



UNIVERSITY OF IBADAN

ADDRESSES, CITATIONS AND LECTURE  
ON THE OCCASION OF THE SILVER  
JUBILEE ANNIVERSARY CELEBRATIONS  
OF THE UNIVERSITY OF IBADAN

5-17 NOVEMBER

1973

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#### ADDRESS BY THE CHANCELLOR

**SIR KASHIM IBRAHIM ON GRADUATION DAY,  
THURSDAY 15, NOVEMBER 1973**

YOUR EXCELLENCIES, MY LORDS, CHIEFS, DISTINGUISHED GUESTS,  
LADIES AND GENTLEMEN:

It gives me great pleasure to welcome you all to this Congregation for the reception of graduates and the award of diplomas and certificates. I welcome all the happy, lucky parents and guardians whose children and wards are graduating today. We congratulate you all and rejoice with you.

May I also welcome all the distinguished guests here with us today. We are particularly privileged to have with us on this occasion, Dr and Mrs Kenneth Mellanby. Dr Mellanby, as you know, was the first Principal of this Institution. We are happy that both he and his wife are able to find the time to share with us the joy of this special occasion which is the Silver Jubilee year of the University of Ibadan.

As far back as 1969, the increasing number of graduating students had made the use of the Trenchard Hall inadequate for the annual graduation ceremonies. To overcome the problem, separate ceremonies were held for the award of diplomas and certificates and another one for the reception of graduates and the conferment of honorary degrees. Even then, the University had to resort to the use of the Liberty Stadium for two years in order to accommodate the number of graduating students, their parents and guardians and other invited guests. Later, Council and Senate decided to construct special temporary structures of this type that we are using now for graduating ceremonies.

Those who have been here on similar occasions in the past would have observed yet one more significant change in today's programme. This change has been brought

about by the growing number of graduating students both for the first and higher degrees, and also by the need to avoid unnecessarily long and often tiresome ceremonies. It is for this reason that the Senate and Council have decided to hold a separate ceremony today for the reception of graduates and the award of Diplomas and Certificates, and a separate ceremony on Foundation Day, 17 November, for the conferment of honorary degrees and the award of higher degrees.

This situation, in a way, symbolizes the growth and development of the University in the past twenty-five years. It also emphasizes the need for the construction of a much larger Hall than the present Trenchard Hall for graduation ceremonies, as well as for other university activities like examinations and lectures.

A public appeal has been made for endowments, towards the fulfilment of certain major capital development programmes of the University. Government subsidies can no longer meet all our capital development needs, and as the case with Universities all over the world, the University of Ibadan has to harness the goodwill and financial assistance of private individuals and organizations. It is my hope that all men and women of goodwill, companies, foundations and other international organizations will respond positively to this appeal.

I will shortly invite the Vice-Chancellor to present his address, and to give some details of the events and achievements of the University during the year. I do not want to anticipate him, but I would like to recall that in my address to Congregation last year, I referred to the programme of Off-campus Accommodation policy adopted to enable the University increase its student intake. Under this policy, every student is required to live off-campus for one year during his career in the University. I am informed that this programme has come into full operation and I wish in this address to thank all those public-spirited Nigerians

who have offered assistance to the University in the implementation of the programme. We also thank the Landladies and Landlords who have provided accommodation to the several hundred students now living on their own in the city of Ibadan. We look forward to their continued co-operation and to the assistance of the Ibadan City Council in the continued success of the programme. I wish also to appeal to the students concerned that they must accept the challenge of off-campus living as a valuable aspect of their education.

It is now left for me to congratulate you, young men and women, who are graduating today. Your year of graduation is a landmark in the history of this University, this being the 25th Anniversary of the University. I realize that most of you are already serving in the National Youth Service Corps, and that you have travelled considerable distances to attend this ceremony. I am sure that your experience so far in the National Youth Service Corps must have proved wrong the fears which led Nigerian students to demonstrate against the scheme early this year.

As you go out into the world, you will discover that life is a continuous learning process and that the men and women of whom every nation is proud are those who are dedicated and are ready at all times to serve selflessly and without undue regard for reward. Nigeria, in particular, needs men and women of very broad horizons who are neither limited in their attitudes to their localities, nor inhibited in their thinking by tribal and other sectional prejudices. These are only part of the qualities which the National Youth Service Corps is designed to inculcate in our youth, and of which each and every one of you must take advantage. May God guide you and give you wisdom in the discharge of your service.

The University of Ibadan over the past twenty-five years has produced eminent men and women who are distinguished and respected in their various fields. Such alumni

and alumnae can be found in every profession and in every part of this country and indeed throughout the world-men of learning and good character, integrity and honour of whom we are all very proud. I need not recount the names of those of them who are holding very high offices in this country: State Military Governors, Vice-Chancellors Professors and Registrars of Universities, Ambassadors, Permanent Secretaries, and leaders in the legal, medical, teaching and other professions. They number several thousands, and have formed a formidable Alumni Association which is already making significant contributions to the development of this University. Two of them, namely, Professor Ishaya Audu, Vice-Chancellor, Ahmadu Bello University and Mr Michael Omolayole, Vice-Chairman of Lever Brothers, are to be honoured with honorary degrees of this University on Foundation Day in a few days' time.

We hope that, as you go out into the world and join the fellowship of the ex-students of Ibadan, you will not let down the name of this University, and that by your character and general contribution to whatever community you may find yourselves in hereafter, you will continue to do this University and yourselves great credit.

I congratulate you and wish you all every success.

I now declare Congregation open and I call on the Vice-Chancellor to present his address.

**ADDRESS BY THE VICE-CHANCELLOR  
PROFESSOR H. ORITSEJOLOMI THOMAS, ON  
THE OCCASION OF CONGREGATION ON THE  
25TH ANNIVERSARY OF THE UNIVERSITY OF  
IBADAN, 15 NOVEMBER, 1973**

MR CHANCELLOR, PRO-CHANCELLOR AND CHAIRMAN OF COUNCIL,  
YOUR EXCELLENCIES, MY LORDS, DISTINGUISHED GUESTS, LADIES  
AND GENTLEMEN:

This day is a special one for all of us at the University, for it marks the penultimate ceremony celebrating the 25th anniversary of the foundation of the University. But for you who are about to graduate I doubt if there can ever be a more important day in your lives. For graduation day marks the realization of the hopes with which you entered the University three or more years ago. You will leave this rostrum armed with a certificate which represents over five thousand hours of hard work and self-discipline. What you have achieved has been largely through an exercise of determination to complete the task which you have set yourself. In your moment of supreme triumph which came when the results were posted up five months ago, there could hardly have been any other thought in your mind but the great feeling of elation that you had made it.

Today, however, I would like you to give some thought to those who have assisted you to make it. Especially would I like you to turn your thoughts to two groups among the staff of the University, namely, the teachers and the so-called junior workers. Your teachers who, perhaps you now view in a more kindly light. At one time they may have seemed to you a group of disinterested persons, master of their subjects, without a doubt, but apparently more concerned about getting on with their research than delivering lectures which it seemed to you were chores

they were anxious to get over. It would not have occurred to you that your lecturers and professors were performing a demanding task into which they had put considerable thought and expertise. As the years go by and you your-selves come to grapple with increasing responsible tasks giving it always of your best, you will come to appreciate more and more what great effort your teachers must have put into work in order to assist you achieve your ambition.

Out of the classrooms and laboratories the cooks and stewards, porters and cleaners, drivers and washermen ministered to your everyday needs thus enabling you to devote your time almost entirely to acquiring knowledge and keeping your bodies fit by participating in games and other sporting activities. It is so easy to take the worthy and necessary services of these men and women for granted for on facile examination they could be regarded as carrying out work for which they had been paid. But for those of you who are still at the University and those of you who are leaving us as graduates, I would like to stress that we should at all times have regard and utmost consideration for all those who serve and who work for us. If the tradition does not already exist, let me leave you with the idea for serious thought: that as part of your pre-graduation ceremony in future, there should be arranged a party at which the graduands, those who are about to be placed in position of leadership in the country, should serve and wait on those who have served them so well in the recent past. This could be a significant and symbolic occasion re-emphasising to us all that true leadership lies in serving others.

This morning we shall be awarding 1,027 certificates for first degrees, postgraduate and other diplomas. On Saturday morning, the 17th of November, we shall be conferring higher degrees on scholars and honorary degrees on men who have distinguished themselves in their chosen fields. The number of our graduates receiving

first degrees have grown to such an extent that we can no longer complete our graduation ceremony in one day without keeping the graduands and our guests for an unduly long time. Hence in this and in following years, the ceremony will be conducted over two days. It is fitting that on its 25th anniversary the University of Ibadan should be able to demonstrate its growth so plainly and prove how well it is fulfilling the task expected of it by the nation. This is a glad occasion for all of us in the University. We have asked our friends and well-wishers to come and join us to launch our young men and young women as they embark on the real voyage of life. Whatever the future may hold for them, we wish them God speed. We firmly believe that the knowledge and experience they have acquired here will well guide and sustain them in the future.

**ADDRESS BY THE CHANCELLOR SIR KASHIM  
IBRAHIM ON FOUNDATION DAY, SATURDAY  
17 NOVEMBER, 1973**

THE VISITOR, YOUR EXCELLENCIES, MY LORDS, CHIEFS, DISTINGUI-  
SHED GUESTS, LADIES AND GENTLEMEN:

We are twenty-five years today and this is our Silver Jubilee day. It is my pleasure to welcome you all to this historic occasion of our 25th Anniversary. I wish to extend special welcome and thanks to Your Excellency, Mr Visitor, for finding the time to be present with us here today in spite of your multifarious State duties. We are particularly grateful that on this special occasion you are able to be with us. I should like to congratulate Your Excellency on behalf of Council and Senate and the entire staff and students of this University on your achievements both on the national and international scenes, and especially on your appointment as Chairman of the Organization of African Unity. We follow your activities with keen interest and we are all very proud of your leadership of that organization. We pray for your continued success.

I had the opportunity at the Graduation Ceremony last Thursday to welcome Dr and Mrs Kenneth Mellanby to the University. As you all know, Dr Mellanby was the first Principal of this University. The sound foundations which he laid have enabled his successors to continue to build the University to its present stature and reputation. We are happy that he and Mrs Mellanby are able to share with us today the joy of our 25th Anniversary. We also have in our midst another Kenneth, another first. I refer to Dr Kenneth O. Dike who was the first Nigerian Principal and Vice-Chancellor of this Institution. Dr Dike's contributions are well-known and I do not intend to recount them here. I must not fail, however, to mention the fact that the first phase of development of postgraduate studies in

this University was under his able leadership. We are all very happy to welcome him to the University on this occasion.

Today, we shall be honouring three distinguished persons with degrees of this University. One of them is Professor Ishaya Audu, a distinguished Foundation student and a former member of staff of the University and at present the Vice-Chancellor of Ahmadu Bello University. Another distinguished alumnus and Foundation student of the University whom we are honouring is Mr Michael Orolayole, an accomplished business executive and currently the Deputy Chairman of Lever Brothers (Nigeria) Limited. The third distinguished person to be honoured today is Professor C. W. L. Bevan, for many years Professor and Head of our Department of Chemistry, a former Deputy Vice-Chancellor of this University and now Vice-Chancellor of the University of Wales.

It can be noticed that the persons we are honouring today have all been associated with this University in one way or the other. This is to mark the significance of the occasion, and I believe that the alumni of this University who have distinguished themselves in several fields will be proud of the fact that not only are two of their numbers being honoured, but also the University recognizes that its greatest achievement is in the alumni themselves ! We are proud of these three distinguished men, and may I, on behalf of Council and Senate and on behalf of all of you who are present here this morning, congratulate them on this day.

The Vice-Chancellor will shortly deliver his address, but before he does so, I would like to refer to one particular regrettable event throughout the twenty-five years of the existence of this University. I refer to the industrial action of the Association of University Teachers which led to the direct intervention by the Visitor to close down the University for a few days. It behoves me, as Chancellor of the University, to say that the event was a very sad one. As you know,

Your Excellency, the staff of the University have since then been doing their work with the same fervour and dedication as before the event. It is our hope that Government, on its part, will regard that ugly episode as over.

The University of Ibadan, being the premier University institution in the country, has a singular role to play in the development of postgraduate studies in Nigeria. It is pleasing to note, Your Excellency, that the University is fulfilling this role as is evidenced by the growing number of our higher degree students. Today's ceremony is for the award of Higher Degrees and the conferment of Honorary Degrees only. Two days ago, we held the Graduation Ceremony for the reception of graduates and the award of Diplomas and Certificates. As I explained on that occasion, this departure from past practice whereby the two ceremonies were combined has been brought about by a number of factors. The first is the increasing number of our graduating students both for the first and higher degrees. Another is the need to avoid unnecessarily long and often tiresome ceremonies. The third is the inadequacy of any of our halls to accommodate all our guests at one ceremony.

I now wish to congratulate you all who are receiving Higher Degrees today. You have all worked hard for the honour due to be done to you shortly, but I think you are especially privileged to be receiving this honour on the occasion of the 25th Anniversary of this University. I have said earlier that whereas the greatest achievement of the University is in the alumni of the University, today you bear testimony to this fact, for postgraduate studies represent one of the major areas of development in the University during its twenty-five years of existence. It is our hope that you will, like your predecessors, do credit to yourselves and to the University by using your knowledge for the development of the nation and in the service of mankind. I congratulate you all and wish you God's guidance and His continued blessings.

Finally, may I congratulate the officers, the staff (past and present), and the students of this University on this historic occasion. I feel personally proud that I have the good fortune of being associated with this University in my present capacity and to have seen, and presided over, the activities of this day. On behalf of the University, I also wish to congratulate the Government and people of this country for providing the means which have made it possible for this University to develop from strength to strength. On behalf of the University, I wish to express the sincere hope that greater support will be forthcoming from Government and the people of this country as a demonstration of faith in us and appreciation of the work we are doing here.

I now call on the Visitor to graciously deliver his address.

**ADDRESS BY HIS EXCELLENCY GENERAL  
YAKUBU GOWON, HEAD OF THE FEDERAL  
MILITARY GOVERNMENT AND COMMANDER-  
IN CHIEF OF THE ARMED FORCES ON THE  
OCCASION OF THE SILVER JUBILEE  
ANNIVERSARY CELEBRATIONS OF THE  
UNIVERSITY OF IBADAN ON SATURDAY,  
17 NOVEMBER, 1973**

YOUR EXCELLENCIES, MY LORDS, YOUR HIGHNESSES, MR CHANCELLOR, PRO-CHANCELLOR, VICE-CHANCELLOR, DISTINGUISHED LADIES AND GENTLEMEN, STAFF AND STUDENTS OF THE UNIVERSITY OF IBADAN:

I am indeed pleased to be here today to witness a befitting celebration of the Silver Jubilee Anniversary of the Foundation of the University of Ibadan. Words cannot adequately express my feeling of joy, happiness and pride on this memorable occasion.

