sample group comprised literates and illiterates, men and women. They were also drawn from all types of people

in the town---school teachers, civil servants, craftsmen, farmers, traders, etc. The question asked each

of them was what they thought of the standard of education of their children and employment opportunities for the future

school leavers of today. 68 of the 100 parents admit

that the standard of education in primary schools is not what it used to be. Most of them explained that now

unlike before 1955, a primary school leaver cannot expect to secure employment in the village.

On the other hand, the parents of illiterate and standards or no standards, people ought to be grateful to the Government

for providing primary education free. On the question of employment while 5 of them felt primary school leavers

can get some better jobs to do and employment opportunities for primary school leavers in Western Nigeria are

all and that without further training a primary school

leaver is hopeless.....\n

leaver is useless. 61 of these parents who cannot send some or all their children for further training in a secondary modern or secondary grammar school expressed bitter dissatisfaction with the free primary education which cannot enable their children to get employment. One of them Mr. Adewale Adelere, a farmer of Ojoyin street, Ife, said, "Of what use is the so-called free primary education which cannot enable one's children to get employment and earn salaries? I have five children who have gone through their primary school course. I can send only two of them to a grammar school for further training; the remaining three can't get any job to do and yet they refuse to follow me to the farm. I don't know what to do with them." Stressing this same point Mr. M. O. Adetunmbi, the Assistant Local Education Officer for Ife, had this to say, "You talk of employment for primary school leavers! Where will they get it and what is their standard of education? What of the secondary modern and secondary grammar school leavers roaming about the streets of our big towns, have you given them employment?"

**Decline in enrolment.**

The general dissatisfaction among parents can be seen in the decline of the number of enrolment in our

...../117.. primary schools:-

primary schools, as can be seen from the figures in table 5 in the appendix. From 1955 there was steady increase in enrolment until 1961. When enrolment reached the highest point. As from 1962 there has been some decline. There was 2% decrease in 1962 and 0.9% in 1963. However, when we exclude the Mid-West the figure for 1963 was 729247 whereas in 1964 it was 733,170, an increase of 0.41%. At present, except in big towns, headmasters of primary schools and their teachers have to go from door to door persuading parents to enrol their children for class I in the coming year. If they do not do this, they may not get enough pupils for class I in the following year.

The decline in enrolment in primary schools has had some adverse effects on the schools. First of all, partly because of the decline in enrolment and partly to make way for trained teachers, who have just left teacher training colleges, many untrained teachers were discharged. This caused sorrow to many a family, whose bread-winner, an untrained teacher, was dismissed. Frequently these untrained teachers, who had failed to avail themselves of the opportunity offered by the many grade III and II colleges, were too old to learn any new trade. There was the case of an old untrained teacher at Ijebu-Ode who, when dismissed, committed suicide to avoid, as he put it in a note he left

behind, the suffering of his wife and five children whom he could no longer support. I think this man richly deserved his fate. He started teaching with his First School Leaving Certificate in 1938 and up till 1964 when he was dismissed he did not think it necessary to attend a grade III or grade II college, especially when he wanted to remain in the job.

On the other hand, the threat of dismissal, apart from the desire for heavier pay packet, has made many of our primary school teachers to have the burning desire to improve their education. This is quite clear from replies to a questionnaire which I sent in November 1965 to 100 teachers ----- 50 grade II and 50 grade III ----- in 100 primary schools in Ifo Division. The questionnaire was asking them what examination or educational advancement they have passed or were aiming at and why. Only 95 of the teachers returned the questionnaire. Of these 7 have passed two subjects at the Advanced Level of the G.C.E., 19 have passed G.C.E. at the ordinary level, 44 are preparing for the G.C.E. at the ordinary level, 8 are preparing for R. S. A. examination, 11 are preparing to go overseas for further studies, while 8 are doing nothing at all. In addition 16 of the grade III teachers have gained admission to grade II colleges and 5 of the grade II teachers have gained admission to grade I colleges

...../119.. /as from January:-

as from January 1966. As to the reason for improving their education a little over half of them said they wanted heavier pay packets and did not want to be dismissed as long as they remained in the profession. About a quarter said they wanted to get out of the teaching profession for other less exerting but more paying jobs in the firms and civil service.

Another point is that the decline in enrolment in primary schools caused many classrooms to become useless. This has led to a consequent decline in the number of primary schools in the Region (see table 4 in the appendix). In 1957 there were 6,628 primary schools in Western Nigeria, in 1960 6,540, in 1963 4,417 and in 1965 4,364. Considering the various agencies, the decline was greatest in Local Authority and Anglican Schools. In 1957 there were 1,844 Local Authority Schools, in 1960 1,807 and in 1963 1,724 and in 1965 1,061. In 1957 the Anglicans had 1,673 primary schools, in 1960 1,578, in 1963 1,523 and in 1965 1,108. Whereas Roman Catholic and Moslem schools show slight decline only in 1963. There were 1,062 Roman Catholic Schools in 1957, 1,085 in 1960 and 1,082 in 1963 and in 1965 489, Mid-West excluded. The Moslems had 444 primary schools in 1957, 451 in 1960 and

...../120.. /438 in 1963:-

438 in 1963 and in 1965 424 (see table 6 in the appendix). These primary schools, where they are not used for any other purpose, are now falling down and over-grown with weeds.

Lastly, the decline in enrolment in primary schools has affected the organisation of the schools themselves. The policy of the government is that there should not be less than 30 pupils in a class and not more than 45. Before and in 1963 whenever in a school there were classes which did not have up to 30 pupils a teacher would be assigned to two or more classes. For example, if there were 22 pupils in class I and 23 in class II both classes would be assigned to just one teacher so that he might have enough number to teach. Then came the inevitable division of attention between the two classes. The result was that neither class was well taught since each of the two classes was running a different syllabus. By the end of the year only about half of the syllabus might have been covered by each class. And, if the syllabus were covered, the work must have been haphazardly done. In either case the result was lowering of standards in primary schools. Even, where the number in three classes was not more than 45 all told, the three classes would be

...../121.. /assigned to:-

assigned to a teacher. The government, having realised that this system merely led to a fall in standards and to the encouragement of laziness among primary school teachers, decided on re-organisation in January 1964. It decided that every teacher employed by the government must have a full class to teach. In any school classes which did not have up to 30 pupils were either removed to another school to fill up depleted classes there or made full by pupils removed from another school. In some cases a class removed from a school was shared between two nearby schools. This re-organisation gave the government some headache as it met stiff opposition from Voluntary Agencies which did not invariably want their children to be removed from one denominational school to another and from parents who wanted their children at the school near their homes and not at a distance. Eventually the government had its way. In the re-organisation many teachers became surplus and, so, many of the untrained ones lost their jobs. The children too were emotionally disturbed because, apart from having to trek long distances to get to school in rural areas, a good many had to part with their friends and with their familiar school environment. However, the government took this line of action because it wanted high

...../122.. /standards for the:-

standards for the pupils, efficient work from the teachers and a reduction in its expenditure on primary education.

Influence on Religious and Moral Training.

Another aspect of our life affected by the free primary education scheme is religion and moral training. Before the introduction of free primary education, the Missions which were mainly responsible for education had it as their set purpose to impart knowledge based on the fear of God. The school was in fact just a part of the Church and the pupils were made to take part in many religious activities. It was compulsory for every pupil in a Mission school to attend the services on Sundays, singing practices during the week and Sunday Schools, and to take part in religious festivals and plays in the Church. If a pupil failed to attend any of these services or ceremonies without any reasonable excuse he would be punished severely in the school. These pupils in Mission schools soon formed the habit of taking part in religious activities, a habit which they could not shed after leaving school. So that in their lives after their school career religion still fills an important place.

