



TOWN-AND-GOWN DIALECTICS:

**A HEALTHY PARTNERSHIP OR A
MARRIAGE OF CONVENIENCE?**

20th

Public Lecture

of the Federal University of Technology,
Owerri (FUTO), Imo State.

Delivered on

Wednesday, 15th December, 2010

By **CHARLES**

OBIOMA OMEIRE, mni

B.A(Ed),(Cal), M.Sc.(Pol. Sc),(Ibadan)

FNIM, FCAI, FIIA

Registrar, Federal University of Technology,
Owerri (FUTO), Imo State.



TOWN-AND-GOWN DIALECTICS:

**A HEALTHY PARTNERSHIP OR A
MARRIAGE OF CONVENIENCE?**

20th

Public Lecture

of the Federal University of Technology,
Owerri (FUTO), Imo State.

Delivered on

Wednesday, 15th December, 2010

By **CHARLES**

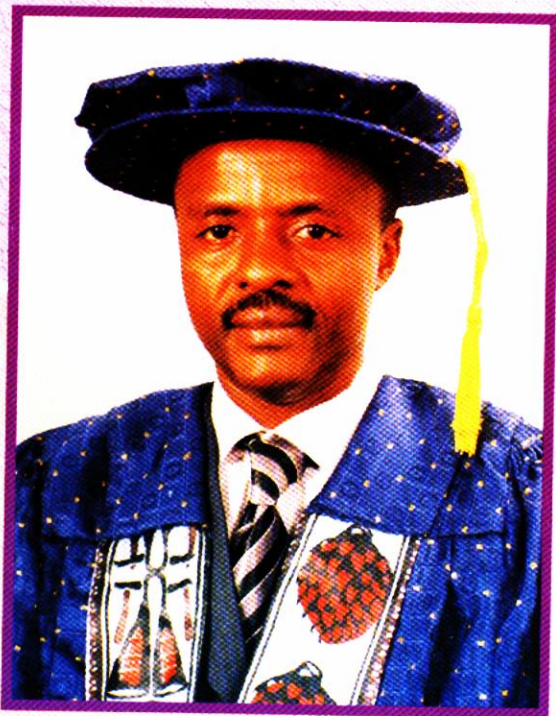
OBIOMA OMEIRE, mni

B.A(Ed),(Cal), M.Sc.(Pol. Sc),(Ibadan)

FNIM, FCAI, FIIA

Registrar, Federal University of Technology,
Owerri (FUTO), Imo State.

20th PUBLIC LECTURER



**CHARLES OBIOMA
OMEIRE**, mni, FNIM, FCAI, FIIA
B.A(Ed),(Cal), M.Sc.(Pol. Sc),(Ibadan)



**TOWN-AND-GOWN DIALECTICS:
A HEALTHY PARTNERSHIP OR A MARRIAGE OF
CONVENIENCE?**

20th Public Lecture of the Federal University of
Technology, Owerri (FUTO), Imo State

Delivered on
Wednesday, 15th December, 2010

By
CHARLES OBIOMA OMEIRE, *mni, FNIM, FCAI, FIIA*
B.A (Ed), (Cal), M.sc (Pol. Sc.) (Ibadan)

**REGISTRAR,
FEDERAL UNIVERSITY OF TECHNOLOGY, OWERRI**



DEDICATION

PRIMARILY

To the Sovereign Lord, the Author and Finisher of our Faith.
I am a Proof and Witness to His Faithfulness.

Then

To my beloved father, Late Mr James Katukeoma Omeire Acholonu and my sweet mother, Mrs Juliana Odenyi Omeire (nee Ekeoma) who sacrificed personal comfort to educate their children and strived to inculcate in them the fear of God

And

To my dependable Wife, Dr (Mrs) Gloria Omeire who is my organizer and a divinely packaged help meet for me. And of course the fruits of our union, Favour, Victoria, Precious and Marvelous.

Chairman and Members of the Governing Council of this
citadel of Learning
Mr. Vice-Chancellor,
Deputy Vice-Chancellors,
Other Principal Officers of the University,
Deans, Directors and Distinguished Professors of this
University,
Heads of Departments and Coordinators of Units,
Distinguished and Special Invitees,
My Lords Spiritual and Temporal,
Staff and Students of this University,
Representatives of the print and electronic media,
Distinguished Ladies and Gentlemen.