True enough, twenty-five years is but a brief moment in the life of an institution of this kind. But it is not the number of years that this University has been in existence that we are celebrating; what I believe we are here to celebrate is what this University has been able to achieve in so short a period of time and under circumstances which are, by any consideration, extremely trying.

Every nation expects its Universities to perform their primary functions of teaching and research, preservation and increase of knowledge. In addition, Universities are expected to provide proper guidance towards good citizenship for young men and women who are placed under their care as well as to exert some discipline on them. Further, a nation expects from its Universities a preparedness to exercise academic poise and judgment, to view issues objectively and dispassionately and above

all, to generate constructive ideas which can advance more rapidly and more fully the nation's cultural, economic, social and political development.

From its inception, Nigeria expected this University to perform all these functions and more. Ladies and Gentle-men, it is with profound sense of pride and happiness that I say that this University has, in very many respects, lived up to the nation's highest expectations. In our march to self-determination and nationhood, the University of Ibadan was a source of great hope in the supply of the much-needed high-level manpower on whose shoulders immense responsibilities inevitably fell on our attainment of Independence. It is gratifying and, indeed, deserving of note that the top echelons of our public services and to some extent, of the Private Sector of the Nigerian economy, are manned by the products of this University. These are men and women of great resourcefulness, courage, dedication and loyalty who are equal in quality to the products of the best Universities of the world.

Another area of spectacular success by this University has been in the performance of its leadership role in the development of higher education in the country. A very large percentage of the present staff of all our other national Universities either are the products of Ibadan or have been associated with it in one way or another. The contents of its courses, its research programmes, its field work and its other programmes and activities testify to its awareness of the needs of the society and its determination to contribute its quota in meeting them. It is, however, its insistence right from its inception, on the highest academic standards and its strict adherence to the best principles and traditions of a University that has been its greatest contribution to the development of Institutions of higher education in the country.

Ladies and Gentlemen, if there is an institution in this country without which it is difficult to think of Nigeria and all that she stands for today, it is the University of Ibadan.

I wish, therefore, to place on record formally the gratitude of the Governments and people of this country to the founding fathers of this University without whose foresight and courage this University would never have been established, and to the generations of dedicated men and women of different countries and races, staff, students and general workers alike, who have worked selflessly and tirelessly throughout the past quarter of a century, to raise and nurture this University to its present enviable position. In this connection, special mention must be made of your contributions, Mr Chancellor and those of your predecessor-in-office; the late Sir Abubakar Tafawa Balewa (May His Soul Rest in Peace) our energetic Pro-Chancellor and Chairman of Council of the University, Sir Samuel Manuwa and all the past Pro-Chancellors of this University. I wish to acknowledge with sincere gratitude the enormous contributions of Professor K. Mellanby, Dr J. T. Saunders, Professor J. H. Parry, Professors K. O. Dike and T. A. Lambo, all men of great academic distinction and past Vice-Chancellors of this University. As for you, Professor H. O. Thomas, for fear of spoiling you, I'll just confine myself to urging you to continue with the excellent work you have been doing here and to keep the flag flying high.

The nation's sincere gratitude goes also to all the governments, private organizations, foundations and other donors for all forms of assistance that they have given and are continuing to give to this University.

I appreciate that in a developing nation such as ours where most of the socio-political institutions are still in the process of settling down to definite patterns of relationship, a University needs to be assured and re-assured

of its academic freedom. Although the history of government-University relationship in this country has been cordial and happy, some incidents that have taken place recently, have made it necessary that Government's stand in this regard should be re-stated for avoidance of doubt. All the Governments in the Federation are firmly committed to a policy of allowing Universities maximum academic freedom compatible with speedy realization of our national goals and aspirations. We believe that unless our Universities are allowed to function without undue interference from outside the system, they cannot perform well. And we sincerely want them to perform well. This is why the governments pour millions of Naira of public funds annually into the Universities. We naturally expect the Universities to realise this and to recognize that both they and the governments are in the service of the people and as such have essentially the same broad goals. Given this state of affairs, it can be seen that unless both co-operate and work harmoniously together, they cannot achieve the best results in their respective areas of operation and the nation will be the real loser. There is therefore, absolutely no need for the one to do anything that will embarrass or humiliate the other; there is no need for confrontation between the two, nor distrust of one another's aims and intentions. We are partners in a noble cause-the service of the nation and humanity at large.

In this connection, it is fortunate that one is beginning to observe free mobility of personnel between the two arms of service. Recently, a number of dons from our Universities have moved into Government and the Civil Service. Many are now Federal and State Commissioners, and in fact one of them is now Secretary to Military Government and Head of the Civil Service of one of our States. This is a welcome development and it is my hope that in the very near future, we shall see more movement in the opposite direction. For I believe strongly that there should

be free movement of the handful of highly qualified, talented and experienced men and women in the country between the Civil Service, the Universities and the Private Sector. I am certain we shall all find the experience revealing, chastening and salutary. This is the kind of harmonization which we should aspire to achieve in this country.

I wish to seize this opportunity to thank most sincerely the staff and students of our Universities for their contributions to the success of the National Youth Service Corps. The misunderstanding at the initial stage of the Scheme shows what harm poor communications between Government and Universities can wrought. On the other hand, there cannot be better evidence of what can be achieved if the two bodies work harmoniously together, than the great success which the Scheme has become. The Federal Government believes that the scheme holds a great promise for the future of this nation and its Youths. It is my hope, therefore, that our students will regard it as an opportunity for them to serve the nation and make the scheme a great help rather than a hindrance to the nation. I look forward to seeing the next batch of corps members joining the scheme with enthusiasm and determination to continue the good work and better the record of their predecessors.

Mr Chancellor, Ladies and Gentlemen, in two weeks time the National Population Census will commence in all parts of the Federation. The Federal Government attaches the greatest importance to the exercise. I wish to appeal to all Nigerians everywhere to remain in their normal places of abode and ensure that they are counted there. I wish to appeal also to Census officials and all concerned with the operation to endeavour in the interest of this nation to be honest and thorough so as to make it an accurate and dependable exercise. We must not for selfish, narrow, sectional considerations submit returns which we know to be false. In the end, such a practice will not

help any one and we would have spent so much valuable time, energy and much-needed scarce funds for nothing. Please let us make it an honest and accurate head-count.

It now remains for me to congratulate all our Honorary Graduands. All of you have been closely associated with this University, and you have all distinguished yourselves in your chosen careers. It is, I believe, in acknowledgement of this fact and of your outstanding contributions to the progress of this University and of the nation as a whole that the University is honouring you today. We, therefore, rejoice with you and wish you all continued success and God's blessings. I wish to apologise for the inability of His Imperial Majesty, Emperor Haile Sellassie I of Ethiopia to be present here today to collect his honorary degree along with you. I know that nothing would have pleased him more than to be here today to tell you how pleased and proud he is with this honour which you have done him. His absence, however, is due to weighty reasons of state and I hope you will understand.

I wish also to congratulate most sincerely all this year's graduates of the University as well as those who received higher degrees and diplomas. You should remember that a lot is expected of you, and it is my hope and prayer that you will measure up to our highest expectations and be a pride to this University. I wish you all the best of luck.

**ADDRESS BY HIS EXCELLENCY GENERAL  
YAKUBU GOWON, HEAD OF THE FEDERAL  
MILITARY GOVERNMENT AND COMMANDER-IN-  
CHIEF OF THE ARMED FORCES AT THE  
LAUNCHING OF THE "25TH ANNIVERSARY  
ENDOWMENT FUND" OF THE UNIVERSITY  
OF IBADAN ON SATURDAY,  
17 NOVEMBER 1973**

YOUR EXCELLENCIES, MY LORDS, YOUR HIGHNESSES, MR CHANCELLOR, PRO-CHANCELLOR, VICE-CHANCELLOR, DISTINGUISHED LADIES AND GENTLEMEN:

I do not propose to make another long speech here. My task is to launch a scheme to which this University attaches the greatest importance. As Universities expand their areas of activity and as they become more mature, greater calls are made on their resources to meet various demands which are not normally provided for from Government sources of funding. It is principally for this purpose and to get the public at large directly involved in their programmes that Universities all over the world find it necessary to be suitably endowed from other sources.

Last year, the University of Ife launched an Endowment Fund on the occasion of its 10th anniversary. The University of Ibadan proposes to mark the 25th anniversary of its foundation by the launching of an Endowment Fund of N10 million for the purpose of meeting various worthy demands made on her as the nation's premier University.

I wholeheartedly welcome this development in the financing of our Universities. An Endowment Fund if managed properly has many advantages. Chief among these is the opportunity which it provides of bringing the Universities nearer to the people at a time when the public is openly questioning the relevance of many aspects of

the programmes of our Universities to the needs of a developing country. Further, by making Universities less dependent on funds from Government sources, it enhances their cherished autonomy.

I, therefore have great pleasure in launching the "Twenty-fifth Anniversary Endowment Fund" of the University of Ibadan. I strongly commend it for support to all men of goodwill everywhere. It is my hope that Nigerians, particularly the *very* well to do among us (our new millionaires) and the alumni of this Institution will find in the Fund a noble cause into which to divert large chunks of their wealth or bequeath their estates for the benefit of large numbers of their fellowmen. I know that many industrial establishments and other undertakings in the private sector will find this a worthy cause. I would ask them all to support it generously.

To show the way and to honour this premier University foundation on this great occasion, the Federal Government has decided to donate the sum of N500,000.00 to the Endowment Fund. May the University of Ibadan continue to prosper in learning and in the service of the nation.

**SPEECH BY THE PRO-CHANCELLOR AND  
CHAIRMAN OF COUNCIL CHIEF THE  
HONOURABLE SIR SAMUEL MANUWA ON  
THE OCCASION OF CONGREGATION ON THE  
25TH ANNIVERSARY OF THE UNIVERSITY  
OF IBADAN, 17 NOVEMBER, 1973**

YOUR EXCELLENCY THE VISITOR, MR CHANCELLOR, MEMBERS OF THE  
UNIVERSITY, DISTINGUISHED GUESTS, LADIES AND GENTLEMEN:

I last spoke to you from this platform four years ago. In Ibadan University we do have a long tradition that the Pro-Chancellor and Chairman of Council seldom speaks at Congregation, unless it is a special occasion, and unless he has something special to say. It is, I think, a good tradition. It avoids the undue prolongation of what are usually rather long and possibly tedious Congregation proceedings. Today, however, is such a special occasion. The 25th anniversary of any institution is a red-letter day for rejoicing and exhaustively taking stock, and that must be my excuse for saying a few words particularly on behalf of the University Council. To make up for lost time since I last spoke, and because of the importance of the present occasion, I fear I must crave your indulgence to say just a little more than the customary few words!

*The Council*

Our University Council, as in all Nigerian Universities, is the governing and ultimate authority of the University, appointed by Government, and with special responsibility for finance, confirmation of staff appointment, and general university policy.

The present Council consists of 24 members, including two women. Throughout the University's history, the Council had always consisted of specially selected persons,

who represent not only the university community itself, but also includes a very representative cross-section of Nigerian society, who are experienced, distinguished and knowledgeable people with lifelong interest and abiding dedication to the cause of Higher Education. It is therefore somewhat amusing to note an overseas comment in a recently published book that our Council is a collection of old, venerable and amateurish individuals, led (according to the author) by a conservative Victorian medical bureaucrat! Nothing of course could be further from the truth! I assure you, ladies and gentlemen, that our belly is still full of fire-the fire of youth !

The Council has had a succession of distinguished and very able Chairmen. The first was Professor Kenneth Mellanby (1948-51) our first Principal. He was succeeded as Chairman by Sir Sydney Phillipson (1951-1958) Sir Francis Ibiam (1958-1961) ; Dr O. Ikejiani (1961-1965) ; Sir Louis Mbanefo (1965-1967) ; and Sir Samuel Manuwa. I feel honoured, and at the same time over-awed, to have stepped into the shoes of these giants, as Pro-Chancellor and Chairman of the present Council.

### *Greetings*

Council extends its cordial greetings to all our distinguished guests who have come to join us in Ibadan today to rejoice with us on this happy occasion. We particularly extend greetings and felicitations to our overseas friends and well-wishers who, though absent, have sent us good-will messages and congratulations.

We especially greet our Visitor His Excellency General Yakubu Gowon, an honorary alumnus of this University. We are very proud to congratulate him on his election, during our jubilee year, to the prestigious and important office of Chairman of the Organization of African Unity

and to note, with satisfaction, that his principal aide as the Secretary-General of the Organization, Mr Ekangaki, is one of our own alumni.

To our much respected Chancellor, a great educationist in his own right, Council extends its thanks and greetings for his fatherly interest and always readily given advice and assistance in times of need.

Professor Mellanby has a special pride of place in our heart and a unique place in the history of this University as its first Principal. We are very glad to welcome him, and Mrs Mellanby, among us today. His pioneer services to the cause of higher education in this country are fundamental and are of far reaching importance and, in my humble opinion, those services have still not yet been suitably and appropriately enough honoured and recognized. On this re-visit to Nigeria he must be amazed (if not awed) that the small infant institution with 55 students and a small, largely expatriate staff which he helped to establish 25 years ago and had to manage on a shoe-string purse of £150,000 (N300,000) a year, has now grown to an adult establishment with a student population of 4,500 and a much bigger and largely Nigerian staff, and an annual budget which has now increased over forty-fold to 7.4 million £ sterling, that is over 14 million naira.

### *Honorary Graduands*

We had hoped to have with us today His Imperial Majesty the Emperor of Ethiopia as one of our honorary graduands. Unfortunately affairs of state have prevented his coming to Nigeria and have caused the postponement of the award till another occasion, to enable His Majesty to receive it in person.

However, our three honorary graduands today are distinguished persons who have had very close connexion with the University, and Council and Senate and, in fact the entire University community, note with the deepest,

pleasure and satisfaction that two of our honorary graduands during this our silver jubilee year are our own alumni. The Public Orator will in due course be relating to you an account of their achievements, so I will not detail them here.

Professor C. W. L. Bevan we are very glad to honour. He needs no introduction particularly to our science alumni. He is, so to speak, one of our early aborigines, having come to us as Professor and Head of the Department of Chemistry in 1953. He served as Dean of Science and Deputy Vice-Chancellor and, after thirteen years here he was translated to the University of Wales as Vice-Chancellor.

Our two alumni have had a most distinguished career since leaving this University. Professor Ishaya Audu is now Vice-Chancellor of the Ahmadu Bello University, and Mr Michael Omolayole is a captain of industry, Chair-man of the National Bank of Nigeria, and Vice-Chairman of Lever Brothers. We congratulate them both.