These religious activities were of course not restricted to the pupils. The teachers in fact were the leaders of

...../123.. /these activities:-

these activities. They saw themselves as agents of the Church who should do all they could to spread the knowledge and fear of God among their pupils. They showed examples to their pupils by their lives and activities. So these teachers attended services regularly, taught at Sunday Schools, arranged religious plays, composed songs and hymns for religious festivals and took part in other religious activities as occasions brought.

The religious activities in which both teachers and pupils took part had salutary effects on the tone of the schools. Pupils had respect for and obeyed their teachers. They did their work with eagerness and the teachers not only put in their best but had keen interest in the progress of their pupils. The pupils also carried their orderly behaviour within the school to the community outside it. The teachers, too, were well behaved in the society.

But with the introduction of free primary education in 1955 the situation changed for the worse. The indiscipline and lack of respect for teachers among primary school boys and girls have been discussed under the aims of education earlier in the chapter. Unlike the late forties

...../124.. /and early fifties:-

and early fifties before the introduction of free primary education, the standard of behaviour and conduct among primary school teachers is now very low indeed. This is partly because the Voluntary Agencies, with the exception of a few like the Roman Catholic Church, were no longer as strict with religious activities and code of morals among their teachers as they used to be, and partly because many of the teachers are either untrained or products of the emergency training scheme. Other factors have contributed to the decay of religious fervour and good conduct among primary school teachers and pupils. First of all, the Education Law made attendance at religious worship and instruction optional for the pupils. Furthermore, the establishment of many Local Authority schools, which were not attached to any particular religious body, has contributed a lot to a cooling down of religious enthusiasm among pupils and teachers who attend and work in such schools. In a Local Authority School the extent of religious worship and instruction or lack of it depends on the interest or lack of it of the headmaster. On the whole it appears 'knowledge based on the fear of God' is becoming a thing of the past.

...../125.. /A Boon to Poor Parents:-

A Boon to Peer Parents.

Finally, free primary education was and still is a boon to parents who could not afford to send their children to school if fees were charged. It was a rare opportunity for boys and girls who otherwise would not have been to school. In spite of the low standards some there are who have forged their way to the top. Without the free primary education scheme such talents would have been lost to our society. A corollary to this point is the fact that the scheme has led to an increase in the production of man power in this Region-----thousands of primary, secondary modern and secondary grammar school leavers and university graduates being poured into the labour market in our country every year. Though there is much unemployment in the Region now the advantages of this mass production of man power will become manifest when the government has devised ways of employing these boys and girls usefully or the school leavers themselves decide to take up employment for which they are qualified by their standard of education, training and talent.

Another advantage of the free primary education is permanent literacy in Yoruba among those who have been through the primary schools. Even if their standard of

English is low, as we have seen, at least they can read and write In Yoruba. Even for those who wish to improve themselves afterwards the smattering of English which they had in the primary school can serve as a good basis for further advance.

Some Comments.

From this chapter we have seen the advantages and the disadvantages of the free primary education scheme for Western Nigeria, as they appear to the writer. Though the scheme had brought some disadvantages, nevertheless the faith of the architects in the scheme must be commended. It is not unusual for people who are advancing to make mistakes. This is what has happened in the case of our free primary education scheme. So in the next chapter we shall see some suggestions as to how improvements can be made to right the mistakes already made.

## CHAPTER IV.

### THE FUTURE OF FREE PRIMARY EDUCATION IN WESTERN NIGERIA.

#### REMEDIES FOR RAISING OF STANDARDS.

In making suggestions for the improvement of the free primary education in Western Nigeria. I bear in mind the fact that, if a system or part of it has not worked well for a decade, it is worthwhile to try new methods to improve it instead of foolishly sticking to it in the hope that one day it may begin to yield good results. Another point to remember is that our country is quite different from advanced European countries in many ways and a system that has worked well in England, for example, may not work well in Nigeria. If it is to work well it may have to be adapted to local conditions and may even take a longer time.

#### Duration of the Course.

One aspect of the universal primary education in Western Nigeria which has been severely criticised by the citizens of this Region is the duration of the course—six years. Some even say it was a blind imitation of the English system. I think this is so. Conditions in England and Western Nigeria are not all the same. For example, in England the mother tongue and the medium of instruction are one and the same language-----English. But in Western

Nigeria the mother tongue is Yoruba while the medium of instruction is English. So the child of six is expected to gain permanent literacy in Yoruba and English within six years. Oral English is introduced in the third term of the first year of the course. So that there is hardly any doubt that the fact that the child has to cope with a second language at so early an age has contributed to the fall in standards. This six-year system can only be defended and recommended to stay only if the language of instruction is changed into the mother tongue, Yoruba. Yet it may not be advisable to do this now and eliminate English in view of the fact that English is our gateway to the world and the key to higher learning. As such, I think it is advisable we return to the old eight-year course beginning at the age of six and ending at 14. If this is done, it will entail more expenditure and provision of more teachers. To meet the additional financial burden and lighten the burden of the government on primary education generally it may be necessary to charge fees. I am sure parents would co-operate if they know that by paying fees the standard of the education of their children would be raised. The Mid-West, which was carved out of the former Western Nigeria in September 1963 to

...../129.. /become Nigeria's:-

become Nigeria's fourth Region, has now reverted to the eight-year course of primary education and has even started to collect fees. The eight-year course has one particular advantage in that the first two years of the course are devoted to the thorough learning-----reading and writing----of the mother tongue. So it is easier for the child to cope with English language once he is well grounded in the mother tongue through which English is usually learnt. Another advantage is that the first two years can be spent in giving the children the necessary back-ground knowledge for their work in the last six years in the school. This is necessary in view of the fact that the children came from different homes with different backgrounds.

#### Automatic Promotion.

Another aspect of the free primary education scheme which has led to a fall in standards is automatic promotion. It must be admitted, however, that automatic promotion is a natural corollary of a free primary education system. However, the outcry of the citizens of this Region against it was such that Banjo Commission was forced to recommend that the number retardable in a class should be increased from three to five. The Commission even went on to say

...../130.. /that such:-

that such restriction would even be unnecessary if the beginners were of the right age and all classes were taught by trained teachers. The supporters of automatic promotion usually argue that it prevents wastage, reduces the chances of a boy or girl feeling inferior to his or her class mates if he or she were retarded and prevents him or her from being cut away from his or her friends, thus exposing him or her to the adverse psychological effects of such parting.

I think the Banjo Commission treated the question of automatic promotion with levity when they said trained teachers and children of the right age were the only necessary factors to make automatic promotion work well. Those who are opposed to automatic promotion also have their own case to make. They argue that automatic promotion encourages teachers to be very lazy, if they choose to, whether they are trained or not. In pre-free primary education days a teacher was praised or blamed according to the number of the pupils in his class who passed their examination and so were promoted at the end of the year. As this was so teachers worked harder and with better results for their pupils. Apart from this, automatic promotion also encourages laziness among the pupils themselves because

...../131.. /the pupils know:-

the pupils know that whether they work hard or not they are due for promotion at the end of the year. Unlike the time before the introduction of the free primary education scheme, when pupils knew that failure to pass the promotion examination meant staying another year in the same class and earning the rebuke and disfavour of their parents, the incentive to hard work is just not there in many a pupil. How will standards not fall in such a case? Another point put forward against automatic promotion is that it discourages parents who note with disgust the fact that their children are promoted in spite of their poor performances at the end-of-the-year examination. Whereas there is hardly any parent who does not want high standards of education for his children. Lastly, it has been argued that automatic promotion in primary schools ought to have been rounded off with automatic award of primary school leaving certificate, which is not the case at present. Those who are opposed to automatic promotion say, "why give the pupils automatic promotion when they are still to be judged as 'pass' or 'fail' as a result of an examination at the end of the six-year course?"