PROLOGUE

I wish to thank God for making this day possible and for His grace and enablement. I want to register my sincere gratitude to my Vice-Chancellor, Prof. C. O. E. Onwuliri, FAS for granting me this rare and unique opportunity to share my thought on the subject of town-and-gown relationship.

This lecture is substantially the product of my research work as a course participant of the Senior Executive Course 31, 2009, National Institute for Policy and strategic studies (NIPSS) Kuru. I had the singular privilege of being nominated by the National Universities Commission (NUC) to represent the entire Universities in Nigeria (Federal, State and Private) at NIPSS in 2009. I remain indebted to my Vice-Chancellor and the Executive Secretary of the NUC, Prof Julius Okojie, for that privileged exposure.

The Programme at NIPSS is quite intensive, rigorous and

ultimately rewarding. As a requirement for the award of the prestigious Member of the National Institute (mni) certificate, participants are required to undertake research in an area relevant to their profession and which will help in the realization of the Institute's motto, i.e. *"Towards a Better society"*. Participants are assigned supervisors and their works are subjected to external examination and defence. My project at NIPSS was entitled *"The impact of Federal Universities on the Socio-Economic Development of their Catchment Communities: Case Study of the Federal University of Technology, Owerri and the University of Jos"*.

Upon resumption of duty, I felt it would be useful to present a public lecture based on my NIPSS project. Initially, I dismissed that thought largely for two reasons. First, the enormity of my work as Registrar may not afford me the time to rework the project, carry further research and articulate a public lecture. Second, University public lectures are predominantly the exclusive preserve of academic staff except that occasionally accomplished personalities from outside the University system are invited to present such lectures.

I later resolved to attempt presenting a public lecture in the University, believing that where there is the will, a way will be found. The second hurdle was to secure the approval of the Vice-Chancellor. To my amazement, what I imagined to be a hurdle turned out to be a commendation. The Vice-Chancellor said it was a wonderful idea and gave his endorsement. So did the Chairman of the University Lectures Committee, Prof. M. O. E. Iwuala. I thank you Sirs. This approval thus provided the impetus for this lecture.

I call on my colleagues, the Senior Professional, Administrative and Technical staff in FUTO and sister Universities to follow our example and present University Public Lectures.

TOWN AND GOWN: A HISTORICAL PERSPECTIVE

Historically, the term **Town and Gown** is used to portray two distinct communities of, and in a “university town”. While “town” represents the host community or the non-academic population, “gown” represents the university community. The use of the academic gown in various university ceremonies is well known but it is necessary to point out that this tradition is traced to the European curricula of the Middle Ages when students admitted to the universities often held minor clerical status and so wore clothes similar to those donned by the clergy. The gown proved suitable for studying under very cold condition and over time evolved into long academic gown worn with hood and cap. In addition, the gown served as a status symbol, distinguishing students and their teachers from ordinary townsfolk and it ensured that the wearers were not to engage in physical manual work like the other townsfolk, hence the phrase “town and gown” (Ruegg, 2003).

DEFINITION OF UNIVERSITY

Etymologically, the word university is derived from the Latin word, *Universitas*, which means corporation and was not restricted to institutions of learning. Consequently, there was *Universitas magistrorum* (corporation of masters), *Universitas Scholarium* (corporation of scholars) and *Universitas magistrorum et Scholarium* (corporation of masters and students). According to Iloeje (2004), in the course of time, the term began to be used by itself, with the exclusive meaning of a self regulating community of Teachers and Scholars whose corporate existence had been approved by the civil or ecclesiastical order.

Encyclopedia Britannica defines a **university** as an institution of higher education and research which grants academic

degrees in a variety of subjects. Following from the original meaning, a university may also be defined as a corporation that provides both undergraduate and postgraduate education.

The definition of a university actually varies widely even within national boundaries. For example, there is no nationally standardized definition of the term in the United States although the term has traditionally been used to designate research institutions and was once reserved for research, doctorate-granting institutions. In the United Kingdom, an institution can only use the term if it has been granted by the Privy Council, under the terms of the Further and Higher Education Act 1992.