### *Elitism*

Over the 25 years of its existence, Ibadan has thrown up many distinguished men who have made their mark and contribution in all walks of life, and many of them now occupy the commanding heights in the Civil Service, industry, the church, the professions, the Army and indeed in the international community. Indeed, Ibadan takes a special pride in being a prolific nursery for the export of Vice-Chancellors and senior academic staff to other universities, both here and abroad.

We, as well as our other Nigerian universities, are some-times charged, usually by people who are ignorant of the nature and polity of African society, with being elitist and "ivory tower" or "ivy-tower" in orientation; that we are training a self-perpetuating bureaucratic elite whose indoctrination is intro-centric; and whose education takes no account of the needs of the people among whom they will later work. This charge is unacceptable. Even

if justified (which I submit it is not), I ask, is Nigeria unique in this respect? Do universities in all countries not exist in order to train leaders of thought and action, that is, to train an elite, even in a supposedly class-less society? You will no doubt recall that the animals in George Orwell's *Anima/ Farm* started off with great aplomb with an egalitarian animal republic eventually to discover that in the end some animals are more equal than others !

Having said all this, I must however emphasise that our Council makes sure that we in Ibadan here (and I feel sure that this applies also to the authorities of all our Nigerian universities) are very conscious of the fact that our University must at all times be very close to the ethos of our society; that we must eschew all forms of elitist or intellectual snobbery; and that we must not encapsulate our students in "ivory tower" isolation from the community from whom they derive and have their being, and among whom they will eventually permanently live.

It is to this end that our universities were the first to suggest the establishment of the now well accepted and popular National Youth Corps for new graduates, as a means of widening their cultural horizon, getting to know the peoples in areas of Nigeria other than their own, and strengthening the bonds of national unity.

It is also to this end that most Nigerian universities are now following the Ibadan lead on insisting that under-graduates must live off-campus during one academic session, to enable them to mix freely with their local community.

### *Curriculum Relevance*

Another charge which is often made, and perhaps previously with some justification, is that the curriculum in our universities bears no relation to the local need and situation. I will not comment on that here but I hope the

Vice-Chancellor will in his address deal with that particular charge, as the matter of curriculum development comes under his portfolio and that of Senate.

As a so-called Victorian *medical* bureaucrat, however, I am particularly interested in this question as it affects medical education, concerning which the charge is certainly now not true. When we became autonomous and terminated our special relationship with London University and started to grant our own medical degrees, the first thing we did was to discard the London curriculum and to devise a new medical curriculum which placed the greatest emphasis on community health, preventive medicine, social medicine and child health, which more correctly reflect our local need. We realised that our medical training must enable us to produce a good basic doctor who must be able to deliver health care not only in urban hospitals, but particularly also in our rural areas, to our teeming agricultural population which, even now, still forms the mainstay of our economy.

I believe we have succeeded in this task of re-orientation. The quality of our medical graduates has never been in doubt; but whether quantity-wise we shall be able to provide a sufficiently comprehensive coverage for the health needs of our rural population and peripheral areas in the immediate future without supplementation by a system of trained medical auxiliaries (the so-called 'mini-doctors') as is done in many other countries is a moot point, which I however understand one does not discuss now-a-days in polite local medical circles !

The point provoked some controversy when I first raised it on this podium four years ago. Nevertheless, I remain unrepentant. In addition to our building many more standard hospitals and, of course, training and producing many more qualified doctors, what I would particularly like to see *also is* a veritable rash of rural health centres and mobile

dispensaries throughout our countryside, manned by these trained but *properly supervised* medical auxiliaries or by whatever name they may be called.

In this connexion, however, I cannot refrain from the temptation of repeating here the words which I used twenty-two years ago when introducing the annual national medical budget to our then Parliament the Legislative Council, on 8th March, 1951. I quote from the Hansard of that date:

"The fact remains that we must keep before us the fundamental fact that the economy of this country ultimately depends on the good health of its teeming agricultural population. The debt which we owe to this section of our population is incalculable, and the preservation and maintenance of its health must be our first care. It is incumbent on us, therefore, to carry the benefits of modern medicine, if I may so put it, into the very jungle; into the creeks; into the rural areas; to the peasants and the farmers in their hamlets and villages; to the millions of our people in the North and in the South who live remote from hospitals and urban sanitation. We must carry those benefits to these people in the fullest measure possible, and we must provide them with those benefits free, or at minimal cost".

I do suggest that despite our increasing urbanization and industrialization, those words are true today as when they were delivered over twenty years ago, and that the passage of time has not robbed them of their validity.

### *Councils Problems*

The present Council took over its task in 1967 at a time of great strain on the University's administrative machinery, with no substantive Vice-Chancellor or substantive Registrar. The strain was itself of course a reflection of the then grave

national crisis. That we were able to absorb it was due to the soundness of the structure which we inherited from our founding fathers, and the understanding of our Head of State and of the Federal Government.

Three problems, however, continue to worry the Council. *First*, the question of brain drain; *second*, the inability of Nigerian universities (including our own) to admit as many qualified students as we would like to admit; and *third*, the question of academic freedom and university autonomy.

The question of *brain drain* is, of course, not peculiar to Nigeria. But here in Nigeria, universities cannot afford to continue to lose our best brains to more advanced countries and, indeed, to a small extent, to our own governments and local industries. It is well to remember that labour anywhere gravitates to where the opportunities, facilities and rewards are greatest. For this reason, Council would very strongly and always support any steps which the Government might take to improve the conditions of service of our university teachers, and to bring those conditions into line with the conditions which obtain in industry, and in the world market, particularly as regards salaries and facilities for teaching and research.

It is I believe now generally agreed that no quota system will deal fairly and effectively with the problems of inadequate and unbalanced *student admission*. The solution, to my mind, lies in the establishment of a university in every state, and the ultimate introduction of a system of free or almost free universal education *at all levels*, when we can afford it. It is by no means a luxury.

The delicate and sensitive question of academic freedom and *university autonomy* continues to exercise the mind of all university authorities in this country. In all democratic countries such as ours, teaching, research, staff contentment, morale, and job satisfaction in a university thrive best in an atmosphere of serene autonomy and academic freedom. I assure all university staff that our Council fully

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subscribes *to this concept, provided that the autonomy* and freedom are regarded (as they must rightly be), as a privilege which must be exercised at all times with restraint, with dignity, with a sense of responsibility, and with due regard for law and order.

Fortunately, we do have a greathearted and understanding Visitor and a Government which fully shares these views. You will doubtless recall that as recently as 17th of February of this year, when His Excellency was addressing the staff and students of Lagos University at a Congregation held on that day, he said this:

". . . *The Federal Military Government will continue to give adequate financial support to all enlightened programmes of development in your University and indeed in all our institutions of higher learning. The Federal Government believes in academic freedom and autonomy in University administration . . .*" (my italics.)

### *Conclusion*

In celebrating the 25th Anniversary of the foundation of this University, it is appropriate to remind ourselves of the basic philosophy prescribed by our founding fathers and which has always guided our Council, namely, and I quote from the Statutory Instrument which established the University:

"It shall be the general function of the University to encourage the advancement of learning throughout Nigeria and to hold out to all persons, without distinction of race, creed or sex, the opportunity of acquiring a liberal education.. . and to provide such facilities for the pursuit of learning and the acquisition of a liberal education as are appropriate for a University of the highest standing ..."

**ADDRESS BY THE VICE-CHANCELLOR  
PROFESSOR H. ORITSEJLOMI THOMAS,  
ON THE OCCASION OF CONGREGATION ON  
THE 25TH ANNIVERSARY OF THE UNIVERSITY  
OF IBADAN, 17 NOVEMBER 1973**

THE VISITOR, MR CHANCELLOR, PRO-CHANCELLOR AND CHAIRMAN OF COUNCIL, YOUR HIGHNESSES, MY LORDS, DISTINGUISHED GUESTS, LADIES AND GENTLEMEN:

If in obedience to the Scriptures, our old men dream dreams, and our young ones see visions, then it falls to the lot of those in the prime of life, as are Vice-Chancellors, to present facts. Such is my role today. However on the special occasion of the 25th anniversary of the foundation of our university, I hope I shall be granted the indulgence by our elders to stray into their areas and to wander into the field of speculation which in the old can be no more than a harmless reverie of what might have been, but in the young should form a mental savouring of good things in store.

First then to rendering an account of our stewardship during the past twelve months, since the occasion on the morning of 17 November 1972, when I had the honour of addressing my first congregation as Vice-Chancellor of the University. On the negative side I must mention immediately two events which gave us the sort of prominence that makes anonymity a highly prized state for which academics should continue to strive.

The first was a student occasion and it happened at the beginning of a workshop organized by our universities last February to study proposals for the National Youth Service Corps. It consisted of a series of protest demonstrations which followed the now recognized pattern of first giving peace a chance. And in about fifteen minutes when it was

felt that peace had been given enough chance, the students then proceeded with that sense of academic parity, to give certain most unpeaceful activities their chance. Happily however less than six months later, the National Youth Service Corps was successfully inaugurated.

The second occasion was in April, when a grave misunderstanding developed between our Federal Government and the University. The course of events are still fresh in our minds and do not need recounting here. The crisis of confidence that followed threatened the whole future of university education in our country. Recrimination is a futile exercise at best of times and in this matter it can only serve to keep open a festering wound that is best cauterised and encouraged to heal. What is important, since we all value highly a good relationship between University and Government, is that every effort must be made to identify and re-establish lines of communication between university and government and to keep them open. The academic environment was never designed to subserve brinkmanship or confrontation. Those two events constitute-the major debit items in our academic balance sheet.

On the credit side, we are pleased to report our activities in the following areas:

### *Undergraduates*

At the beginning of this session 1973/74 we matriculated 1,383 men students; 314 women students, making a total of 1,697. As offers made for admission were for 2,189 new students, it can be seen that we have made great efforts to expand. At the moment there is a short fall of almost 500 students. We have offered admission to the Jos Campus to 230 men and 26 women, making a total of 256. The grand total of admission to both campuses is 1,953, that is about 2,000 in round figures. I would like our friends and critics to ponder these figures carefully.

They are admissions to full-time and not to part-time courses leading to the award of academic degrees. They do not include admission to postgraduate diploma courses nor do they include the number of postgraduate students working for higher degrees. Two days ago on this same site, our Honourable Chancellor admitted 1,027 students as full graduates and as recipients of postgraduate diplomas and university certificates. We are proud to make this not insignificant contribution in quality and quantity towards meeting the urgent needs for high level manpower in the country.

*We are sometimes criticised for not raising our admission figures more rapidly.* The anxiety of the press to see the university step up its intake is appreciated, but the education of young men and women at universities for the service of the nation is a more complex undertaking than an exercise in industrial production. We are presently engaged in formulating our quinquennial plan for 1975/1980. Provisions have been made in our plans for maximum expansion compatible with efficiency during that period, but it must be remembered that our plans have to be submitted to the National Universities Commission for consideration. No matter how optimistic our proposals for redressing adequately the high level manpower deficiency in our country, we shall have to cut our coat according to the cloth given us by the National Universities Commission.

### *Off Campus*

The off-campus scheme has been launched but is not yet operating satisfactorily. We are still in the process of trial and error. We must continue to experiment and discover ways of improving it so that the education of our students in the very important area of human relationship, good comportment, and dare I say it, good manners, is not neglected. The off-campus accommodation scheme is an official policy adopted by all universities: One of its

specific goals, is to make possible an easy relation between university students and their fellow-Nigerians of about the same age who do not belong to the university. In other words to break down any isolation, apparent or real, that may develop between university students and their non-

university contemporaries. We delude ourselves however, if we expect that we can achieve such a desirable end by merely decanting a third of our students off-campus every year without any further thought for their physical or moral welfare. We shall in fact achieve no more than the proverbial mother did by throwing out the baby with the bath water. Far more work has still to be done on the management of off-campus accommodation system in a fuller concept before we can report that it is beginning to achieve the most important part of its objective.

### *Student participation*

As a corollary of our external policy of peaceful co-existence with our non-university brethren, we have pursued a policy of student integration and active participation in our internal affairs. The university belongs to students as well as to staff, not forgetting of course that it belongs to the country as well. We have for sometime felt that misunderstanding could be more often avoided if students participated in some of the decision-making bodies especially in areas where such decisions impinge on students. This idea has received the blessings of Council and Senate and has been accepted by the Student's Union so that during the past session we have had student members of the following committees:

Catering Board	11 students out of 22 members
Lodgings Bureau	5 students out of 10 members
Sports Council Ibadan University	4 students out of 10 members
Press Council	5 students out of 10 members

In all these committees students representation is about 50 per cent. No small part of the success of the celebrations to mark our 25th anniversary is due to the inclusion of students in the Ceremonials Committee. This is an appropriate place to acknowledge with thanks of the University community, the good work done by the Students Administrative Council during the latter half of last session. The Students Administrative Council was appointed to replace the democratically elected Students' Union Executive Committee which had then recently become dissolute. The Administrative Council carried out its duties effectively and with the utmost dispatch. It is a sad commentary on the vagaries of the workings of democratic institutions that a body not elected on the usual democratically prescribed manner could replace a democratically elected one and could produce order out of disorder, use out of abuse. However, we are giving democracy another chance. The elections for this session to the Students' Union Executive Committee was concluded a few weeks ago. I am sure you will all join me in wishing the newly elected President of the Students' Union (Executive Committee) Mr Akin Ojo and his officials and members of the Students Representative Council all success in office.

### *Curriculum Relevance*

If the charge continues to be made that what we teach students bear little relation to the needs of our country, then it must be that the people who made these charges are not aware of recent developments in our programme of teaching. Our Institute of Applied Science and Technology but two years old, and which I barely mentioned in my address last year already offers courses in resources technology, in the areas of petroleum, agriculture, forestry, wood and food. The total number of students so far is only 109. It will come as a surprise to many in our audience that our young people are extremely conservative when

it comes to choosing new courses in a university. Rather apparently do they prefer to register for the courses leading to the usual degrees which enable them to take up careers in long-established professions like teaching, civil service, medicine, engineering and such like, than be adventurous and enter for a course in food or wood technology. The smallness in the number of candidates in our new areas of technology is mainly due to this. Students are uncertain of the job opportunity at the end of their course. We have no doubt that graduates in the technological courses we offer are already in great demand in industrial countries and that they are in short supply here. But first of all we must convince eligible students to take up these studies. Meanwhile our industrial relations teams have been visiting factories and other industrial establishments in the country to inform proprietors and managers of the personnel we are training for them and to arrange student appointments with them.