The arguments for and against automatic promotion are each weighty in its own way. But, at the risk of being

called a conservative, I am inclined to think that it should be scrapped in the meantime in response to popular demand in Western Nigeria. If automatic promotion is scrapped now, and passing an examination is made a condition of promotion from a lower class to a higher one as before, then both teachers and pupils would work harder and parents would be satisfied. It may also lead to a raising of standards in our primary schools. Then automatic promotion can be re-introduced in the future when our country is really ripe for it, that is, when all the necessary conditions for its successful running are present-----like the country getting enough money to provide all necessary amenities and equipment in the primary schools: free milk and mid-day meal for every child, for example, making conditions of service of teachers very attractive; engendering the belief of our citizens in education for its own sake, an end in itself not a means to an end. Says Dewey: "The educational process has no end beyond itself, it is its own end."<sup>1</sup>

**Too large classes.**

Another drag on the standards of primary schools is government's insistence on large classes. The government

...../133.. /insists that a class:-

1. John Dewey: Democracy and Education (Macmillan Company, New York, 1916) Page 59.

insists that a class should have between forty and forty five pupils. Under modern methods, which place more emphasis on attention to the individual child, it appears forty to forty-five children are too many for a teacher to cope with, if he is expected to do his work thoroughly. If a teacher has forty pupils in his class it means that for every exercise he gives to the class he has forty exercise books to mark. Only few skilled teachers can manage such classes successfully. With the majority of our teachers, especially the grade III and untrained teachers, it may well be an impossible task. Such teachers as with such classes are faced either to do little work satisfactorily or much work unsatisfactorily. I think, to make for effective teaching, between thirty and thirty-five pupils would do for a class.

#### Headship of Schools.

Before the introduction of free primary education all our senior primary schools were headed by Grade II teachers, who also taught the upper classes, especially standards V & VI. But since the inception of the new scheme it has been the practice for many of our primary schools to be headed by grade III and uncertificated teachers. These teachers also teach in the upper classes.

...../134.. /This fact has led:-

This fact has led to a considerable fall in standards. These Grade III and uncertificated teachers have the chance of heading primary schools and teaching the upper classes in them because the new scheme of free primary education has led to the opening of many grade III and grade II teacher training colleges and secondary modern and grammar schools, as we have seen, and, so, many grade II teachers were withdrawn from primary schools to teach in grade III teacher training colleges and secondary modern schools, while grade I teachers were confined to Grade II teacher training colleges and secondary grammar schools. With the closure of grade III teacher training colleges in December, 1964, many grade II and grade I teachers returned to primary schools. So that this problem is on the way to being solved. Here I think a return to the old way will help us a lot, that is, grade II teachers heading primary schools and teaching the upper classes.

Primary I teachers.

It is the practice in many primary schools to allow grade III teachers or uncertificated or untrained teachers to teach primary I. Yet primary I appears to be the most important class in the school, since it is the foundation

upon which a superstructure is built in later years. In this class children from different homes with different back-grounds are assembled for the first time. Their minds are highly impressionable and anything wrongly taught to them either remains with them for life or is eradicated with much difficulty in later years. This very fact makes it necessary if not imperative for primary I to be taught by a sympathetic, well trained and experienced teacher. So it will be a sound educational policy to let experienced grade II teachers teach primary I in our primary schools.

Improvement of teacher training.

The general fall in standards of education in our primary schools has been largely attributed to the preponderance of untrained and grade III teachers in the schools. However, the number of untrained teachers has reduced greatly, from 25,311 in 1960 to 4,170 in 1965. (see table 10 in the appendix). The government should gradually replace the remaining untrained teachers with trained ones as soon as such trained teachers are available. Also grade III teachers should be encouraged to do return courses to become grade II.

Banjo Commission has made very good suggestions for training of teachers. The Commission recommended the

...../136.. /scrapping of:-

scrapping of grade III teacher training colleges, which has been done. It then went on to say that Grade II Colleges should be expanded to give opportunity for all capable Grade III teachers, who so desire, of becoming grade II by 1970. Then this year grade II teacher training colleges should be wound up to give place to one unified National Certificate of grade I quality for teachers. Expansion of grade II teacher training colleges was actually planned by the government in 1964 when 8 grade III colleges were up-graded to grade II. They were to start to run grade II courses as from January 1965. But on the day the colleges opened they received telegrams from the Ministry of Education asking them to send their students home and close down, no reason being given for the order. As to Grade I Colleges the Commission recommended that by 1970 there should be 10 such colleges strategically placed in the Region. The government should open 4 such colleges while six of the present grade II colleges should be upgraded to grade I status. The Regional government has already opened three such grade I colleges-----Olunloye College of Education, Ransome-Kuti College of Education both at Ibadan and Adeyemi College of Education in Ondo. No grade II

...../137.. /teacher training:-

teacher training college has yet been up-graded to grade I.

The course in these colleges is for three years leading to Nigerian Certificate of Education. The three-year grade I course is primarily designed for secondary grammar school leavers, but at present grade II teachers are admitted. The Commission even recommended that after 1970 two or three of the ten grade I colleges envisaged should be set aside for the training of returned grade II teachers only. Besides these 10 grade I colleges the Commission further recommended the establishment of four grade I Commercial colleges and two more Rural Science Colleges in addition to the one now at Akure. If the Regional government carries out the recommendations of the Banjo Commission the standard of trained teachers will improve rapidly.

Corporal punishment to be re-instated?

At present restrictions are imposed on corporal punishment by the Ministry of Education. Only the headmaster is allowed to use the cane in certain circumstances like flagrant disobedience or any other serious offence. Even then the offence and the number of strokes administered to the offender should be recorded in the

...../138.. /school's log book:-

school's log book. Before the imposition of restrictions on it by the Ministry some school teachers used to administer the cane with relish and brutality. May such days never come back again.<sup>1</sup> All the same there are some people who attribute the present fall in standards to cessation of corporal punishment. I do not agree with such people. Corporal punishment "infuses fear into them (the pupils) and dwarfs the full development of their stature as human beings".<sup>1</sup> As such the teacher should not be allowed to resort to the brutalities of corporal punishment when his patience has been exhausted. So the restrictions at present imposed by the Ministry of Education are steps in the right direction. Other forms of correction can be devised by the imaginative teacher. In fact emphasis should be placed on the improvement of teaching methods. Moreover, the better the teacher and his methods, the less the need for punishment.

Co-operation of the Home.