In terms of typology, there are different models of universities. The German or Humboldtian model, was conceived by Wilhelm von Humboldt and it is anchored on the tripod of academic freedom, organisation of seminars, and the use of laboratories in universities. It emphasises loyalty, intellectualism and research. The French university model involves strict discipline and control over every aspect of the university. The oldest or British model due to its aristocratic origin emphasises liberal education, character and values. Iloeje (2004), in his 5-model typology, has added an American model which is founded on egalitarian ethos, utilitarian orientation and emphasizes academic, professional and vocational training and lastly an African model which is a combination of the British and the American models. Irrespective of the definition or model of a university, one important idea of a university is the notion of academic freedom. The first documentary evidence of this comes early in the life of the first university. Bologna University adopted an academic charter, the *Constitutio Habita*, in 1158, which guaranteed the right of a traveling scholar to unhindered passage in the interests of education (Ruegg, 2003). Further to this, all institutions that can be called universities, according to

Haskins (1963) have some common fabrics, to wit:

First, the very name university, as an association of masters and scholars leading the common life of learning Next, the notion of a curriculum of study definitely laid down as regards time and subjects, tested by own examination leading to a degree, as well as the degree themselves Then the faculties with their deans, and the higher officers such as chancellors and rectors (and finally) the training of scholars and the maintenance of the tradition of learning.

ORIGIN OF UNIVERSITIES

The exact origin of universities is not known and probably will never be (Okafor 1972). Jega(2007) points out that the first institution to be recognized as a university was said to have been founded **in 849 by the regent Bardas of emperor Michael III** in Medieval Europe in Constantinople, (**now Istanbul, Turkey**), namely the university of Magnaura.

However; other scholars contend that University of Al Karaouine in Fez, Morocco (857) was the first University to be established. This is supported by the Guinness book of records. Jega further stated that other universities were established in Europe from the 11th and 13th centuries. These include University of Bologna(1088), university of Paris(1100), University of Oxford(1167),University of Cambridge(1209), the University of Salamanca (1218), the University of Montpellier (1220), the University of Padua (1222), the University of Naples Federico II (1224), the University of Toulouse (1229), University of Servile, Spain(1254),University of Lisbon (1290).

According to Scott (1980) the first University to be planned in the United States of America was Henrico polis, founded in 1619 and closed after the Massacres in 1622. Thus Harvard University which was established in 1636 became the oldest school of higher education that is still active in the United States of America.

Furthermore, the award of academic degrees for higher studies was historically a European tradition, and the modern definition of a university includes the ability to award degrees. Subsequently, the oldest institutions of higher learning that have always satisfied the modern definition of a university are found in Europe. **If, however, the definition is broadened to include ancient institutions that did not originally grant degrees but now do, then some European and non-European institutes predate the University of Bologna (for example, Nalanda University had been established by the 5th century BC in India [now in ruins], Nanjing University founded in 258 in China, and Al-Azhar University founded in 988 in Egypt.**

UNIVERSITY EDUCATION IN NIGERIA

Okojie (2010), maintains that higher education in Nigeria dates back to the 19th Century when propelled by the ideals of liberal education as introduced by the early missionaries, Nigerians sought opportunities to acquire this new and exciting vision of life which was then available overseas. The colonial government responded to this mounting hunger and thirst for higher education by establishing Yaba Higher College in 1932. The aim was to produce essentially 'well qualified assistants'. The appetite of Nigerians for higher education was not assuaged by the establishment of a "Higher College" and so the Elliot Commission was set up in 1945 to study the prevailing climate of education in the country and recommend the way forward. It

concluded that the need for educated Africans in West Africa at that time far outran the supply and recommended the establishment of a university college in Nigeria. This led to the establishment of the University College Ibadan (UCI) in 1948. UCI was an affiliate of the University of London (Ike, 1976). Ibukun (1997) stated that the UCI was burdened with a number of problems at inception ranging from rigid constitutional provisions, poor staffing and low enrolment to high drop out rate. In April 1959, the Federal Government set up the Ashby Commission to advise it on the higher education needs of the country for its first-two decades.