### *Agriculture*

The Federal Government has given prominence to the role agriculture is to play in the country's Third National Development Plan for 1975/80. We are pleased about this for we in the University of Ibadan with the oldest agricultural faculty in the country have found recurring embarrassment that many of our graduates in agriculture have had to find employment in areas other than agriculture, such as teaching biology in secondary schools. What is more frustrating for them and for us is that instead of using their knowledge to improve the agricultural yield of the country, the land tenure system and the hitherto non-liberalisation policy of the banks in the matter of agricultural credits, have prevented our graduates in agriculture from becoming farmers in the real sense of the word. We would ask those who are too ready to criticise nearly everything universities do to bear some of these

facts in mind. In agriculture and in many other areas we offer suitable training, superb opportunities for learning and then send out our graduates into a world that needs them but apparently do not know how to utilise their services. These are some of the anomalies the university, the government and the private sector must set out to correct.

### *Community Orientation*

I would ask you now for a short while to look with me at an outline of some of our proposals for the quinquennium 1975/80 which we are shortly to submit to the National Universities Commission. The keynote of our endeavour is to bring the university to the people. When courses are devised we shall constantly ask ourselves in what way our plans relate to the country at large. How would our programmes help to advance Nigeria in a world where technological expertise is the touchstone of economic survival. We know that in adopting this attitude we risk severe censure of some of our own academics and many of our contemporaries abroad. We shall be accused of abandoning our academic heritage and the right to associate with those who subscribe to the doctrine of the pursuit of knowledge for its own sake. It will take too long to try and answer that charge now. But I would ask those who make it to accept our assurance that the pursuit of knowledge in its purity will continue in the University of Ibadan with undiminished fervour, that all we are saying is that we shall now give more serious attention to applying some of our expertise in science and technology to find solution to some of the economic and social problems of Nigeria.

We intend to go further afield with our farming policy. We intend to operate economically viable farms in a number of states in the country where the government of the state is willing to let us have at little or no cost,

land for farming of from 3,000 to 5,000 acres. The Ibarapa Project will be further developed so that as well as the medical faculty, the faculties of Agriculture, Education and the Social Sciences will have an interest there. The explanation for this movement away from the campus is to see how well we can adapt what we teach to meet the practical demands of everyday life. In so doing we aim to modify activities in villages, rural environment and even towns so as to bring about an improvement in the quality of life.

Our Faculty of Arts will continue to tread the well-worn path of academic learning in history, classics, linguistics and other subjects to lay the foundation of a solid career for our graduates in the civil service and private sector. With the encouragement and cooperation of government we shall enlarge our field in modern languages to include Chinese and Japanese. We already teach among others, French, German and Russian. As the diplomatic, cultural and commercial horizon of Nigeria widens so it becomes increasingly important that we must speak to our new fraternal friends in culture and our old and new fraternal rivals in commerce, in a language they can understand. And if it becomes diplomatically expedient, that we do not make ourselves immediately obvious, then let us ensure this in a way no nation can surpass, by translating our intentions from Yoruba into Chinese and transmitting them through a Mid-Western Nigerian.

## JOS CAMPUS

I am pleased to report that the National Universities Commission has now given financial approval to our efforts in Jos. Preliminary courses in arts and science are going on there and eventually all faculties of the university will become involved in the work at the Jos Campus.

Let me repeat once more our belief in Jos as an integral part of the University of Ibadan. It has never been our intention to palm off on Jos an inferior course or qualification. We in the University of Ibadan are doing our best to bring university education within easier reach of as many people as possible in our country. We need encouragement in doing this and not mis-interpretation of our intentions and efforts.

## POSTGRADUATE EDUCATION

This is an area in which we have acquired considerable experience. We also have the buildings and equipment to offer courses leading to higher degrees. And what is of paramount importance, we have experienced teachers to guide and supervise postgraduate students. In the past ten years we have awarded over 270 higher degrees. We propose to expand our postgraduate work three or more fold during the next quinquennium. We also propose to give prominence to Master's programme in several areas, as we think this programme is more likely to provide candidates for industry than a full blown doctorate programme. Here again this is a matter of emphasis and does not imply an intention on our part to desert our doctorate programme.

May I here sound a note of warning that all our plans for expanding our work in postgraduate studies is likely to be brought to naught unless there is a slackening in the rate at which various governments of the Federation are borrowing our staff in order to make use of their expertise in government. We are proud and willing to let members of staff give service in this way for it is a further demonstration that the university contains a reservoir of expert knowledge which can also be applied in govern-mental and other sectors. The state of depletion has now

reached a point that if any further massive loan of personnel were asked of us the situation might result, if not in killing the goose that lays the golden egg, at least, and this could be even more grave in an African context, in sterilising her.

## BENEFACIONS AND DONATIONS

We have received several benefactions and donations from our many friends and well-wishers especially in this our 25th anniversary year. These gifts will all be acknowledged in due course. I should however like to mention a few of them here:

### *Rockefeller Foundation*

A total of \$313,453 for research programmes and staff development in various Faculties.

### *Ford Foundation*

A total of about \$373,000 for support of research, training programme and staff development fellowships in the Department of Education and Faculties of Medicine and Agriculture; and for support of the inaugural Conference of the West African Association of Agricultural Economics.

### *Nigerian External Telecommunication Limited*

N6,000 being the second instalment of the company's donation in respect of the Ionospheric programme in the Department of Physics.

### *Rivers State Government*

A grant of N10,000 towards the Rivers State Research Project in the Institute of African Studies.

*Carnegie Corporation of New York*

\$400,000 in support of the International Centre for Education Evaluation in the Institute of Education.

*Overseas Development Administration Foreign and Commonwealth Office of the British Government*

A total of x#96,000 for provision of apparatus, equipment, books and support of research in the Departments of Veterinary Anatomy and Physiology, Veterinary Pathology and Veterinary Medicine and Surgery.

*Odutola Group of Companies*

An annual award of N2,900 to be called the "Chief Adeola Odutola Travelling Professorships and Prize Funds" to the Faculty of Medicine.

*The Alumni Association*

Donation of a Hall of Residence to cost N250,000.

CONGRATULATIONS

- (i) Our congratulations go to our respected member of Council, Mallam Ahmadu Coomassie, who was appointed Chairman of the reconstituted Board of the Standard Bank Nigeria Limited.
- (ii) Professor A. L. Mabogunje, Head of the Department of Geography, who early this month was awarded an honorary Doctorate in Economics by the Stockholm School of Economics.
- (iii) Professor O. O. Akinkugbe, Dean of the Faculty of Medicine, who was invited by the Uganda Government to serve on their National Universities Commission for the triennium 1973-1976

- (iv) Professor V. A. Oyenuga, Deputy Vice-Chancellor who was appointed a member of the 20-man founding committee of the United Nations University.
- (v) Professor T. Ajibola Taylor, Head of the Department of Agricultural Biology, who was appointed a member of the Permanent Committee of the International Congress of Entomology at the 14th International Congress of Entomology in Canberra, Australia.
- (vi) Professor A. O. Lucas, Head of the Department of Preventive and Social Medicine, who was awarded the first Ademola Memorial Prize by the London School of Hygiene and Tropical Medicine for his contributions to the promotion of health in developing countries.
- (vii) Professor E. L. Odeku of the Department of Surgery, who was one of the four recipients of the Alumni Award of Howard University, Washington D.C., at the 106th Anniversary of the founding of the University on 2 March, 1973.
- (viii) Professor M. O. Oyawoye, Head of the Department of Geology, who was appointed to the Board of the IGCP (International Geological Correlation Programme).

I should like to extend congratulations to all our new graduates, our postgraduands as well as honorary graduands who will be receiving degrees today.

I cannot conclude my address in this 25th foundation year without saying how grateful we are to our many friends at home and abroad for sending us messages of goodwill and congratulations and to some of them for being able to join us here today. We are particularly glad

to have with us Dr & Mrs Kenneth Mellanby. Dr Mellanby was the start of it all as first Principal of University College, Ibadan. For having founded so well and for his selfless service, this University will for ever be grateful. We are pleased also to have among us, Professor Dike, the first Vice-Chancellor of the University. He is presently the Andrew Mellon Professor of African History at Harvard University. It bespeaks the great regard in which Professor Dike is held as a scholar, that as renowned a University as Harvard should find it fitting to create a Chair for him to occupy. I am sure we all want him to know how welcome he is back at the University which had enjoyed his services for many years as a teacher and as an administrator.

May I now offer sincere thanks to the Visitor, Chancellor, Pro-Chancellor and Chairman of Council, to all members of academic and administrative staff; to all members of the intermediate and junior staff and everyone else who have joined in working hard and faithfully to make our 25th anniversary celebrations such a success.

My special thanks go to those who performed the onerous task of arranging the activities that mark this Silver Jubilee Celebration. The success of the celebration is a testimony to their invaluable efforts. I pray you will all live to see this Institution celebrate many more jubilees.

As we proceed after today towards the Golden Jubilee of this University, let me express the hope that the years that lie ahead will be an era of greater pursuit of truth and knowledge, of more effective and dynamic leadership and above all, of more dedication and devotion to the service of the nation.

I wish this University and you all God's blessings and very many years of continued useful service to this country and humanity in general.

Many Happy Returns of the Day.  
Thank you.

**OPENING REMARKS BY CHIEF THE HONOURABLE SIR  
SAMUEL MANUWA, PRO-CHANCELLOR AND CHAIRMAN  
OF COUNCIL AT THE OPENING OF THE MEDICAL  
LIBRARY AND LECTURE THEATRE**

MR CHANCELLOR SIR, MR DEAN OF THE FACULTY OF MEDICINE  
MEMBERS OF THE FACULTY OF MEDICINE, DISTINGUISHED GUESTS  
LADIES AND GENTLEMEN:

On behalf of all of us in the University, I thank all our guests for honouring us by their presence, and for coming to join us this morning in opening our new Medical School Library and Lecture Theatre. The construction of these buildings is part of the first phase of our project for the continual development of our Medical School and of this already magnificent hospital.

The Medical Library and Lecture Theatre are, of course, the core of the medical school and teaching hospital of any university. The library especially is the focal point of teaching and research in a self-respecting university and, in Ibadan, which we regard as a more than self-respecting university, we have built up a magnificent university library which we claim is second to none in Middle Africa, and possibly also in any other developing country any-where in the world.

For this situation let me say at once that we do owe a deep debt of gratitude to our first University Librarian, Professor John Harris, who built up our library absolutely from scratch ; and we are very proud that it is one of our own staff, Mrs Olabisi Odeinde, who is now privileged to be building on the sound foundation which Professor Harris had over the years so firmly established.

Our Medical Library, which is the offshoot of the main University Library, is now more or less autonomous, and is in the capable hands of Mrs Margaret Amosu, Associate

of the Library Association. She is a specially qualified medical librarian who, as I shall later indicate, has over the years brought the medical library to its present state of excellence.

Originally, the library had a somewhat chequered history. Until 1957, when the University College Hospital was built and began to function, there had been no need to provide separate library facilities for medical teaching, and pre-clinical students were taught (and are still being taught) on the main campus.

On the establishment of the teaching hospital in 1957, however, the urgently felt need for library services was initially met by the provision of a small reading room in the hospital which provided places for only eighteen readers, with a small collection of text books, a display of some current journals, and a service desk manned by an attendant. Books and journals were at that time still supplied from the main University Library. This, as one can imagine, was a none-too-satisfactory arrangement, as the medical books then available in the main library were obsolete, out-of-date, and inadequate for the needs of a rapidly growing Faculty and student body.

To meet the need and pressure for a proper library a professional medical librarian, Mr Bankole, who had been the librarian of the old Yaba Medical School, and who was, in fact, one of the very few Nigerian librarians then available was, after some months' intensive training and further experience in the United States of America, placed in charge of the library. That library was housed in the then students' common room. It was a stop-gap measure till the present medical library providing 66 seats and space for about 25,000 volumes and a comprehensive collection of clinical journals was built and opened to readers in January 1966.

However, as has often been the Ibadan experience with senior staff, it was not long after Mr Bankole returned from

America and began planning the library that he was snatched off to Lagos as their University Librarian there !

Fortunately, the present medical librarian Mrs Amosu, who was by good luck then available and had been in charge of the Africana section in the main University Library, manfully (or rather shall I say womanfully) stepped very competently into the breach; and we have been very fortunate in having her with us ever since. Those of us who had made constant or even occasional use of the library, and indeed the whole medical faculty, warmly appreciate and are grateful for the personal interest which she and her small but very hardworking staff have always taken in the development of the library in order to make it the centre of excellence which it became.

However, our unrelenting pursuit after further and still better excellence has made us to decide that, as the 25th anniversary of the founding of the university and the medical school approaches, the time has now arrived for us to have a prestigious, new, and purpose-planned separate building; and that is the building which we are opening today. When fully furnished the new library will seat 300 readers (as against the present 66), and will have a shelf-capacity of 120,000 volumes (as against the present stock of 26,500).

The journal collection, which now comprises more than 800 titles (500 of which are current archival journals) will be further strengthened and, as many as a third of them are fully complete series starting from volume No. 1, you can well realise what a remarkable and great asset to medical research in Nigeria our new library is going to be. Our staff and readers will no longer work or read in uncom - fortable and cramped surroundings, and the generous working space provided for our staff will enable us to absorb all the new technical advances such as the wide-spread advent of audio-visual teaching techniques, and

to offer to the entire Nigerian medical community those a library services which we had been unable to provide before.

This remarkable achievement has been made possible by the generosity of successive Nigerian governments, and our thanks and gratitude are due to them for their munificent financial provision to the Ibadan University Library in recognition of its central role in a learned community such as we are.

Lastly, and as I said at the beginning, no words of ours can adequately express our gratitude for the energy and foresight of our much respected first University Librarian, Professor Harris, whom we may very aptly describe as the father and mother of Nigerian Librarianship. Also, our thanks go to the Dean of the Medical School, Professor Oladipo Akinkugbe and his staff, who had been the guiding spirit behind the project.

Ladies and gentlemen, I now have great pleasure in declaring the new Medical School Library open.





**WHAT POVERTY CAN LEAD TO**  
**THE TEXT OF AN ADDRESS DELIVERED BY CHIEF**  
**OBAFEMI AWOLowo AT THE UNIVERSITY OF**  
**IBADAN ALUMNI ASSOCIATION DINNER PARTY**  
**17 NOVEMBER, 1973**

It gives me great pleasure to propose the toast of the Alumni Association of the University of Ibadan, for two main reasons.

First, it is a matter of stimulating delight to be in a gathering of this elevating character and composition; second it is a rare opportunity to play some part during the Silver Jubilee celebrations of the oldest and exemplary university in Nigeria.

Twenty-five years is an infinitesimal time-scale in the life of an institution such as the University of Ibadan which has every prospect of perpetual survival.

But, in the life of every individual alumnus, and for that matter, of every individual human being, a quarter of a century is a considerable span.

