

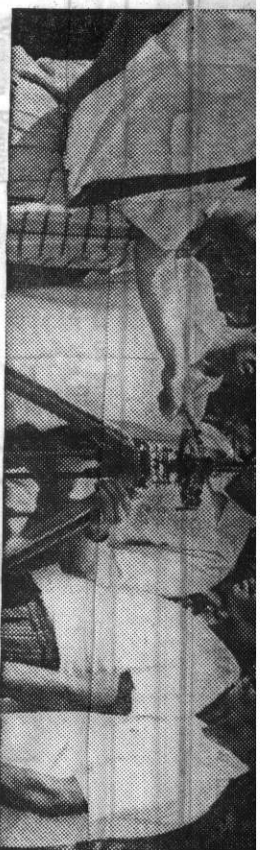
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Roneo Service to West Africa

Roneo Limited, who have been associated for many years with G. B. Oliviant (Nigeria) Ltd. wish success to Nigeria and her peoples in their newly-acquired independence

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Acquiring new technical skills; a group of engineering students listen while the instructor explains to them the workings of a surveying instrument.

institution with branches in each of the three Regions, has about the same number of residential students, about one third of whom are taking intermediate level (G.C.E.—A Level) studies. The remainder follow such courses as accountancy, architecture, estate management, fine art, land surveying, government and administration, pharmacy and secretarialship.

The two institutions cooperate in engineering; about 100 students are in the university's faculty of engineering at Zaria. The University College has an Institute of Education and the Nigerian College of Education. Both are of recent growth and provide at various levels only a very small fraction of the present needs.

HUNDREDS QUALIFY

Only nine years ago was a start made to post-School Certificate work in the secondary schools, fewer than 30 of which attempt this now, but recently the Federal Government opened an emergency science training school which has already prepared, over a two-year course, hundreds of students qualified in science for university admission.

It is understandable, therefore, that thousands of Nigerians are studying in Great Britain, Ghana, Sierra Leone, North America and Europe in particular for intermediate and higher qualifications. All governments of the Federation have awarded hundreds of scholarships tenable at the university

Further developments will follow the publication of the report of the Ashby Commission on Post-School Certificate and Higher Education. It is likely that teacher education and the expansion of scientific and technological education will be among the priorities recommended.

REPORT AWAITED

It is certain that there will be a great need for overseas staff for new and expanding institutions for some years, but it is encouraging to see that various plans made at the Commonwealth Education Conference are being effectively applied and help is already being received from the United Kingdom, Canada and Australia. International Cooperation Administration assistance from the United States and aid from Unesco will also increase soon.

It now remains to ensure so far as is possible that the young Nigerians who are benefiting from these developments are helped to realize that they are not studying merely to obtain a passport to well-paid employment and that the contribution they must make to the future strength and stability of their country cannot be measured in terms of academic achievement and personal success alone.

there is a growing number of successful women doctors, barristers, teachers, nurses and members of other learned professions. In considering whether girls and women have equal access with boys and men to educational facilities, however, there are many factors to take into account.

PRIMARY STATISTICS

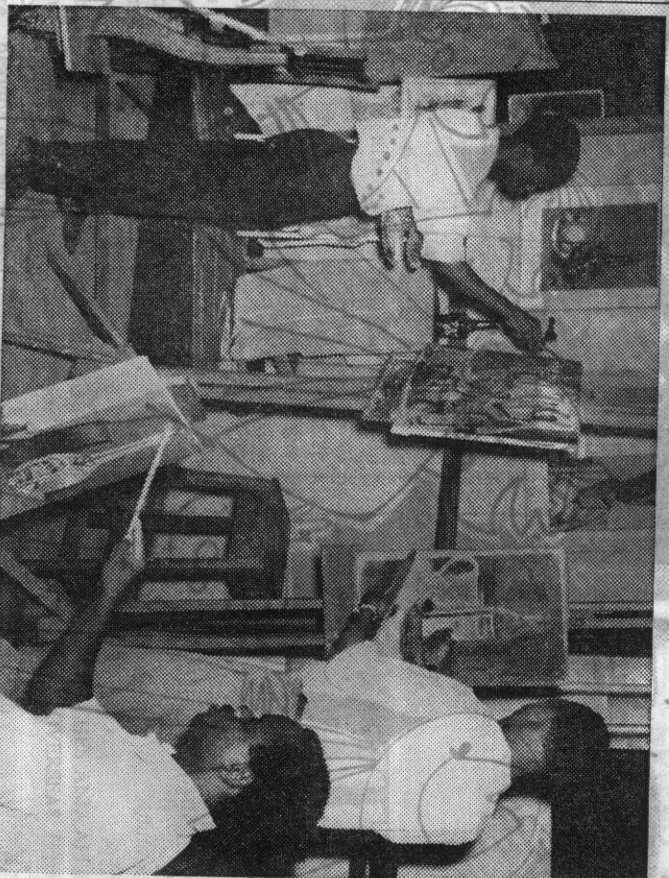
Statistics for primary education show that although in the Federal Area of Lagos girls number 46 per cent of the school population, in the Eastern, Northern and Western Regions the percentages are 35, 25 and 38 respectively. In the field of secondary education girls in Lagos are approximately 30 per cent of the total enrolment, but outside the Federal area there is a significant fall in the percentages to approximately 13 in the Eastern Region, 11 in the Northern Region and 22 in the Western Region. Only 68 woman students, or 7 per cent of the total, were following courses at University College, Ibadan, in 1958 and only 50, or 6 per cent, were enrolled in courses at the Nigerian College of Technology, although undoubtedly many more are studying for professional qualifications outside Nigeria. Only 324 girls passed the West African School Certificate Examination in 1958 and only one girl passed the Higher School Certificate Examination of Cambridge University in four principal subjects—13 others passed in one or more principal subjects. There were others who passed the General Certificate of Education of London University as external candidates but the figures for girls are not available.

Many new secondary schools for girls have opened in recent years and a wider variety of courses such as those offered at the Girls' Commercial School in Lagos and the Women's Occupational Training Centres at Aba in the Eastern

areas of southern Nigeria appear to be equally anxious for the education of their sons and daughters, particularly at the primary level in regions where school fees have been abolished. In post-primary education the question of equal opportunity is not merely a problem of adequate provision of educational facilities; the economic factor of parental income and the future possibilities for employment are both important influences on the demand for, and therefore the provision of, places for girls in post-primary courses.

PARENTS' PREJUDICE

In large areas in the Northern Region, where the population is predominantly Muslim, the additional factors of early marriage and suspicion—particularly on the part of the older women—of Western forms of education limit the participation of girls in studies that will take them far from their homes and away from parental influence. Adult literacy campaigns have done much in the Northern Region as well as elsewhere in Nigeria to bridge the educational gap between schoolchild and their parents, and throughout the Federation there is a growing interest on the part of women in classes which will enable them to improve the health and well-being of their families.



Third-year students at work in the College of Arts, Science and Technology, Zaria. Right: School children being taken on a conducted tour of the Nigeria Museum, Lagos.