Before the submission of the report, the Eastern regional government established its own university at Nsukka (University of Nigeria, Nsukka in 1960). The University of Nigeria, Nsukka was the brain child of Dr Nnamdi Azikiwe. This idea was conceived twenty years before its establishment. In his book, *Renascent Africa*, published in 1939, Azikiwe believed that Africans had been “miseducated” and thus needed mental emancipation in order to be responsive to the social, economic and political needs of the continent. In his words, his ideal university irrespective of the location, “is where you will notice that the curriculum is balanced and consequently, its graduates know a little of the classics, the humanities and the sciences”. Thus from inception every student at the University of Nigeria, Nsukka was required to take a course in general education, which consisted of a social science, English, natural science and the humanities.

Many were skeptical about University of Nigeria, Nsukka when it was established. This elicited a lot of comments in some sections of the Nigerian press and the London based *West Africa Magazine*. Some of the commentators joked as to who would want a BA (Onitsha), M.A (Awo-Omama), LLB (Ogidi),

Ph.D (Abakiliki). In those days, the Nigerian elite preferred B.A (London), M.A (Cantab) and M.Sc (Oxford). As Prof Babs Fafunwa aptly observed, “thanks to Azikiwe for his vision, today we now have not only B.A (Nsukka) but numerous degrees that adorn Nigerian towns and cities: Owerri, calabar, Ife, Ibadan, Jos, Benin, Port Harcourt, Uyo, Uturu, Lagos etc.” (Okojie et al, 2010) Thus Akindoyeni (1992) unequivocally declares that the University of Nigeria Nsukka is first indigenous University in Nigeria.

Furthermore, the implementation of the Ashby Report led to the establishment of University of Ife (now Obafemi Awolowo University) in 1962 by the Western region, Ahmadu Bello University, Zaria in 1962 by the Northern region and University of Lagos (1962) by the Federal Government. Babalola et al. (2007) stated that the University College Ibadan became a full-fledged university in 1962. This made the UCI Ibadan and the University of Lagos become the first two federal universities in Nigeria while the other three universities were regional. In 1970, the newly created Mid-Western region established a university known as the University of Benin. The 6 universities established during this period 1960-1970 are still referred to as first generation universities. Babalola et al. (2007) again remarked that during this period, universities in Nigeria were closely under the supervision of the government. In 1975 more universities were established by the government. They were Universities of Calabar, Ilorin, Jos, Sokoto, Maiduguri, Port Harcourt and Bayero University, Kano. These universities are referred to as second generation universities. The third generation universities were established between 1980 and early 1990. They are Federal Universities of Technology in Owerri, Makurdi, Yola, Akure and Bauchi. State universities were established in Imo, Anambra, Ondo, Lagos, Akwa Ibom,

Oyo and Cross River states (Anyamele, 2004). The fourth generation universities are those established between 1991 to date. They include additional state universities, the Nigerian Open University and private universities. According to Okojie et al (2010), 50 years after independence Nigeria as at 1st October, 2010 has a total of 104 approved universities: 27 Federal Universities 34 state Universities and 41 Private universities. Again, in 1960, the total higher education enrolment in Nigeria was less than 2000, but by 2010, the figure has risen to about 1.5 million. The total graduate output from the system during the 50 years period is estimated to be about 8.5million (Okebukola 2010).

PURPOSE OF UNIVERSITY

The role and purpose of a university is informed by its mandate and nature. While a military university like the Nigerian Defence Academy produces trained military officers, a seminary produces priests. Research universities produce diverse kinds of skills and competences. In all, irrespective of the final products, learning, research and service are common attributes. Education is the main function and so a university must satisfy the basic purposes of education. According to Dr. Martin Luther King Jr., education has a two-fold function: “the one is utility and the other is culture. Education must enable a man to become more efficient, to achieve with increasing facility the legitimate goals of his life.” Emphasizing the need to get the right meaning of education, King posits further that “the most dangerous criminal may be the man gifted with reason, but with no morals. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate.” Even though there are some other authorities on

the purpose of education, the Lutheran philosophy is sufficient for our discourse. Education enables the individual to develop “power of concentration” and “the worthy objectives upon which to concentrate.” Babalola (2010) summarizes the purpose of university education in Nigeria as “teaching, research and public service commitments.” Currently however, universities have been associated with responsibilities to the creative economy with suggestions that instead of the tripartite jacket, a university should be seen as a centre of discovery, learning and use of talents for the greater good of all. Such a multifunctional university becomes a corporate good citizen that is strongly associated with all sorts of positive outcomes: employment and income growth; a vital high-tech industry; and regional innovation and social progress. This will engender a 'virtuous' cycle whereby high levels of talent lead to more technology generation, innovation, and entrepreneurship, which then lead over time to higher rates of economic growth and more job generation, which in turn leads to higher rates of talent production, retention, and attraction. The beauty of this strong logic is its emphasis on the economic growth of both university and its catchment, a situation where both will rub each other's back. As Afe Babalola (2010), himself the owner of a private university, points out, “for the university to function appropriately, the question of adequacy and stability of funding is *sine qua non*. Put in another form, consistent and adequate funding is the backbone of efficient and functional universities the world over”.