Parents and guardians have also contributed to the fall in standards in our primary schools. They have been accused, rightly I think, of not co-operating with the school as they ought to have been doing. This is so

...../139.. /because, as:-

1. Banje's Report, page 18.

because, as some teachers allege, the parents and guardians do not pay directly for the primary education of their children. They look down on the education itself, don't discourage lateness and irregular attendance on the part of their children and fail to supply their children with school materials promptly. There are even reports that in the towns children are withdrawn from school for weeks on end for trading purposes and in the rural areas for farming purposes.<sup>1</sup>

Some remedies may be sought for this lack of co-operation between the school and the home. Every school should have a teacher-Parent Association. The meetings of such association will serve as the forum where parents and teachers can understand each others' point of view and reason together to solve the problems of the up-bringing of the children. Most of our schools have this association but the pity of it all is that parents don't attend the meetings in large numbers. They should be encouraged to do so. Another remedy is that the class teacher and, if possible, the headmaster should find time to visit any pupil who has been absent for some days, find out the cause of his absence and encourage him to return to school as soon as possible.

.../140.. /Such used to be:-

1. Banjo's Report, Page 18.

Such used to be the practice before the free primary education for all began and should be revived among teachers. Lastly, parents should, in the interest of their children's education, provide them promptly with the materials they need in the school: text-books, exercise books and writing materials. Without these the teacher cannot teach the children well nor can the pupils follow the lessons.

### The Syllabus.

There is not much to criticise in the present primary school syllabus. But, because of its sketchy nature, it does not give enough guide to the untrained teacher. However, with the elimination of all untrained teachers from our primary schools the syllabus will be relieved of this failing. Even then it will still be of better use to trained teachers if it is made more detailed than it is at present.

If a return to an eight-year primary school course is made, as advocated earlier in this chapter, the present syllabus for primary I - VI will do in broad outlines for the last six years of the course. But there may be little modifications. The first two years of the eight-year course should be devoted, as mentioned earlier, to a

...../141.. /thorough learning:-

thorough learning of the vernacular, that is, reading and writing of it. English language can then be introduced in the third year of the course. So that, if English is introduced in the third year of the course, the standard of the pupils in oral and written English will be much improved and certainly better than what it is now. Also in the first two years of the course emphasis should be placed on good writing. The standard of writing among primary school pupils is astoundingly low. This is because of the poor foundation in the first two years. If more time is devoted to writing in these two years I am sure the standard of writing among primary school pupils will definitely improve.

While the first four years of the course should be devoted primarily to reading, writing and arithmetic, in the last four years other subjects like History, Geography, and Civics should be studied instead of only during the last two years as at present. Better provision should be made for craft education while more scope should be given to Nature Study, Gardening and Health <sup>education</sup> throughout the course.

Furthermore, in this age of science the primary school

...../142.. /pupil should:-

pupil should be given the opportunity of studying general science. New general science is just being introduced into two or three primary schools in Ibadan. If the experiment succeeds, general science will be introduced into all primary schools in the Region. Writing on the value of general science in primary schools Banje Commission had this to say, "If it (meaning science) sets the feet of the children in the direction of careful observation, careful recording, unchecked curiosity, inventive experiment and thirst for knowledge, it will have laid the foundation for the development of many thousands of future scientists of importance and, often, of eminence".<sup>1</sup>

At present our teacher training colleges are not offering good courses in general science to would-be primary school teachers. Where there are laboratories they are not well equipped and, in most cases, qualified teachers are not available to work in them. If science is to be taught successfully in our primary schools, then a course in general science should form a compulsory part of the training of every prospective teacher in primary schools, and adequate provisions of equipment and staff should be made for it in our teacher training

...../143.. /colleges. In:-

1. Banje's Report. Page 61.

colleges. In addition, when in future recruits for our teacher training colleges come entirely from secondary grammar schools, the study of science should be made compulsory in all our secondary grammar schools. If our secondary grammar schools and teacher-training colleges co-operate in this way, all primary school teachers would have the basic knowledge of science to teach their pupils successfully.

Inspection of Schools.

While primary schools in towns have been on the whole well supervised the reverse is the case with primary schools in small villages, especially those which are not accessible by motor roads. If a village is accessible only by a bush path, invariably teachers in its school would not reside in that village, except where the Mission or the Community has built staff quarters for the teachers. So the teachers may stay in a nearby town about five or six miles away and go to school from there on bicycle every morning. In many cases, where the sense of duty is weak in a teacher, he goes to school late and leaves it before the normal closing school time. Even at times he may go to school for only two or three days in the week. I know of a case

...../144.. /near my home:-

near my home town here. The school in a small village about three miles away from Akinlalu has two teachers. The teachers arranged to be in school in turns, one for two days and the other for three days of one week, and vice-versa in the following week.

In fairness to these teachers houses suitable for their habitation are not available in most of these small villages. But, wherever they live, they have no excuse for coming late to school or for absenting themselves from school on certain days of the week. Moreover, these teachers are confirmed in their prevailing laxities because inspectors don't set their eyes on such schools for years. An inspector usually stops at the end of a meterable road and asks the headmaster of the school in the village there about the progress of the school three to six miles away. At times he would send a message to the school and ask for the register and record books to be brought to him by one of the teachers. I feel inspectors should make it a point of duty to visit these hamlet schools at least once a term, even when it means a lot of inconveniences for them. This will enable them to appreciate the difficulties of these schools and of their teachers and offer them useful advice and also make the teachers <sup>be on the alert.</sup> ~~sit up~~. The Community or Mission owning schools

...../145.. /in such hamlets:-

in such hamlets can also help by building quarters for their teachers where suitable houses are not available.

PAYMENT OF FEES.

At present the cost of primary education is met by the Regional Government and the Local Authorities. As mentioned earlier, the government spends  $\frac{1}{4}$  of its revenues on primary education alone and about half of its revenues on education as a whole. This situation is very serious in that, handicapped financially, the government cannot satisfactorily meet its other commitments, like establishment of industries, improvement of the conditions of service of teachers, building of new roads and repairing old roads. It is common sight now in this Region to see tarred roads patched with sand or mere earth. It is common knowledge that this Region is now living from hand to mouth. There is hardly any doubt that its expenditure on education, especially on primary education, has contributed to the financial mess in which the Regional government finds itself today. So the people can help the government out of this impasse by contributing more to the cost of primary education by way of fees.

There are some motives for my advocating a return to paying fees in our primary schools. To start with,

...../146.. /parents in:-

parents in Western Nigeria can easily afford to pay primary school fees, which cannot and should not be more than, say, £3 per annum per child. After all, many parents pay far higher fees for private coaching for their children. I have seen parents pay up to £2 a month for a child for private coaching. Such parents would willingly pay fees, if they knew that, in doing so, their children would receive better education. Another motive is that there is a belief among the Yorubas that what is paid for is valued more than something that is apparently free. Another point is that, if a school charges fees, it may be better equipped than if it relies mainly on grants from the Local Education Authority.

Before the introduction of free primary education in Western Nigeria it was the custom to have a mounting scale of fees adjusted to each standard, so that fees became greater annually as the pupil was promoted from one class to another. A statement of the fees I paid during my own primary school career, as given in chapter one, bears witness to this point. Another point is that fees differed from Mission to Mission. Also the fees in Native Authority Schools differed from those of

...../147.. /voluntary Agency:-

voluntary Agency Schools. If and when there is a return to payment of fees in primary schools, all these anomalies should be set right. The mounting scale system should be discontinued. Fees should be uniform through particular stages of primary education, for example, junior primary and senior primary stages. Another point is that fees should be uniform throughout all the primary schools in the Region, whether voluntary Agency or Local Authority or Government. For the junior primary course, that is, the first four years of the primary course I suggest tuition fees of £1: 10/- per annum per child, that is 10/- a term per child. For the senior primary course, that is, the last four years of the course I suggest tuition fees of £3 per annum per child, that is, £1 a term per child. Parents in this Region, considering their desire for a sound education for their children and the income of an average man in the Region per annum, can easily afford these fees. But provision should be made for school managers to grant remission in cases where they are convinced, and it is proved beyond all doubts, that parents cannot afford the fees.