For, whatever may be our individual feeling to the contrary and howsoever we may try, it is absolutely certain that not all those who participate in or witness these Silver Jubilee celebrations of the University of Ibadan will be on this side of the great divide when the Golden Jubilee is celebrated 25 years hence.

The reputation of a university depends, I dare say, wholly on the soundness of its teachings and on the calibre and quality of its graduates.

In these two regards the University of Ibadan has had to its credit an immense success which can be equalled but cannot be excelled.

### *Performances*

In this connection, it should be emphasised that by their individual performances in all the spheres of human endeavours to which they have been assigned, the alumni of the University of Ibadan have done more than anything else to put a stamp of genuine respectability and of unaffected international recognition on the degree awarded by the university.

It is true to say that today, the alumni of the University of Ibadan are playing very influential as well as decisive roles in the affairs not only of Nigeria but also of Africa and the world.

Look in any direction you like-worthy direction, i mean-the story is the same; the alumni and alumnae of this great university are to be found displaying strong, challenging, and decisive presence.

Where all are worthy of mention, one can only confine oneself in a short speech to the promontories that one knows.

The current Secretary-General of the OAU, Mr Nzo Ekwangaki, is an alumnus of the University of Ibadan and a member of the OAU, General Yakubu Gowon, is an honorary alumnus. Both of them are carrying quite admirably I think, Africa's burden which of late, is made heavier by the Middle-East war.

Two of the military governors in Nigeria in the persons of Brigadier Oluwole Rotimi and Commissioner of Police Mr Joseph Gomwalk are members of this association.

### *Accounts*

From all accounts, both of them are acquitting themselves as competently as any other military ruler in the country.

Lest we forget, one of the five celebrated or ill-famed majors (all depending on which side of the fence one is) who were the harbingers of military rule in Nigeria was Major

Ifeajuna-an alumnus of the University of Ibadan.

In the highly, sometimes cut-throat, competitive arena of business, your association has outstanding representatives; two of them are Mr Michael Omolayole of Unilever and Mr Adokpaye of Mobil who are top executive directors in their respective organizations.

In the field of education and learning at all levels, members of your association are prominently in the vanguard: there is Dr Ishaya Audu, Vice-Chancellor of Ahmadu Bello University, under whom ABU has made enviable progress.

There is also Professor Akin Mabogunje who has won international recognition as one of the world's leading scholars in Geography and there is Professor (Mrs) Ogunsheye who has risen from the humble status of student to the enviable height of a Professor-all in the University of Ibadan, moving in the process from the wooden army barracks turned University campus at Eleiyele to the present beautiful campus on Oyo road.

She was present at the foundation of the University of Ibadan.

And whenever the story of the nativity of her alma mater is told in centuries to come the name of Mrs Ogunsheye will be mentioned also.

Dr J. F. Ade Ajayi and Mr Osinulu Vice-Chancellor and Registrar respectively of the University of Lagos are also your fellow alumni.

It was thoughtful of the Council and Senate to do well-deserved honour, on this historic occasion to Audu and Omolayole by the award to them of honorary degrees.

The modern church militant also has one of your members in its leadership He is no other than your respected chairman, Mr Bola Ige.

He is the current chairman of the World Council of Churches Committee to combat racism.

The newspapers, the radio, the other actors of the mass media are almost wholly dominated by members of your association.

Two names readily come to mind: they are Messrs Adamu Ciroma and Areoye Oyebola.

They both have one paradoxical quality in common. Each of them is as the ancient Roman would put it, "Cuaviter in modo, fortiter in re"; quiet, shy and unassuming in manners, but formidable in wielding the pen.

The civil service, the Armed Forces, the Police Force, the Prisons and any other spheres of human activities you can think of are manned in the higher cadre, largely by members of your association.

So far; so good.

There is a trite saying: To whom much is given, much is expected.

And to be quite candid the members of your association, as patriots nationalists, and social reformers and innovators are still to win their spurs.

There is no doubt whatsoever that you have all performed most creditably in all the spheres to which you have been assigned.

### *Fortune*

But, in all this, you have the unique fortune of being successors and heirs to a political and social inheritance which admittedly, is mixed but is on the whole conducive to healthy and self-respecting growth and development on all fronts.

Among this inheritance are a free and united Nigeria, the Organisation of African Unity, and respect for the dignity of the African.

The duty which now devolves upon you is to uphold this inheritance from impairment and corrosion and to improve immeasurably upon it.

Here then is the rub and the urgency of your new assignments. For, if the truth must be told, there are certain vital matters common to Africa in general and peculiar to Nigeria

in particular which must be attended to by you and all of us with a due sense of urgency, despatch, and resolution. I will try to enumerate some of them briefly.

For Africa as a whole, I will only outline six such matters, among others. One: In time past, the most potent weapon which African nationalists had employed in their fight for political freedom was freedom of dissent.

### *Dissent*

That is, the freedom to disagree with, to criticise, and to chastise the government of the day, with as much vehemence and robustness as your eloquence or literary skill can command.

It was the guarantee of this freedom, and its effective employment by African nationalist that had made our political independence a reality.

In my humble judgement, and with the greatest respect to all our rulers in Africa, it appears crystal clear that this freedom of dissent is not only long in abeyance since independence but also now in danger of total extinction.

Freedom of Dissent is a positive good: it is the best safeguard against tyranny, and the surest preventive of avoidable costly error on the part of the government of the day.

*Two:* The struggle against involuntary political and economic enslavement under colonial rule was over during the last decade in most part of Africa.

But the struggle against voluntary subservience and submission to neo-colonialism is yet to begin.

Our frequent and unabating declamation against neo-colonialism appears to me to be pretentious exercise and deliberate diversion.

For the true and real neo-colonialists are no other than we Africans ourselves.

It is we, in spite of our political independence and sovereignty who voluntarily submit to economic, and sometimes diplomatic dominance from outside our borders.

### *Resolutions*

Says Lenin: "THERE WILL BE NO EXPLOITERS IF THERE ARE NO EXPLOITABLES"

*Three:* Only goodness knows how many resolutions we have passed, and how many billions of words we have spoken in condemnation:

1. of the last vestiges of colonialism in some parts of Africa ;
2. of white domination of Africans in Rhodesia and the Southern parts of our continent, and
3. of racial inequality and discrimination as between black and white in Africa and even in other parts of the world.

It is my respectful submission that all these evil things against which we most vehemently and quite justly inveigh will continue until one African is equal to one white man in all respects.

*Four:* Further in this connection, and if I may borrow a biblical expression-"I say unto you" that one white-man will continue to be equal to twenty Africans, or, at any rate, to much more than one African, until African leaders are able to muster enough courage and dedication to venture into the contemporary fast-flowing stream of education, science and technology which alone can sweep our continent into a greater and nobler future where racial equality will no longer be a matter of patronising concession on the part of the whites, but one of accepted necessity among all races of the world.

The current crusade for the preservation of our cultural heritage is highly commendable.

But we must not allow our pre-occupation with our past to make us lose sight of what these contemporary times demand both in efforts and resources for the promotion of education, science and technology, and for the quick advent of the greater and more glorious future which awaits our continent as a result.

*Five:* To all intents and purposes, in economic terms, Africa is today a beggar-continent.

At all times and at every turn, we beg for aid.

However, as beggars, we are in a class by ourselves. When we beg, we do not grovel.

### *Assumption*

Instead, we assume an air of superciliousness, and demand that the donors should attach no strings to the gifts.

And when strings are attached, as they invariably are, we pretend to ourselves that they do not exist.

But our budgets always tell the true story.

*Six:* For some time now - to be precise since the attainment of political independence by African countries - a terrible monster has been stalking the face of Africa, and threatening to hold full and permanent rein on the continent to the detriment of the masses of our people. It is the monster of

#### TENACITY OF OFFICE.

The chief characteristics of this monster are inordinate and shameless love of public office; and morbid desire for its own sake, even when the legitimacy for such power does not exist or has completely disappeared.

So much for Africa in general.

For Nigeria in particular, there are two matters which compel our urgent attention.

i. Recent government measures ominously suggest that Nigeria may already have started to slip, albeit unwittingly, from federalism back to unitarianism.

In this connection, we have every right to look up to the Head of State, General Yakubu Gowon, who is an honorary alumnus of the University of Ibadan, and who also is the farsighted author of the new federalism in Nigeria, to see to it that nothing is done or left undone which may tend to, or actually reduce the states to the status of glorified local councils.

2. Nigeria is fast becoming a country of extreme regional and interpersonal contradictions.

### *Poverty*

In some parts of the country and amongst some individuals, what Rostow, in his famous book *The Stages of Growth-A Non-Communist Manifesto*, describes as Buddenbrook's Dynamics, is already at work, whilst grinding poverty reigns supreme in some other parts of the country.

If I may put it in my own words, what Buddenbrook's Dynamics means simply is that the higher you go in the social ladder the wider your field of cognition and your horizon of wants and discontent.

On the other hand, and by way of contrast, what "POWER DYNAMICS" (If I may be permitted this heresy) denotes is that the lower you actually sink or imagine you sink in quagmire of poverty and wants, the narrower becomes your field of cognition, and the deeper your discontent.

Says Aristotle: "Poverty is the parent of revolution".

May I, in closing, congratulate, most warmly, all the members of the Alumni Association of the University of Ibadan, and ask all my fellow-guests here tonight to rise and drink with me, as lustily as we ever can, the toast of the Alumni Association of the University of Ibadan, the premier and exemplar university in Nigeria.

**ADDRESS BY PROFESSOR K. O. DIKE AT  
THE ALUMNI ASSOCIATION DINNER**

MR PRESIDENT, DISTINGUISHED GUESTS, MEMBERS OF THE ALUMNI ASSOCIATION, LADIES AND GENTLEMEN:

As I survey this assembly of illustrious men and women gathered here tonight to celebrate the Silver Jubilee of this University-many of you alumni of this institution and others distinguished in the public life of this country-you must forgive me if I speak with feeling about what this occasion means to me as an individual. I consider the invitation of the Alumni Association to deliver this address as one of the memorable things that have happened to me since the end of the civil war-it is certainly one of the happiest events in my life since my resignation as Vice-Chancellor of this great institution in December, 1967. I salute the leaders of this Association for their magnanimous approach to national issues: only large-hearted men and women can provide the leadership and bring about the national unity without which this Federation cannot long endure. I salute the members of the Association for keeping alive the spirit of service to all Nigeria which inspired our Founding Fathers and made Ibadan a truly national university from its inception.

On personal grounds I greatly value your gesture of loyalty and goodwill to an old friend and teacher because more than any other sector of the Nigerian community, you are in the best position to judge and assess whatever insignificant service I may have rendered to Ibadan. For nearly eighteen years of my life, I saw quite a number of you come and go from this campus: I enjoyed your friend-ship and support even in the darkest hours: and it is for me a very rewarding experience to note that years of my absence from the University and my country have in no way diminished the respect and affection that existed

between us. I saw evidence of this affection when, on arrival at Ikeja Airport at 6.30 a.m. on the morning of Wednesday, November 14, scores of the alumni and other friends met me amidst scenes of rejoicing.

If I may speak in our African idiom, I regard myself along with the first Principal, Dr Kenneth Mellanby (who is happily with us tonight), the late Dr J. T. Saunders, Professor J. H. Parry, Dr T. A. Lambo, and the present Vice-Chancellor, Dr H. O. Thomas, as one of the fathers of this University. As a father, I have always been deeply committed to the mission and development of Ibadan. That was why when the crisis to which I have alluded descended upon us, I chose to sacrifice my career than do damage to the future development of this University. In other words, a father does not destroy or plot against the interests of his son: it is as much my hope and prayer, as I am sure it is yours also, that Ibadan should grow and flourish and stand as a beacon of learning not only to Nigeria but to all the inhabitants of Black Africa.

Mr President, we cannot measure the greatness of any institution apart from the achievements of her alumni. It is, therefore, right and proper that tonight we should be honouring three of our very distinguished Alumni; individuals whose outstanding contributions in their fields of competence are well known throughout the Federation. Professor (Mrs) F. A. Ogunshye, Professor Ishaya Audu, and Mr M. O. Omolayole. I am sure you would like to join me in wishing all of them many more years of service to our country, to Africa, and the world. Within a brief period of twenty-five years this University, which until recently was stigmatized as an elitist paradise, out of touch with the social and economic needs of the Nigerian community, has turned out to be, during the past two decades, one of the main sources from which the Nigerian leadership of our time has been derived: Ibadan graduates not only hold important positions in the public and political life of

this nation, but are prominent in Federal and State Ministries, on the staff of our universities, in professional and technical services, in business, the army, education, and the church. Turn where you will, the flag of Ibadan flies, and her sons and daughters carry the mission of this University to all the corners of Nigeria and beyond. As an instance, the Head of the Njala Campus of the University of Sierra Leone is an Ibadan graduate, so are the Dean and Professor of Surgery in the new Medical School of the University of the Cameroons. Ibadan has indeed produced alumni of which any institution can be proud. Nevertheless, it will be idle to pretend that our path has been and would always continue to be uniformly successful: like all institutions of higher learning which have achieved greatness in time Ibadan is bound to have its periods of ascendancy and power, its moments of stagnation and decay, and, if experience elsewhere is a sure guide, the sound and durable foundations which the Founding Fathers have so firmly laid will help ensure that this University emerges from its trials and tribulations seasoned and strengthened. As universities go, a period of twenty-five years is a tender age: and we, all of us, who wish this institution well should not relax our efforts in sustaining Ibadan along the path of greatness; in helping it develop worthy traditions which spring from our native genius, in creating the kind of atmosphere which nurtures great scholars and perhaps, a century or so from now, another generation will judge whether what we have bequeathed to them is a worthy heritage.

May I now say a word or two about the place of the University in society. In speaking on this subject, I hope you will permit me to restrict my comments to those aspects of this large question which concern the so-called Third World, a world to which modern universities originally developed by the West have been imported. The story of this alien implantation into Asian, Middle Eastern, and

African societies and the attempts to adapt the mission of the University to other cultures is, I assume, well known. The question we must ask and try to answer is what do the new societies (new only in modern terms) expect from these expensive institutions planted in their midst? To what extent do the universities respond to these expectations? And so on.

All universities, ancient and modern, retain their traditional functions of teaching and research. All prepare students to become men of action in practical politics, the civil service, medicine, science and technology, business and industry; engineering and a multitude of other callings. The point I am trying to make is that from its medieval origins, the university has, during the seven hundred years of its history, always been concerned with the problems of national development. Of course and for obvious reasons the concept of national development differed from age to age and from country to country. In the medieval period universities were persuaded that their studies should serve only God, Truth Science or some such "recondite minor deity as Pure Research". They believed that mundane affairs of "field, forge and market place" were not worthy of their dignity and attention. Nevertheless, because the university has always been a place of study and research, it invariably swings back to the concerns of the people it serves and to the problems of the day.

In this Darwinian world, we are told that to survive materially and technologically backward communities must engage in the dubious task of catching up and competing with the materially advanced countries; and in this race we are told that the development of universities is indispensable. The rapid rise of universities since the end of World War II not only in Asia and Africa, but even more among the leading industrial communities, indicates how closely the Super-Powers identify their economic and technological progress with the rapid development

of talents within their borders. In Great Britain alone, over twenty new universities have been founded since 1945. The new African universities know that to succeed they must earn the support of their governments and reflect the social and economic needs of their communities and provide African society with men and women equipped with skills needed to revolutionize the continent socially and economically. This aspect of the university's mission is as old as the university itself : it is principally because of its relevance to national development that the powerthat-be have always interested themselves in the mission of the university. In the medieval world, emperors, popes, kings, and local communities had built universities and directly or indirectly controlled them. In our day, and in spite of the commendable efforts to limit state interference in the freedom of the university, we are learning, as scholars had learned in preceding centuries, that he who pays the piper tends to call the tune. "Universities and colleges", said Dr Karl W. Bigelow of Columbia University, in another context, "from their medieval European beginnings, have always been an expression of the surrounding cultures.. . The knowledge they have disseminated and the ideas they have promoted have been acceptable; skills have been esteemed ... No society has ever tolerated in its colleges and universities practices that it considers dangerous".

I recognize, of course, that these statements are broad generalizations and need qualification. Universities have had their moments of ascendancy and power in their long history; many times they were influential in forming the ideas and opinions of their age and of guiding the politics of their time. But they also experienced periods in which they obstructed the advancement of learning and fought against the spirit of scientific enquiry which it is their mission to promote. Even so, these periods of reaction were short-lived, and this remarkable medieval institution carried its dynamic mission to all the corners of the earth.

But this was so only because universities came to be very highly regarded and respected by the people they served. Contemporaries saw the best of scholars as courageous seekers after the truth; their single-minded devotion to learning won the admiration of their age; and their crusade for justice and fairplay marked them out as men apart from the rest of the community. In other words, scholars justified the privileges and facilities the state and society offered them by providing the right kind of leadership in their societies. Early in their career the universities evolved traditions and conventions which embodied their high ideals and which enabled them to develop mutual respect and free cooperation between government, which largely paid for higher education, and the universities which supplied it. It was through these conventions, that the older universities in Europe and America, after some hard fought battles, *earned* their academic freedom and were able to resist successfully improper pressures whenever they occurred on the part of the state or governing bodies.

The new universities of Africa must recognize that academic freedom is not something automatically bestowed on scholars and their institutions merely because a new corporation, called a university, has been founded. Academic freedom is always earned and deserved : no government bestows it free, gratis and for nothing on universities unworthy of their calling. It was the moral ascendancy of the universities over the rest of their communities and their dedication to learning which earned them the freedom to order their affairs their own way. In other words, it was the confidence which the universities generated in their ability to deliver the goods and to render selfless service to their communities which made the mission of the university in society irresistible. Over the centuries, society expected moral leadership from universities on public questions and counted it dismal failure if universities failed to provide it. And yet it has become fashionable in

our day to stress the need for teaching and research, but to say as little as possible about a university's responsibilities to the people it serves; in my view these responsibilities lie at the very source of a university's vitality and power. Dedication to learning and service to the community are two inseparable elements in the mission of the university to society.

I recognize, of course, that the new universities need time to develop the traditions and conventions to which I have alluded. Unlike the older schools they have yet to adapt these ideals to their native genius and produce the type of institution amenable to their way of life. What is important is not whether they have achieved these goals but whether they are conscious of the need for it and are working purposively towards their realization.

It is through these traditions and conventions that Western universities have grown, developed, served their societies well, and achieved their eminence and durability. It will be wrong to assume, however, that what I have said applies to only the Western tradition of higher education. The Arab tradition which preceded that of the West had its beginnings in the early centuries of Islam and like the West developed the tradition of dedication to learning and service to the community. Their earliest universities were founded around the eighth and ninth centuries A.D. and the Arab system of higher education originated and developed around mosques. Some of the great mosques, such as al-Zaytuna in Tunis, Ourawiyyin in Fez and Al-Azha in Cairo have survived to this day. The organization, the subject matter and system of teaching evolved in these institutions need not detain us except to state that learning, and the sciences par excellence, came to mean the traditional Islamic sciences and their auxiliaries. University teaching and research centered around the transmission and interpretation of the great and precious treasure of Islamic beliefs and traditions and of the Revealed Book to new

generations of believers in order to enlighten them and to help them regulate their lives according to the will of God. As a Muslim scholar put it, "Herein lies one of the great characteristics of the Arab-Muslim Higher Education. It is the feeling of a sincere Muslim shaykhs of a sense of mission, a responsibility and a duty under God to cultivate the Islamic sciences actively and to pass them faithfully to the new generation. In this way they hoped to win the favour of God and to ensure their salvation in the hereafter. Knowledge therefore was cultivated not exactly for its own sake as the Western academician would put it, but for the sake of God . . . This spirit lasted until the beginning of the present era . . . It was this spirit, this sense of mission, that made many shaykhs refrain from charging fees for their teaching. They felt that 'selling' their learning to students was almost sacrilegious and would deprive them of God's approval and of His reward. Higher education, therefore, was usually free. When mosques that specialized in teaching . . . were founded and endowed, stipends began to be paid to the professors. . . Many of them hesitated and some abstained from accepting them. Others sought . . . legal opinions from imams before they would accept pay. In time, however, accepting funds from endowed mosques . . . came to be the recognized practice".

As you can see, both the Arab and Western traditions of higher education stress the importance of developing the moral and spiritual capacities of men; and in view of this are we right in talking, as we often do, as if university education were concerned only with the production of goods; as if the ills which afflict developing communities consist only in their economic disabilities, in their lack of trained professionals and technicians? Surely, education for national development, as we are now painfully learning, encompasses much more than the material needs of man. Many will contend that education is desirable even if it

contributed little to a nation's material welfare. The universities must recognize that in addition to their function of training technicians, it is important that they should endeavour to provide society with the right kind of leadership in public life by generating in teachers and students moral and intellectual values which will imbue them with a sense of social purpose: they must strive to promote equality and to reduce social and cultural barriers through the diffusion of education. What I am saying is that education does not consist only in producing skills in engineering or agriculture; sound political leadership, self-discipline, tolerance, obedience to the truth, "a conscience relevant to new roles and temptations" are equally needed. In their preoccupation with the material necessities of man (which are commendable and right) universities in developing societies tend to underrate their other roles "as the conscience of the nation", as the fearless but constructive critics of the evils in their midst, and as the defenders of truth and justice. This is precisely the area where, in my view, the new universities have failed to influence nation-building in modern Africa; and reforms in this direction must begin within the universities themselves.

I have spoken in this manner to you (the Alumni) because you are the representatives of the university in our society: you are the inheritors and propagandists of its mission, a mission even more insistent in our times than at any period in the history of the universities. As the first seat of higher learning in the Federation, much is expected of you and you have the rare opportunity of helping in the making of a new nation. Judging from your performance in the past I have not the slightest doubt that you will prove yourselves more than equal to the task.

I look back with pride to the founding of your organization on 5 December 1964 when the Association was formally launched under my Chairmanship, supported by Mr N. K. Adamolekun (Registrar) and Mr I. Ekanem-Ita (now

Acting Deputy Registrar). We entertained great hopes for the future of this Association and those hopes are now being gradually fulfilled. I understand that in less than a decade of your existence you are already planning to build a Hall of Residence for Postgraduate students and, as is right and proper, you are taking great interest in the affairs of your Alma Mater. Continue to do so and strive to imbue it with the passion for service to all Nigeria. In the universities of the United States in which I now work, Alumni support and participation in university affairs is an old established tradition. In most universities the Alumni raise about one third of the operating costs which run into millions of dollars annually and at Harvard the Board of Overseers, entirely composed of the Alumni, ratify every academic appointment made by the University. I am not, of course, advocating that wholesome traditions which serve America well should be imposed uncritically on the Nigerian university scene. My point is that your interest and support of our University is in line with experience elsewhere and it may not be altogether amiss if you some-times take a look at what is happening in universities outside the British tradition.

In a general address of this kind, I know it is invidious to mention names and I must ask you to forgive me if I break this general rule. Your President, Mr Bola Ige, whom I have known since his student days (I also taught his wife who is now a Chief Magistrate) has shown great interest in the work of this Association from its inception. I believe he is the Alumni representative on the University Council and one of the leading architects of your organization. Men of his dedication and initiative are needed to make a new body like your Association tick and I want to thank him very much indeed for the time and trouble he took in preparing for my visit and, through him, to express my gratitude to you all for inviting me to be with you on this historical occasion. Our distinguished Alumni,

Dr M. O. Omolayole, another zealous supporter of the association, reminded me last night how I religiously attended the early Alumni dinners which he organized at Lagos and which helped to keep alive Alumni interest in the Alma Mater. It is now clear that your organization has been well and truly launched and, under the right leadership will be a force for good in the Nigerian academic community. Once again I thank you for your courtesy and attention.

**NIGERIAN UNIVERSITIES AND NATION BUILDING**  
**A FOUNDATION DAY LECTURE BY DR ISHAYA**  
**S. AUDU ON THE OCCASION OF THE 25TH**  
**ANNIVERSARY CELEBRATIONS OF THE UNI-**  
**VERSITY OF IBADAN, ON 16 NOVEMBER, 1973**

It is worth asking if there is not a certain pretentiousness in the title of this lecture. Nigeria is a vast multi-national state that faces enormous tasks in nation-building. The universities form a miniscule proportion of the some 65 million population. There are six universities in Nigeria at the present moment. On the basis of the records kept by the University Health Services at Ahmadu Bello University, I have done a bit of computation and projecting on a similar basis with respect to the other five Nigerian University communities, and have arrived at an approximate total of their populations, and this comes to a figure of about 65,000. This includes all categories of staff and their families, including cooks, stewards and gardeners of senior staff with their families. This figure compared with the approximate total population of Nigeria of 65 million gives a proportion of 1 :1,000 or 0.1%. If instead of working on the all-inclusive membership figure we confine ourselves to the senior staff and students only who are more likely to influence the community at large in a radical manner through their intellectual equipment and professional skills, the proportion comes down to something like 1:5,000 or 0.02%-an even more insignificant proportion. But for better or for worse this tiny proportion of people are vastly more influential than many larger sections of the country. The reason for this is simple: they are highly skilled persons and modern society depends more than did any society of the past on the skills of its most educated persons.



There is another aspect of the role of skills. Not only is society dependent on skills but it offers a prestige to skills which in turn enables skilled persons to exercise an influence that goes beyond the mere possession of skills. One example will illustrate what I mean. In the early days of the University College, Ibadan, a whole decade before independence, Dr Kenneth Mellanby, the first Principal of the College decided that differentials between expatriates and Nigerians should be abolished. Given the precedent set by Dr Mellanby, the colonial government decided to follow suit. The consequence was that the entire senior salary structure of the country was heavily conditioned by the university precedent. Moreover, at a moment of fierce nationalistic agitation a bitter point of dispute was removed from black-white relations in the country. The move was a turning point in a colonial history that had once been marked by racial discrimination, and it laid the basis of the present excellent Nigerian-expatriate relations in this country and elsewhere.

But if I stress the role of skills and the place of influence that the universities hold, let me also in this introduction say what I think nation-building is. It is three-fold: First, it means that we try to create better conditions of human living-healthier food, greater control over environment, babies not dying young, more comfortable houses, clean water, recreation centres, more purchasing power, good education, and better human conditions all round. Second, it means unity among the peoples of the country, the growth of understanding among them, the destroying of false stereotypes, competition that is kept under control, and a decent tolerance between them. Third, it means that the country holds its head high among the nations of the world, contributes to international discussion and action, controls its economic relations with other countries, and contributes both to African and human unity. But in all these three aims of nation-building there must be justice-

justice between rich and poor, between high and lowly within the country, and justice between rich and poor, strong and weak in the world.

In order to define clearly the future role of the Nigerian Universities in this gigantic task of nation building, it is helpful to take stock of what their achievements and failures in this context have been so far. This stock-taking can be done on the basis of the three main functions universities are expected to serve, i.e., the functions of teaching, research, and dialogue and criticism.

### *1. Teaching Functions of the Universities*

By this means, knowledge and skills are transferred and in the process men and women are educated and provided with skills necessary for the performance of various services within the community. What is commonly referred to as high-level manpower development is par excellence a function of the universities. Here I would like to give a brief summary of the performance of the Nigerian Universities to-date.

#### *(a) Production of first degree graduates*

The cumulative totals up to 1972/73 of first degree graduates produced by five Nigerian Universities (the University of Benin has not reached a stage of turning out graduates as yet) approximate 20,000. Of this total the approximate breakdown between various professional disciplines are as follows:

Administration, including Public Administration, Business Administration and Accounting	1,050
Agriculture	1,850
Architecture	180
Education (Graduate teachers)	1,660
Engineering	1,580
Arts and Social Sciences	6,000
Pure Science	4,454
Law	1,050
Library Science .	24
Human Medicine	1,770
Veterinary Medicine	125
<b>Total</b>	<b>19,743</b>

Most of these graduates are now serving in the public and private sectors of the nation's economy. It is difficult to conceive how the governments and the private sector would function without the availability of this large number of highly educated, trained and skilled men and women and there can be no question that the country could not have been able to afford to pay for these skills by importation from abroad where in any case the important ingredients of unqualified commitment could not be entirely guaranteed. Furthermore, even if importation of such high level man-power from abroad were to be feasible the country might well be unable to afford to pay for them. To consider specific instances: the Nigerian medical services as they are at the moment are poor enough. To contemplate the non-availability of over a thousand doctors produced by the Nigerian Universities which is nearly 50 per cent of the total is almost inconceivable. The same can be said with respect to the Engineering services within the country, Agriculture, the teaching profession and in fact all the other professions. The Kainji Dam, described as the corner-stone of Nigeria's development is presently run and maintained entirely by engineering graduates of Nigerian Universities and could similarly ill afford to do without the graduates, produced by the Nigerian Universities. There can be no question also that a large part of the ability and efficiency of the civil services of the various governments and of the private sector owe a lot to the Nigerian Universities graduates. The Universities themselves have to a large extent Nigerianised their administrative, technical and academic staff through their own teaching services. As of June, 1973, of a total number of about 4,140 senior staff of the Universities a good 3,120 that is, about 78 per cent is made of well qualified and highly trained Nigerians most of them products of the Nigerian Universities themselves. This situation is also true of many Government institutions throughout the country.