In other words, the system being envisaged is a grant-in-aid system as was existing in pre-expansion

...../148.. /days. The grants:-

days. The grants to be made by the Regional government to aided schools will take into account the Assumed Local Contribution and so will be adjusted accordingly. The Assumed Local Contribution could be met by school fees and education rate or tax raised by the Local Education Authority. The grants would be payable to Local Authority as well as Voluntary Agency Schools. This is the system now operating with our secondary schools and I have no doubt that it will work well with the primary schools if tried. In such a way the Regional Government will be responsible for about 40% or at least not more than 50% of the cost of primary education. So it will be relieved of part of its present financial burden of free primary education. The Mid-West government has taken a bold step and started to collect fees in its primary schools.

CONDITIONS OF SERVICE OF TEACHERS.

In our country today there is a widespread dissatisfaction among all grades of teachers about their conditions of service. Even in October, 1964, teachers went on a nation-wide strike to back their demand for better conditions of service. As a result of this strike a Joint Negotiating Council was set up to look

...../149.. /into the:-

into the salaries and conditions of service of teachers. The Council consisted of representatives of the governments of the Federation and other Agencies connected with education. The Council was only advisory to the governments of the Federation. It was to submit its recommendations to the governments for consideration and approval or rejection.

In October, 1965, the Joint Negotiating Council submitted its recommendations to the governments for their consideration. In rejecting the Council's recommendations as regards national scales the governments of the Federation said that the scales of salaries recommended by the Council for teachers were too high, illogical and unrelated to the economic resources of the country. This excuse of the government, for an excuse it is indeed, is not only flimsy but hopelessly illogical. For how can one reconcile this excuse with a bill approved by the House of representatives in Lagos shortly before the government's rejection of the Council's recommendations. The Bill sought to increase the salary of an ordinary member of the House from £900 to £1,500 per annum and his allowance from £250 to £500 per annum. Yet the bar for a graduate teacher

...../150.. /with teaching:-

with teaching qualification is £1,584 per annum, a bar he can only reach after 17 years of continuous service! One thing is clear from all this, that is, if our governments do not put the teacher in his proper place and give him the just treatment he deserves, he will continue to be disgruntled and the standard of the education of our children will continue to be low because he may not be disposed to give of his best to his pupils.

#### IMPROVEMENT OF SECONDARY MODERN SCHOOLS.

We have seen in chapter III how our secondary modern schools have failed in their object of providing vocational education for pupils who pass through them. These schools are not grant-aided by the government and, as such, cannot afford the equipment for the teaching of vocational subjects like carpentry, tailoring, farming, typing and shorthand, metal work. If these schools are to fulfil this aim, they should be improved.

To start with, if fees are paid in the primary schools as suggested earlier in this chapter, I see no reason why the Western Nigeria Government will not be able to grant-aid secondary modern schools as it is

at present doing with secondary grammar schools. This will have a double advantage. First, the secondary modern schools will have enough money to buy the necessary equipment and pay qualified teachers to use it for the pupils. Secondly, the government will be able to insist on certain standards being maintained in these schools. Also the fees paid by the pupils can be slightly raised. At present a secondary modern school pupil does not pay as much as half of what a secondary grammar school pupil pays as fees annually. This is chiefly why people look down on secondary modern schools.

Once the secondary modern schools are grant-aided by the government and the fees are slightly raised they would be able to buy equipment like typewriters, tractors, sewing machines etc. Also, if, in addition to the Technical Institute at Ibadan, the government establishes 4 Grade I Commercial Colleges and two more grade I Rural Science Colleges as advised by Banjo Commission, there will be enough teachers to cope with the vocational subjects in the secondary modern schools.

A group of two or three secondary modern schools in the same locality should work together with regard to staff and equipment. Finally, instead of profit-seeking

individuals the proprietors of secondary modern schools should be Voluntary Agencies and District or Divisional Councils, which should be able to help the schools with money, if and when necessary. There is hardly any doubt that, if all these suggestions are put into practice, our secondary modern schools will fulfil their aims.

#### ESTABLISHMENT OF INDUSTRIES.

As we have seen in chapter III, there is mass unemployment among primary, secondary modern and secondary grammar school leavers in this Region. In 1965 cocoa season, as expected, the producer price of cocoa, the main cash crop of this Region, has been reduced to £65 per ton for Grade I cocoa and £50 per ton for Grade II. The low price is due to the situation in the world market where increase in production of cocoa is not matched by increase in its demand. Today Western Nigeria is in economic danger for relying on agricultural products whose prices fluctuate in the world market. We have now reached such a point where we must review and change our economic structure.

First of all, we need an agricultural revolution. As mentioned in the previous chapter, the government has been

...../153.. /doing all it:-

doing all it could to encourage and modernise agriculture. But one regrets to say that the efforts of the government in the past to modernise agriculture by giving money to individual farmers have yielded no good results. This is because in our Region, as in other parts of the Federal Republic, the force of tradition is so strong and our farmers, mostly illiterates, spend the funds given to them to increase their consumption of luxury goods. Another factor of course is that the small family allotments are not adequate for necessary scientific improvements. The task now before Western Nigeria is how to transform its primitive agriculture to a modern and scientific one and to bring home to millions of our farmers the need to diversify our agriculture.

The next thing for Western Nigeria to do is to embark on large scale industrialisation. At least, for example, there should be one or two cocoa processing factories in this Region. (As this dissertation is being typed, the Military government of Western Nigeria laid the foundation of a gigantic cocoa processing factory at Ikeja, which will begin production in January, 1967. This is a gratifying move.) More industries should be established. At present the few industries in the Region

...../154.. /are concentrated:-

are concentrated in Ikeja and Ibadan, which should not be the case. Industries should be sited at strategic points in the Region to the benefit of all. For example, timber industry can be sited at Ondo, Cocoa industry at Ife and weaving industry at Iseyin, where all these industries can make use of locally produced raw materials. These industries, when established, will create many employment opportunities for school leavers of various grades and would boost the economy of the Region.

The question is where will the capital come from? It is from foreign investors. But before foreign investors can come to our Region we have to assure them of a stable government. Since the Emergency Administration of 1962 in this Region foreign investors have not been coming here. Even some of the firms like U. A. C. and G. B. Ollivant have wound up and left the Region. It is our hope and prayer that we may have a stable government here in Western Nigeria and so be able to attract foreign capital here, as other Regions of the Federal Republic have been successfully doing. Since we are a developing nation, without foreign capital our economy is doomed.

Even when we have got the capital to establish

...../155.. /industries caution:-

industries caution is needed in view of the present experience of our manufacturing industries. This country imports machines, raw materials and skilled labour to set up factories which have failed to produce enough for home demand at a reasonable price, let alone produce for export. For example, the shoes manufactured in Nigeria are more costly than and are not as durable and fashionable as these we used to import from England, France and Italy. The Elephant Cement, manufactured at Ewekoro in Western Nigeria, is more costly and of lower quality than Burham cement which we used to import from England. Even there are months when we can't get cement to buy. The matches manufactured in Northern Nigeria are not as good as those we used to import from Sweden. One has to strike a match three or four times before getting any light at all. If our industries will do useful ~~the~~ service to the nation, they should not only produce manufactured goods of good quality but even produce them at cheap prices and give the people of this country value for their money.