Another point worth noting here is the quality of the first degrees of the Nigerian Universities. It is common knowledge that throughout the academic world, Nigerian Universities are recognised and respected as equal to the best anywhere else. Our first degree students have not experienced any difficulties in being admitted into graduate schools in Europe and North America, and in Britain where the National Health Service depends to a significant extent on recruitment of doctors from other Common-wealth countries-Nigerian-trained doctors like those trained in Ghana and Kampala are among the most sought after, the soundness of their training and competence having been appreciated through their performance.

*(b) Higher Degrees*

The contribution of Nigerian Universities in this regard has also been quite significant. By June, 1973, a cumulative total of about 500 graduates with Masters and doctorate degrees in the Arts, Social Sciences, Engineering, Agriculture, Medicine, etc. have been produced. These are now serving mostly in the Universities and Government Research Institutes as well as research divisions of various Government ministries.

*(c) Teaching at the post-secondary Diploma level for the production of middle level manpower*

It is to the credit of Nigerian Universities that among the developing nations they pioneered the involvement of the Universities in education and training at this sub-degree level. It is not the intention to usurp the functions of government ministries in this regard but simply to provide what is urgently needed but is not being provided by other means. It will be given up as soon as adequate alternatives are available. Up to June, 1973, the Universities have awarded over 1,000 Nigerian Certificates of Education (NCE) certificates, over 1,500 Certificates in

vocational education, particularly for Agricultural and Livestock Extension workers. Under the influence of the Universities the quality of instruction has improved enormously and intakes have been more than doubled in many cases to meet urgent requirements.

*(d) Adult Education, Continuing Education, Extra Mural Studies and General Extension Services*

All the Universities are fully engaged in these activities. The University of Lagos and the University of Ife provide part time evening classes in the fields of Administration and Law. The Institutes of Education provide numerous summer courses to up-grade the competence of teachers in secondary schools and teachers' colleges. A new development in this area has been the so far modest development of the *University of the Air* at Ahmadu Bello University coupled with correspondence courses, a development with great potential.

With regard to the contributions of the Nigerian Universities with respect to their teaching functions the target proposed by Ashby Commission considered in the 1960s as overoptimistic has been exceeded by at least 50 per-cent. But in spite of this an acute need for trained man-power persists—a continuing challenge to the Universities.

*2. The function of Research*

Nigerian Universities have all been actively engaged in research within the confines of financial limitations. To their credit they have not considered their functions as having been concluded with discoveries but have considered it their additional responsibility to try to apply their results through technology to the solution of some of Nigeria's developmental problems. Where extension of newly discovered knowledge is required the Universities have contributed in the translation of research results into suitable forms for use by the ministries of agriculture and

have also participated in the in-service training of extension workers with regard to new developments and new recommendations. It is not possible to quantify research in the same way as teaching but one can produce lists of research projects being undertaken in the various universities. A recent review of the medical research carried out in Nigeria has highlighted the tremendous contributions of the medical school of the University of Ibadan in this regard. The work on sickle cell disease, pregnancy anaemia, the ataxic syndromes, endo myocardial fibrosis, liver disease are only a few of enormous international importance. Within the last year or so in Ahmadu Bello University three significant research developments have come to my knowledge through the process of seeking patents: a new circuit in Electrical Engineering, a new drug for the control of the serious epidemic disease, cerebro-spinal meningitis. A survey of the geological possibilities for oil discovery in the Lake Chad basin by Ahmadu Bello University's Department of Geology has just been submitted to the appropriate authorities. This is apart from the excellent work in agricultural research and livestock development that goes on all the time at the University's Institute for Agricultural Research. Although they cannot afford to rest on their oars, the performance of the Universities in this field is something they can quite rightly be proud of. Ahmadu Bello University's Rural Economy Research Unit has not only brought to light facts of tremendous value with respect to orientation of agricultural research, but is currently engaged in experimenting with various regimes of agricultural extension.

Apart from their own internal research programmes, Universities have undertaken various research projects with direct relevance to development, on behalf of governments or in partnership with them. The Universities of He and Ahmadu Bello have been conducting a survey of small scale industries throughout the country on behalf

of the Federal Ministry of Industries. Ahmadu Bello University with which I am more familiar has done feasibility studies for the establishment of banks and insurance companies, long term metropolitan urban and regional planning studies, all on behalf of States governments. All the Universities are engaged in similar activities with regard to their immediate localities.

Although the Nigerian Institute for Social and Economic Research is an arm of the Federal Government, nevertheless it works in partnership with all the country's Universities in the conduct of research projects having direct relevance to national development.

### *3. Function of Criticism and Dialogue*

One approaches this area with less confidence and pride. The universities in the early period of independence did not sufficiently insulate themselves from the bitterly partisan character of Nigerian politics. Happenings at several universities helped to worsen the crisis that led straight to the civil war. Yet let it be said that there were also persons in the universities who helped conciliation and who stood for unity. In this respect also the committee of Vice-chancellors took the initiative in the latter stages of the war towards aiding the University of Nigeria, Nsukka to recover from the ravages of war. In any case one reckons that university persons more than most have learnt the cost of our previous dissensions.

On the positive side generally the Universities have contributed and continue to contribute plentifully and effectively. University staff have been seconded to both Federal and State governments where they have served or are still serving with distinction as Commissioners in Ministries of Education, Justice, Finance and Economic Development. They are also serving as consultants in Governments and Public Corporations and as members of Boards of numerous public institutions throughout the country.

Academic staff have written constructive critiques of government policy on important matters like the annual budgets in the national dailies, and through public lectures, radio and television, talks and debates have contributed to dialogue and criticism on important national issues. The universities have also provided the platforms for contribution to such dialogue by non-university personnel, this latter facility being provided by universities authorities and students organizations.

This then is the present position and my next task is to propose what to do next. Before getting down to specific proposals I would like us to consider the two important directions in which I believe the Universities have great responsibility and for which by conscious efforts and planning they could be a tremendous influence for good. These include nation building in the horizontal direction and nation building in the vertical direction.

### *National Building in the Horizontal Direction: the Integration of the Peoples*

Nigeria is a multi-national state and the process of nation building includes the uniting of these different nations into the one Nigerian nation. I believe I have said enough about this on a different platform and would not wish to labour on it at this time. It suffices to reiterate my belief in the crucial role that the Universities can play. We can certainly give leadership by example with respect to fostering understanding and harmony among the various ethnic groups in our country through ensuring the participation of all sections of the country in the various going-ons of the country. With regard to the more specific practical measures that the Universities can adopt I can do no better than reproduce the proposals I put forward in an earlier lecture:

- (i) We need to foster meeting places with universities for our own staff as well as for students so that knowledge and friendship will be given every opportunity to grow.
- (ii) We must encourage our teachers and students to develop lines of solidarity other than ethnic ones. That is a politically happy university in *which the main struggle is between the engineers and the medicos rather than between ethnic group X and ethnic group Y.*
- (iii) We need to make sure that our appointments and promotions are done with fairness. I don't mean that we should never do any ethnic arithmetic. But I mean that such arithmetic can also be done with fairness.
- (iv) All the universities should make a determined effort to help under-represented areas and groups. *No basic university requirements should be set aside.* But requirements should be thought about flexibly. And all the universities should endeavour to remain as multi-ethnic as possible.
- (v) We need to sponsor and to put money into nation-wide university associations and groupings. And we need to make our facilities available to country-wide groups who wish to meet within them.
- (vi) We should endeavour in every university, no matter what its location, to have a certain amount of country-wide research going on.

### *Nation Building in the Vertical direction: the Integration of Social Classes*

One of the quietly revolutionary effects of the existence of the Nigerian universities is the rapid stratification of society into what are commonly referred to as the middle

and lower classes of society. An upper class is also developing rapidly, in part from the middle class, but the universities cannot with justification solely be blamed for the development of the upper class. Without any question the acquisition of a university degree is a way to social change at least from the lower to the middle class. A development of this nature can only be considered fair and reasonable if access to university education is available to everyone who can benefit from it.

Within the universities a rigid three tier structure-senior, intermediate, junior staff-exists. There is some mobility between the staff groups-but there is room for much more. Several measures are in hand to deal with this situation. There are staff training programmes in all the universities. Last year in reviewing ABU's efforts in this direction it was quite a revelation to me to discover that we have up to 400 of our junior staff registered for all sorts of training programmes as well as general education. To back stop this the University commissioned a N45,000 public library on the Campus admittedly to provide a library laboratory for our Library Science School as well. GCE '0' level courses are provided in English, Mathematics and Science. Technical training is provided in natural science, veterinary and human medical sciences, agriculture, engineering and environmental design. Where required courses are not available, e.g., Secretarial courses, by agreement with appropriate institutions, deserving candidates receive sponsorship. In this respect we are following a precedent set by Ibadan. However, we need to keep up our efforts to upgrade our junior and intermediate staff. And we need also to consider softening the present gaps between staff grades, possibly by moving towards a more unified service.

Against this background let us now suggest positive means whereby nation-building can be furthered :

### *Through the function of Teaching*

If we accept that acquisition of a University degree is the main path to social change from lower to middle, presently we have a responsibility to ensure that the Universities abolish or effectively minimise this by-product of the acquisition of university degrees. A most important ingredient here is the opening wide of the doors of opportunity for University education and minimising the elite status of the graduate. Twenty years ago the vast majority of the fathers of students at Ibadan were farmers. In 1969 it was down to less than 40 percent; it is now less than 30 percent. At ABU about 60 percent of fathers are still farmers but we could in the next twenty years go the way of Ibadan. What is happening is clear enough. Those of previous generations who achieved education and made money are now seeking higher education for their children. This is perfectly natural. Yet we have to make sure that the universities do not for practical purposes become closed to the children of the poorer classes. Expansion of existing facilities will for some short time ahead still provide places for the children of the less privileged. But there are other things that must be done:

1. There is need for a proper revolving loan system which will help poorer students but which is adequately administered and in which repayment is insisted on;
2. The less developed areas which are those from which the farmers' sons are still mostly coming need to have their access to university education protected;
3. We need to develop a part of the university system on the model of an Open University.

We have made a modest beginning at ABU with our University of the Air. But we intend in the next few years to develop courses through correspondence, radio and

television that enable people while staying at home and working to study for university degrees. Moreover, we envisage this 'open' part of our university as a national function and will not confine it to the Northern States-indeed let it be said that for all that is sometimes thought, ABU has more students from outside its immediate catchment area than probably any other university in the country. Perhaps in this context I should also remind people that the present highly privileged status of a graduate is in large measure a function of previous scarcity. The scarcity and the privilege are not going to endure in the future as they have existed in the past.

### *Research*

There is no doubt that in many fields of research the Nigerian research worker has inherited a mentality of playing up to the gallery of international research publications. As a result simple but more fundamental problems that need looking into are by-passed and the teaching curriculum additionally suffers thereby. In the issue of research let me proceed by taking case studies in engineering, medicine, agriculture and law. In each case I want to point to an omission and suggest what can be done.

Any Nigerian structural engineer, for example, can speak with great erudition on the qualities of concrete while at the same time he knows absolutely nothing about the qualities of mud as a building material. Yet it may not be an exaggeration to say that not more than 10 percent of the building in this country are made of concrete, and at the rate at which we are growing it may be another generation before this 10 percent rises to 20 percent. A good 90 percent of our people still dwell in mud with grass or palm roof houses, yet we offer them no prospects of steady improvement except a radical change to concrete and tin roofs if and when by some

chance the transition to a higher social

status becomes feasible. Perhaps on this score one could make a fundamental point that is so often glossed over. The most meaningful and most likely way to succeed bringing about change is to start with people as they are with respect to whatever sector of their life it is. If we start with what they are and fully understand this base line and try to improve and bring about change from it we are likely to succeed. Pushing aside what exists as primitive, uneducated, uncivilized is one of the greatest follies we are committing, not necessarily consciously but by the error of omission. I would like to appeal to all our academic staff, full-time and part-time research workers, about the need for this beginning at the heart of the problem. A few years ago in our new medical school we asked our students to do sample surveys on the consumption of drugs after careful prescriptions and dispensing to the people in the village areas. The result was staggering. Drugs meant to be taken three or four times a day were consumed all at once! Expensive anti-biotics were thrown away as the expectations were injections rather than tablets or capsules. The simple explanation for failures was that we brushed aside the existing situation and imposed something exotic from the top which had no roots in the soil.

Ahmadu Bello University's Rural Economy Research Unit has an astonishing story to tell. The Samaru Agricultural Research Station had existed since 1924, before many of us here were born. Without any question, it has done and continues to do excellent work. Nonetheless, the peasant farmer within a mile's radius has continued with his laborious traditional methods with practically no change of management practices, apart from adoption of a few simple technological inputs like improved fertilisers. Even the latter have become suspect, at least with respect to one crop presently, sugar cane for local consumption, *vis-a-vis* its sweetness and storage qualities. RERU sets out to find the reasons for resistance to change. The

simple answer turned out to be no less than this fundamental one. The colonial authorities and their Nigerian successors acted on the basis that the methods of the so-called primitive, must be swept aside, and the superior methods of the civilized should be imposed from above. RERU's first important discovery is that no peasant farmer would plant only one crop at a time for insurance reasons - if one fails for any reason, the other may not. Yet agricultural research had so far been on the monocropping basis. How can extension succeed? The knowledgeable Agricultural Research Workers started to research on a multi-cropping basis only to find to their chagrin not only is the cult of the insurance policy provided for, but the farmers' combinations obtained through centuries of bitter experience actually enhance the sum total of production for a given acreage. There is something to learn from the peasant farmers after all! Irrespective of the area of study or professional activity our peasants are no fools. If we are genuinely concerned with improving their quality of life, we have to start from their level and work upwards rather than brush their present knowledge aside and impose something alien - no matter how apparently good - from on top.

While on this exercise one would like in particular to say a word to our Law teachers. While one does not minimise the value of the imported Common Law, nevertheless, its application to our society needs careful study and gradual implementation before we wake up one day to find our-selves with an excellent instrument in our hands after the society has been destroyed. In a society like Britain where pathologists are two a penny it may be absolutely necessary for laboratory results to be signed by pathologists for legal evidence, but in a population of 65 million where at most there can be only 65 pathologists to throw out a laboratory report on the grounds that a pathologist has not signed it is carrying legality only too far. But beyond

all this our own customary and religious laws have great value, emphasising social rights and softening the rigors of individualism. We need to move forward legally with them as well as with laws worked out for more technologically developed situations.

### *Criticism and Dialogue*

Apart from the functions which I earlier described that university teachers were carrying out for government I want here simply to point out that the universities are spreading skills throughout the society. There are few communities that do not have their own graduates-a recent survey at ABU showed that even every division in the Northern States is now represented in the university. Such skills are going to leaven the local communities. But they are also leavening national dialogue in a new way. If they have helped to provide more skilled government in recent years in this country, they are also providing government with a more educated and exigent audience. All future government in the country as well as grass roots community mobilization will benefit from the growth of higher education.