#### EDUCATION AND POLITICS.

In chapter II we have seen how free primary education was made an election issue by the Action Group in

...../156.. /1951. Since then:-

1951. Since then education, especially primary education, has been a political issue in this Region. The Action Group has always referred to <sup>it</sup> as one of the benefits which it has conferred on this Region when it was holding the reins of government. It is rather unfortunate that free primary education has been made a political issue. When, after the emergency administration of the Region in 1962 the government changed hands and the failings of the free primary education scheme were becoming manifest, the party then in power in the Region, the United People's Party, was hesitant to make necessary changes for fear that such changes might be used as propaganda against it by the Action Group. Whereas, if primary education were insulated from politics, it would be easy for any government to make necessary changes without fear of losing elections. The earlier education is insulated from politics, the better in this Region.

APPENDIX

TABLE 1.

New Classrooms in Western Nigeria Primary Schools.

<u>Year</u>	<u>No of New Classrooms</u>	<u>Cost at £200 each.</u>
		£
1954-55	12,578	2,515,600 <sup>1</sup>
1955-56	5,155	1,031,000
1956-57	3,194	638,800
1957-58	3,655	731,000
1958-59 #	4,498	899,600
1959-60 #	3,786	757,200
1960-61 #	1,506	301,200
<b>TOTAL</b>	<u><u>34,372</u></u>	<u><u>6,874,400</u></u>

...../158.. Table 2..

1. Western Nigeria: Triennial Report on Education 1955-58, Page 11.

# Estimates. No annual report on education has been published since 1958-59.

TABLE 2.

Regional Government Estimated grants-in-aid to Primary Schools in Western Nigeria.

<u>Year</u>	<u>Amount</u>
	£
1954-55	1,482,000
1955-56	2,100,000
1956-57	3,350,000
1957-58	3,640,000
1958-59	3,990,000
1959-60	5,000,000
1960-61	4,980,000
1961-62	6,144,000
1962-63	5,757,000
1963-64	6,000,000
1964-65 x	4,000,000
1965-66 x	4,650,000

...../159.. Table 3.

x Excludes the Mid-West.

TABLE 3

Regional Government Expenditure on Education in  
Western Nigeria.

Expenditure. ₦

<u>Year</u>	<u>Recurrent</u>	<u>Non-recurrent</u>	<u>Total</u>
1955-56	3,873,000	1,598,000	5,471,000
1956-57	4,496,000	4,428,000	8,924,000
1957-58	4,986,000	3,748,000	8,734,000
1958-59 <sup>II</sup>	5,617,000	1,253,000	6,870,000
1959-60 <sup>II</sup>	6,793,000	1,623,000	8,416,000
1960-61	7,096,000	1,854,000	8,950,000
1961-62	8,549,000	307,000	8,856,000
1962-63 <sup>II</sup>	8,808,000	730,000	9,538,000
1963-64	9,501,000	1,176,000	10,677,000
1964-65 +	6,807,000	996,000	7,803,000
1965-66 +	6,156,000	892,000	7,048,000

...../160.. Table 4..

<sup>II</sup> Estimates.

+ Excludes Mid-West.

TABLE 4.

Number of Primary Schools in Western Nigeria.

<u>Year</u>	<u>No of Schools.</u>
1955	6,407 <sup>1</sup>
1956	6,603
1957	6,628
1958	6,670
1959	6,518
1960	6,540
1961	6,468
1962	6,420
1963 +	4,417
1964 +	4,375
1965 +	4,364

...../161.. Table 5:-

1. Annual Abstract of Education Statistics 1953-58, 1955-60, 1961, 1962, 1963, 1964, 1965. These are also the sources of tables 1A, 1B & 3-10B. 2 and 3 and 5-13.

+ Excludes the Mid-West.

TABLE 5.

Enrolment in Primary Schools in Western Nigeria  
by Sex.

<u>Year</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>	<u>Increase % over previous year</u>
1953	320,542	109,000	429,542	-----
1954	340,610	115,990	456,600	6.3
1955	536,676	274,756	811,432	77.7
1956	583,688	324,334	908,022	12.1
1957	619,577	363,178	982,755	8.3
1958	642,856	394,532	1,037,388	5.6
1959	665,442	414,861	1,080,303	4.1
1960	687,215	437,573	1,124,788	4.1
1961	677,009	454,400	1,131,409	0.6
1962	656,551	452,448	1,108,999	-2.0
1963	643,826	455,592	1,099,418	-0.9
1964 +	435,399	297,771	733,170	0.5
1965 +	438,184	298,964	737,148	0.5

...../162.. Table 6:-

+ Excludes the Mid-West.

Table 6.

PROPRIETORSHIP OF PRIMARY SCHOOLS IN WESTERN NIGERIA.

<u>AGENCY</u>	<u>1957</u>	<u>1958</u>	<u>1959</u>	<u>1960</u>	<u>1961</u>	<u>1962</u>	<u>1963</u>	<u>1964</u>	<u>1965</u>
Government	8	7	8	7	9	8	8	3	2
Local Authority	1,844	1,843	1,798	1,807	1,759	1,749	1,724	1070	1061
Church Missionary Society	1,673	1,673	1,586	1,578	1,561	1,565	1,523	1102	1108
Roman Catholic Mission	1,062	1,082	1,087	1,085	1,091	1,063	1,082	485	489
Methodist Mission	302	300	293	303	298	297	297	291	283
Baptist Mission	383	388	385	388	379	374	381	309	313
African Mission	332	326	320	319	317	316	325	296	291
Moslems	444	444	447	451	447	449	438	420	424
Other Missions	478	479	479	478	518	508	425	343	368
Private	102	128	115	124	89	91	---	---	---
Other Public Schools	---	---	---	---	---	---	208	-56	25
<b>TOTAL</b>	<b>6,628</b>	<b>6,670</b>	<b>6,518</b>	<b>6,540</b>	<b>6,468</b>	<b>6,420</b>	<b>6,311</b>	<b>4375</b>	<b>4364</b>

...../163.. Table 7:-

+ Figures for 1964 & 1965 exclude the Mid-West.

ENROLLMENT IN PRIMARY SCHOOLS IN THE WESTERN REGION BY CLASSES, 1955-65

C L A S S E S

Year	1		2 Special		3		3 Special		4		4 Special		5		5 Special		6		6 Special		T O T A L				
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total		
1955	223,932	167,963	134,579	54,506	52,130	17,393	58,184	20,268	151,165	93,436	65,146	27,103	44,926	13,547	45,874	14,101	45,874	14,101	42,085	12,132	40,753	11,737	536,676	274,756	811,432
1956	146,741	113,949	176,413	121,047	58,184	20,268	121,501	83,726	151,165	93,436	65,146	27,103	45,703	14,480	45,874	14,101	45,874	14,101	42,085	12,132	40,753	11,737	583,688	324,334	908,022
1957	133,268	104,586	127,589	93,521	121,501	83,726	108,639	75,222	151,165	93,436	65,146	27,103	45,703	14,480	45,874	14,101	45,874	14,101	42,085	12,132	40,753	11,737	619,577	363,178	982,755
1958	131,158	105,938	110,836	82,395	108,639	75,222	116,431	72,584	132,610	73,045	51,256	20,110	132,610	73,045	51,256	20,110	53,410	17,186	42,085	12,132	40,753	11,737	642,856	394,532	1,037,388
1959	134,623	105,905	107,588	78,685	108,639	75,222	116,431	72,584	132,610	73,045	51,256	20,110	132,610	73,045	51,256	20,110	118,088	55,894	42,085	12,132	40,753	11,737	665,442	414,861	1,080,303
1960	140,960	110,589	110,711	80,449	106,848	73,430	113,842	63,864	105,286	68,564	113,842	63,864	105,286	68,564	113,842	63,864	113,842	63,864	97,796	36,358	11,772	4,319	687,215	437,573	1,124,788
1961	149,962	118,161	117,027	84,214	108,743	75,459	102,214	62,071	105,286	68,564	113,842	63,864	102,214	62,071	102,214	62,071	102,214	62,071	96,598	46,901	11,772	4,319	677,009	454,400	1,131,409
1962	147,734	117,543	118,424	85,955	112,297	76,732	94,008	59,692	100,585	66,931	94,008	59,692	100,585	66,931	94,008	59,692	94,008	59,692	83,503	45,595	11,772	4,319	656,551	452,448	1,108,999
1963	148,293	120,239	116,284	86,990	110,289	78,058	90,180	58,027	100,804	67,742	90,180	58,027	100,804	67,742	90,180	58,027	90,180	58,027	77,976	44,536	11,772	4,319	643,826	455,592	1,099,418
1964	105,941	80,461	81,072	57,750	74,083	50,597	58,372	36,948	67,345	44,042	58,372	36,948	67,345	44,042	58,372	36,948	58,372	36,948	48,586	27,973	11,772	4,319	435,399	297,771	733,170 +
1965	108,864	82,016	81,907	57,493	75,001	51,891	58,108	36,556	66,236	43,481	58,108	36,556	66,236	43,481	58,108	36,556	58,108	36,556	48,028	27,537	11,772	4,319	438,184	298,964	737,148 +

+ Excludes Mid-west

Table 8.

Enrolment in Grade III Teacher Training Colleges  
In Western Nigeria.

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
1955	3,505	1,075	4,580
1956	4,428	1,560	5,988
1957	4,904	1,709	6,613
1958	5,017	1,592	6,609
1959	5,090	1,591	6,681
1960	5,257	1,747	7,004
1961	5,915	1,899	7,814
1962	5,655	1,736	7,391
1963	5,152	1,545	6,697
1964	1,807	679	2,486 *
			<u>61,863</u>

...../165.. Table 9:-

\* Figures exclude Mid-West. Also, there was a class each in every College this year instead of two classes because the Colleges were winding up.

Table 9.

Enrolment in Grade II, Teacher Training Colleges  
In Western Nigeria.

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
1955	1,615	478	2,093
1956	2,476	676	3,152
1957	3,034	799	3,833
1958	3,370	758	4,128
1959	3,320	991	4,311
1960	3,183	1,078	4,261
1961	3,284	1,120	4,404
1962	3,997	1,267	5,264
1963	4,452	1,466	5,918
1964 +	3,683	1,491	5,174
1965 +	3,365	1,450	4,815
			<u>47,353</u>

...../166.. Table 10.

+ Excludes the Mid-West.

Table 10.

Number of Primary School Teachers in Western Nigeria.

Year	TRAINED			UNTRAINED			Total Trained & Un-trained.
	Male	Female	Total	Male	Female	Total	
1955	4,714	1,185	5,899	17,199	3,565	20,764	26,663
1956	5,302	1,435	6,737	20,323	4,082	24,405	31,142
1957	6,967	1,930	8,897	20,968	4,708	25,676	34,573
1958	8,489	2,408	10,897	21,616	4,521	26,137	37,034
1959	9,700	2,326	12,026	20,660	4,237	24,897	36,923
1960	11,568	3,225	14,793	20,658	4,653	25,311	40,104
1961	12,879	3,651	16,530	19,441	4,306	23,747	40,277
1962	14,263	4,117	18,400	17,344	4,405	21,749	40,149
1963	16,036	4,599	20,635	14,435	3,786	18,221	38,856
1964	13,137	3,931	17,068	4,412	1,576	5,988	23,056 +
1965	14,843	4,467	19,310	3,065	1,105	4,170	23,480 +

...../167.. /Table 11:-

+ Excludes the Mid-West.

Table 11.

Enrolment In Secondary Modern Schools In Western  
Nigeria.

<u>Year</u>	<u>No of Schools</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
1955	80	3,217	1,154	4,371 <sup>1</sup>
1956	106	9,934	2,867	12,801
1957	254	23,867	6,735	30,602.
1958	262	32,869	10,638	43,507.
1959	420	48,730	15,479	64,209.
1960	533	56,575	18,563	75,138.
1961	586	71,196	27,749	98,945.
1962	666	75,673	34,610	110,283.
1963	699	73,047	37,749	110,796.
1964	459	33,675	21,815	55,490. +
1965	441	27,545	18,037	45,582. +

...../168.. Table 12:-

+ figures exclude Mid-West.

Table 12.

Enrolment In Secondary Grammar Schools In Western  
Region.

<u>Year</u>	<u>No of Schools</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
1955	73	9,459	1,476	10,935
1956	91	10,758	1,863	12,621
1957	108	13,698	2,510	16,208
1958	117	15,877	2,877	18,754
1959	138	18,889	3,485	22,374
1960	167	21,500	4,255	25,755
1961	177	24,050	5,251	29,301
1962	189	27,047	6,481	33,528
1963	212	30,254	8,280	38,534
1964 +	174	26,644	8,831	35,475
1965 +	195	29,948	11,898	41,846

...../169.. Table 13:-

+ Figures exclude the Mid-West.

Table 13.

School Certificate Examination, Western Nigeria Number  
Of Candidates.

<u>Year</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
1955	915	101	1,016
1956	1,157	113	1,270
1957	1,208	123	1,331
1958	1,392	175	1,567
1959	1,483	214	1,697
1960	1,843	315	2,158
1961	2,197	399	2,596
1962	2,689	502	3,191
1963	3,748	649	4,433
1964	3,468	784	4,252 <sup>1</sup>

<sup>1</sup> Figures for 1965 and 1966 not yet published.