### *Conclusion*

Let me end by making what I consider to be two crucial points-one dealing with graduates and the other with the nation. First, I have spoken about inequalities within the country. We must prevent them from getting out of hand. But there will always be some inequalities. It is not realistic to expect a highly trained civil servant to live in a mud house, have no medical treatment, and eat badly. He needs to be able to *five reasonably* if he *is to use his* skills. He forms part-through his education-of an inter-national class. But if he is well housed, well doctored and well fed, we can ask him not to forget the mud-housed,

the poorly doctored and the badly fed. If he gets privilege, it is for the sake of the whole country. In other words, we can accept some privilege and certain inequalities, but we do so only on the condition that the privileged retain a concern for the under-privileged and that they work hard and cherish integrity. Privilege is not a right but a condition of service.

For the nation let me express a hope. We are some sixty-five million people living together. For better or for worse our future lies with one another. We have not had an easy past, bedevilled as it has been by distrust and conflict. I would like to appeal now for trust which is the basis of unity. We must trust one another, and the only way to create trust is for a determined minority to go on trusting one another in spite of misunderstandings and awkwardnesses. In particular, we who have received the gift of education need to be generous with our time and skills not only to our own section of Nigeria but to the whole country. We have to learn that in the long run what helps one section is for the good of the whole just as what is for the good of the whole is for the good of each section. We have a potentially great country. It is in large measure up to us to ensure that it should become actually great.

**CITATIONS IN RESPECT OF  
HONORARY GRADUANDS**

*Read by*  
*THE PUBLIC ORATOR*

**CONGREGATION HELD ON 17 NOVEMBER, 1973  
FOR THE CONFERMENT OF THE HONORARY  
DEGREE OF DOCTOR OF LAWS UPON**

**MR MICHAEL OLAWOLE OMOLAYOLE**

*for the Honorary Degree of Doctor of Laws*

*CHANCELLOR, I PRESENT MR MICHAEL OLAWOLE OMOLAYOLE,*

A distinguished Alumnus and foundation student of this, University, Member of Council of the University of Ife, Chairman of the National Bank of Nigeria Ltd, Fellow and Chairman of the Nigerian Institute of Management, Fellow of the Institute of Personnel Management of Nigeria, Vice-Chairman of Lever Brothers (Nigeria) Ltd.

Born in 1929 at Ijebu Imushin, he demonstrated early signs of his exceptional brilliance and leadership potential, when at the tender age of ten, he won the Ijebu provincial school prize and was given a year's credit on admission to St Gregory's College in 1941, where he was top of his class throughout his secondary school career. In 1947, that is before he was even due to leave Secondary School, he passed the first entrance examination to the newly established University College, Ibadan. After waiting for about a year, he became one of the foundation students of the University College.

It is with pride, Chancellor, that I recall the brilliant performance of Mr Omolayole even in those early days of academic experimentation. Not only was he the best in his class in the final external degree examination, but he was also the first science student of the University College Ibadan, to obtain an honours degree of London University, graduating in the fields of Physics and Mathematics. After teaching for a while at his old school, Omolayole

proceeded to Corpus Christi College, Oxford, where he gained the Diploma in Education of Oxford University in 1954,

Back once more at the St. Gregory's College, he continued as a teacher of Physics and Mathematics, rising to the grade of senior science master within two years.

But the search for a greater challenge led him to the decisive step of his career in 1958, when he joined the Lever Brothers Company as a Training Manager. He quickly rose to the position of Personnel Manager; and three years afterwards he was promoted Personnel Director. In 1969, Mr Omolayole was appointed to the Board of the sister firm, the United Africa Company (Nigeria) Ltd. Two years later, he became Vice-Chairman of Lever Brothers (Nigeria) Limited, an indication of greater honours still to come.

In spite of his great devotion to his duties as an industrial executive and business administrator, he has found the interest, time, energy and sustaining power to contribute in diverse ways to the social transformation of this country. Chancellor, Mr Omolayole has been a member of the National Manpower Board since 1962. He was foundation member and first National President of the Nigerian Institute of Personnel Management. He has been on the National Labour Advisory Council since 1965. He has been on the Careers Board of this University since 1967. He is not only a member of the He University Council, but also Chairman of that University's Careers Board and a member of the Governing Council of its Institute of Administration. He sits on the Governing Board of the Institute of Administration of the Ahmadu Bello University. He still serves actively on the Board of Studies of the School of Business Management of the University of Lagos, in which School he was a distinguished visiting Professor of Personnel Management and Industrial Relations in 1969. He has represented this country at many annual conferences of the International Labour Organization.

Always recognizing the need to build a bridge of understanding between the private and public sectors, he serves as member both of the Council for Management Education and the Industrial training Fund. He served briefly on the Udoii Commission, which service he gave up only because of the onerous responsibility of chairmanning the new Board of the National Bank.

Chancellor, we are honouring this distinguished executive not only because of his brilliant career; but particularly because of his service to education and nation building. He has turned the Art of industrial negotiation and crisis management into a Science. He has published many articles on industrial relations and co-authored a book on industrial management. To the generation of students from this University, he will for long be remembered as one of the originators of "low-gisting" from the early days on the "old site" of the University College and as the creator of many terms that are still in current use in the unique vocabulary of our students. He is a man of many parts: broadcaster, commentator, television personality and sportsman. But above all, he is a man of integrity who is widely respected for his deep sense of justice and fair play.

To his many honours, from so many sectors of our nation, the University of Ibadan-his University-now wishes to add its own, in recognition of his outstanding achievements. I request you, Chancellor, by the authority of Senate and Council of this University to admit Mr Michael Olawole Omolayole to the degree of Doctor of Laws, *honoris causa*

**CONGREGATION HELD ON 17 NOVEMBER, 1973  
FOR THE CONFERMENT OF THE HONORARY  
DEGREE OF DOCTOR OF SCIENCE UPON**

**DR CECIL WILFRED LUSCOMBE BEVAN**

*for the Honorary Degree of Doctor of Science*

CHANCELLOR, I PRESENT DR CECIL WILFRED LUSCOMBE BEVAN,

Commander of the Order of the British Empire, Doctor of Philosophy, Doctor of Science, Vice-Chancellor of the University of Wales, Principal, University College, Cardiff.

Professor Bevan first came to Nigeria during the Second World War when, as a Major in the Royal West African Frontier Force, he was posted to Zaria and to Olokemeji where he was an instructor in the battle school. He later served with Nigerian troops in Burma. On demobilization after the war he went back to the United Kingdom. But during the war he had learnt to love Nigeria and its people. The opportunity came to return to this country when he was appointed Professor of Chemistry in the University College, Ibadan, in 1952.

On taking up his new office, Bevan found that his concept of the role that the young university college was to play in the country was well in advance of that of his contemporaries. The view then widely held in the colonial administration was that the university college should limit its programmes to mainly general degree courses, and that the best graduates from the system should go to the United Kingdom for honours and postgraduate courses. Professor Bevan rejected this view and his colleagues were at first shocked at his insistence on the immediate establishment of vigorous honours pro-grammes and research schools that would contribute to the universal pool of knowledge, and produce administrators and researchers in the kind of numbers that Nigeria had to have in order to become truly independent and achieve self

sustaining growth. His views were eventually widely accepted and honours programmes developed throughout the University College. He himself set about building up his own department with the characteristic vigour and foresight that was later to become famous in the university community, and in 1963 a distinguished visitor was able to remark that the Department was preeminent in the continent and at parity with the world. This achievement would not have been possible without the first class staff and facilities built up in the Department under the leadership and drive provided by Professor Bevan. It is a tribute to his vision of what was possible and what would be required in the future that over the past ten years, fifty higher degrees have been awarded for research carried out in the Department of Chemistry. Thirty-five of those awarded Ph.Ds now hold posts in universities and other institutions of higher learning in this country.

A potential restriction on the rapid development of all the science departments was the lack of trained technical personnel. Professor Bevan quickly realized the seriousness of this problem and set about solving it in his characteristic vigorous manner. The outcome was the present University laboratory Technicians Training Scheme which must be counted as a major contribution of the university to the production of well-trained, competent technical manpower in this country.

As Dean of Science, Professor Bevan made considerable contributions to the development of the faculty; but it was through his appointment as Vice-Principal and Deputy Vice-Chancellor in the period, 1960-64, that he exercised the most profound influence on the development of the university as a whole.

As Vice-Principal, he played an active role in the preparation of the 1962-67 Quinquennial Plan which had as its principal feature the development of Ibadan as a centre for postgraduate studies and research. This was an ambitious

programme conceived on such a large scale as could not have been financed from Federal Government sources alone. The decision was therefore made to seek outside assistance to supplement federal funds for the implementation of the plan. Professor Bevan not only made significant contribution in the drafting of the formal proposals that went to the Rockefeller and Ford Foundations, but also used his considerable powers of persuasion to good effect in 'behind the scenes' and informal discussions and negotiations that led to the large scale assistance which was given by these two Foundations to the University. The results of the programme are now well known. Principally, it has provided a large proportion of the Nigerian staff not only of this university but also of the newer universities which were subsequently established. It is difficult to conceive how these universities could otherwise have been staffed.

Tenacity of purpose and single minded pursuit also characterize Bill Bevan in his chosen field of reports-fresh water fishing. Throughout his career in Ibadan, Professor Bevan sought relaxation and an opportunity for quiet thought

*away from the cares of a* ice in fishing the waters of the River Ogun at Olokemeii. There he met a challenge of a different kind in his unsuccessful attempts to catch a large and baffling fish. Professor Bevan's association with Ibadan did not end in 1966 when he became Principal of the University College, Cardiff. In numerous ways he has continued to serve the interests of Nigeria and West Africa.

Since 1966 he has been a member of the United Kingdom Inter-University Council for Cooperation with Universities Overseas and a member of their Academic Planning Committee, and of their West African Committee. From 1966 to 1972 Professor Bevan was a member of the Council of the University College of Cape Coast and since 1972, a Member of the Academic Advisory Committee of the University of Cape Coast.

It is this scientist, educationist and administrator whose vision, drive and leadership contributed in diverse ways to the development of this University during a crucial period, that I request you, Chancellor, by the authority of Senate and Council of the University to admit to the degree of Doctor of Science, *honoris causa*.

**CONGREGATION HELD ON 17 NOVEMBER, 1973  
FOR THE CONFERMENT OF THE HONORARY  
DEGREE OF DOCTOR OF LAWS UPON**

**PROFESSOR ISHAYA SHA'AIBU AUDU**

*for the Honorary Degree of Doctor of Laws*

CHANCELLOR, I PRESENT TO YOU MALLAM ISHAYA SHA'AIBU AUDU, Bachelor of Medicine, Bachelor of Surgery of the University of London, Fellow of the Royal College of Physicians of Edinburgh, Honorary Doctor of Humanities of Ohio, Honorary Doctor of Science of the University of Nigeria, Nsukka Distinguished Paediatrician, Vice-Chancellor of Ahmadu Bello University.

In many ways, Doctor Audu's life has followed a different pattern from that of his contemporaries from Northern Nigeria. As a boy, his early education was not in the koranic school but under Christian Missionaries. From St Bartholomew's Anglican School in Zaria he proceeded to the Lagos Anglican Grammar School in 1940. When he completed his secondary education in 1946, he joined that small but select band of Nigerian Youth who studied at the famous Yaba Higher College. And when University College, Ibadan was founded in 1948, Audu was one of the foundation students who were transferred here from Lagos.

In those days, Mr Chancellor, no one told the U.C.I. students that they were destined to become the leaders of Nigeria. They simply knew it. Fortified with this knowledge Audu chose the path of rectitude, modesty and industry as the quickest and surest way of achieving that goal.

His preclinical course having been successfully completed at Ibadan, Ishaya Audu proceeded to King's College Hospital Medical School in London where he obtained the degree of Bachelor of Medicine and Bachelor of Surgery in 1954,

having obtained the College prize in Pathology. This period of his life was very formative from the point of view of his international professional status. Upon returning to Ibadan in 1955, he undertook apprenticeship at the University College Hospital under Professors - Collis, Alexander Brown and Jown Lawson-names which will forever resound along the corridors of our teaching hospital. Dr Audu's second sojourn to Britain in 1959 was to obtain the stamp of professional competence and maturity. This he quickly did to everybody's admiration. The Membership of the Royal College of Physicians of Edinburgh was conferred in 1959; the Diploma in Tropical Medicine and Hygiene in the same year. The Diploma in Child Health came the following year. Naturally, he chose to bestow on his own people, first and foremost, the fruits of his professional achievements. And so he served with distinction for the next two years not only as a Consultant Physician/Paediatrician to the Government of the then Northern Region, but also as a personal physician to the late Premier, SirAhmadu Bello, the Sardauna of Sokoto (May the Peace of Allah abide with him).

But Dr Audu's services were soon to be required in a wider sphere of activity. He was offered, and he accepted, an appointment as a Lecturer in Paediatrics at the newly founded Medical School of the University of Lagos. Audu quickly rose from lectureship to senior lectureship and to Associate *Professorship* in four years. A dozen interesting papers emerged from his researches during this period. The Lagos University Teaching Hospital provided further opportunity for the development of Dr Audu's administrative talent. He served on the Senate of the University of Lagos as a representative of the Council of the Medical School and was Deputy Chairman of the Board of Management of the Lagos University Teaching Hospital.

In 1966, this great son of Nigeria was called upon to proceed to a higher sphere of service as Vice-Chancellor of Ahmadu Bello University. The seven years Dr Audu has

spent there constitute a veritable saga. By his quiet disposition and temperate habits he has established beyond any doubt that he is a leader of men, and that the ingredient of leadership does not consist of aggression or ebullience. As Professor of Clinical Medicine and Associate Professor of Paediatrics at Ahmadu Bello University, Dr Audu has exploded the Nigerian myth that a Vice-Chancellor cannot combine his academic and professional pursuits with his administrative duties. As Chairman of the Committee of Vice-Chancellors, Professor Audu has further demonstrated his administrative skill. As distinguished as he is as a paediatrician, it is for his brilliant success as a University administrator that the University of Ibadan is honouring him today.

We wish Professor Audu more success in the future. We are not the first, Honourable Chancellor, to recognize in this quiet and dedicated young man the qualities of leadership and industry; the Universities of Ohio and of Nigeria in Nsukka, have already conferred on Dr Audu their highest honours in 'Htimagities and in Science respectively. As an Alumnus, Dr Audu deserves and merits our special salutation \*today. It is with pride that I request you, Mr Chancellor, Sir, by the authority of Council ancenate to confer on Professor Ishaya Sha'aibu Audu *the degree of Doctor of Laws, honoris cans a.*



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