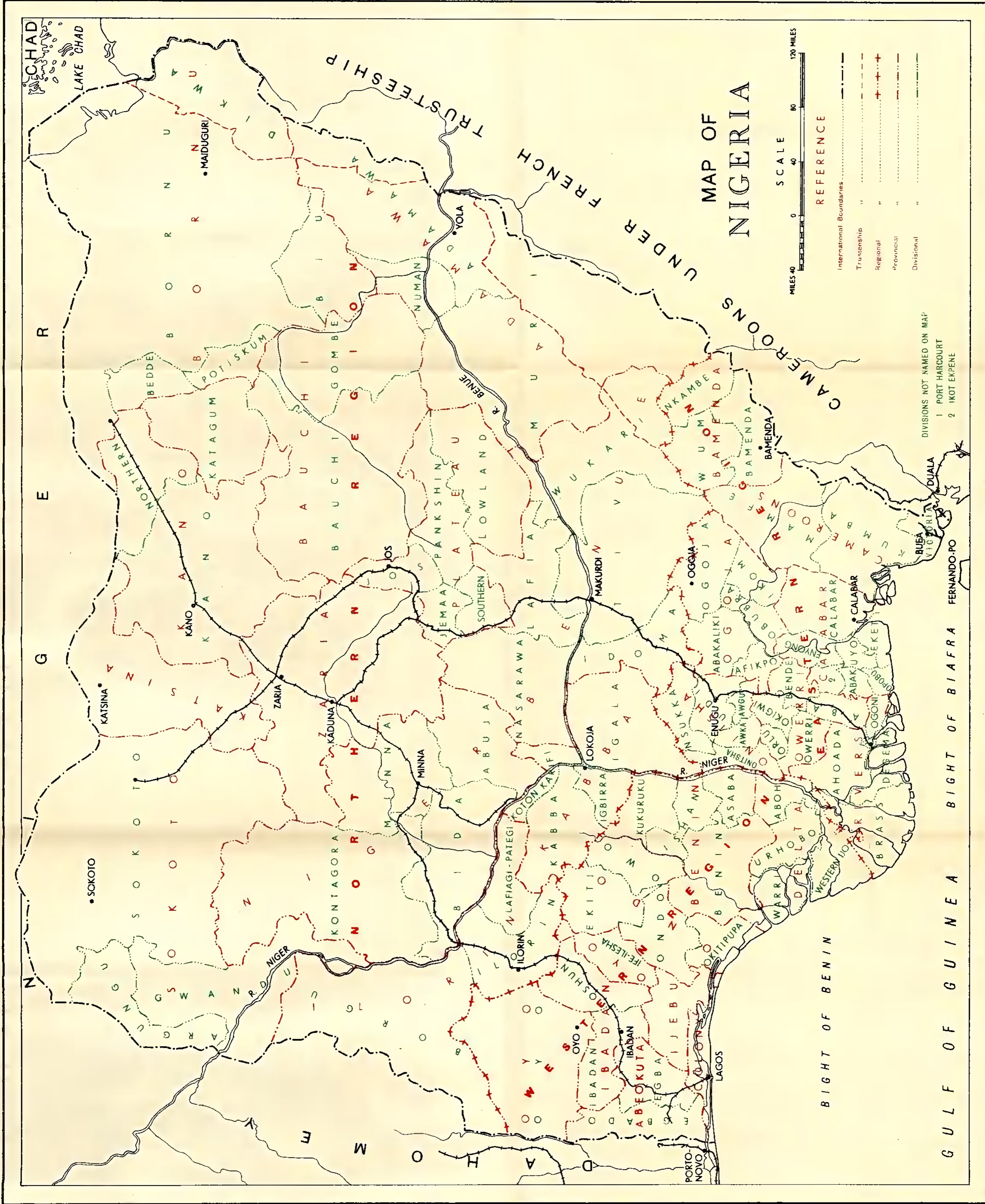
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# REGIONAL, PROVINCIAL & DIVISIONAL MAP



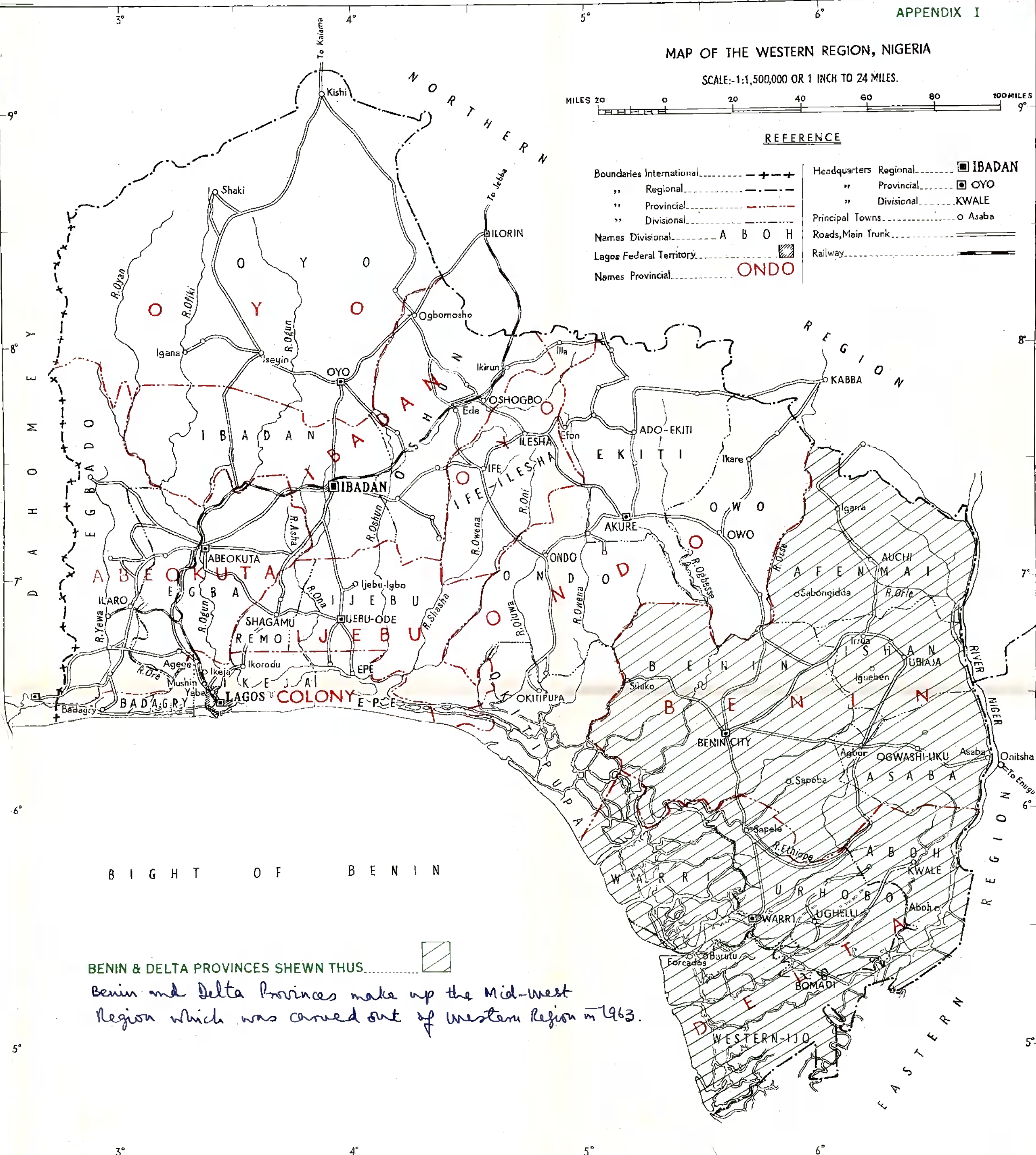
MAP OF THE WESTERN REGION, NIGERIA

SCALE: 1:1,500,000 OR 1 INCH TO 24 MILES.



REFERENCE

Boundaries International	---+---+---	Headquarters Regional	■ IBADAN
"    Regional	---+---	"    Provincial	□ OYO
"    Provincial	---+---	"    Divisional	○ KWALE
"    Divisional	---+---	Principal Towns	○ Asaba
Names Divisional	A B O H	Roads, Main Trunk	====
Lagos Federal Territory	▨	Railway	—+—+—
Names Provincial	ONDO		



BENIN & DELTA PROVINCES SHEWN THUS



*Benin and Delta Provinces make up the Mid-west Region which was carved out of Western Region in 1963.*