TOWN AND GOWN RELATION: MATRIMONY OF HOSTILITY OR HOSPITALITY?

The history of town-and-gown relationship is as old as the history of higher education. Universities cannot escape the



inevitable fact of being part of a local community. Thus the higher education's locus of power is the determination of what role, if any, they will play in their community.

Carr (2002) postulates that hostility towards universities historically was born out of geographical isolation. Universities were often located in remote rural settings far removed from the economic and social problem of the broader society. The initial relationship between the medieval universities and the host communities was unfriendly due to certain reasons.

At the onset, many university students were foreigners with unusual mannerism and only communicated in Latin, the lingua franca of medieval higher education. Most students could not speak the local language and local people could not speak Latin. The language barrier and cultural differences led to tension between scholars and townsfolk. The nature of town-and-gown relationship became a matter of resentment and arrogance.

Furthermore, students in Medieval universities enjoyed certain immunity from the local courts. Unfortunately this protection gave medieval students impetus to break local laws with impunity. Thus student's unruliness generated tension between the two parties.

Martin (2005) maintains that until recently most universities have historically elected to remain isolated. He further stated that historically, cooperation between universities and host communities have been either non-existent or negative, this state of affairs being the result of opposing philosophies and practices. When two distinct entities operate, live, and socialize within the same geographical area without any established means of communication, or any healthy and productive dialogue, problems, whether real or superficial are sure to occur.

Harkavy's study (1998) on town-and-gown relations in America further confirms how lack of communication between the two parties could hinder progress. He stated:

In the decades after World Wars I and II, American higher education increasingly competed, ferociously, egocentrically, narcissistically, for institutional prestige and material resources. Almost single-mindedly, pursuing their self-centered goals, they increasingly concentrated on essentially scholastic, inside-the-academy problems and conflicts rather than on the very hard, very complex problems involved in helping American society realize the democratic promise of American life for all Americans.

He noted that the period between 1914 and the late 1980's is best described as the Ivory Tower period of American higher education. During this time, academic efforts were directed primarily towards research and publication (Maurana, Wolff, Beck, Simpson, 2000).

Social issues and the engagement of the local community were hardly priorities for higher educational institutions. They had to remain on the cutting edge of research and development in order to be competitive in an ever increasingly demanding market-place for prospective students.

Again, Kysiak (1986) writing during the mid-1980s describes town-and-gown relationship, stating that although universities bring great prestige to a community, many citizens perceive them as powerful, non-taxpaying entities that consume city

services and provide little in return. This perception, combined with the universities' penchant for making unilateral decisions without community consultation, made the relationship between the two entities discordant. More recent research validates Kysiak's description of town and gown relations. According to Kysiak Studies show that misgivings held by town residents generally are based around students who may be noisy and obstructive as well as their perceived self-serving actions.

On the other hand, people in the higher educational institutions may feel that the townspeople exhibit antagonism, do not appreciate their efforts to educate the populace, frequently do not support them, and do not offer students and faculty special services (Brawer, 1998). Florida (2006) has argued that universities are widely recognized as beneficial to society and their host cities. He asserts that the most successful metropolitan areas of the United States in the 1990s were, without exception, those that had strong universities. He further indicated that the teaching and research mission of universities is widely accepted and admired by the public, and most people want their children to go to college and earn a degree.

If Universities are beneficial to the society as Florida (2006) has pointed out, why then, is there tension between them and the cities or communities in which they are located. Recent studies on town-gown relationship suggest that university and host communities still experience difficulties while trying to understand each other. A possible cause of such difficulties is the fact that they perceive each other in different ways and terms (Murphy & Tracy, 2002. Omeire, 2009; Onwunari, 2010).

CONTEMPORARY CHALLENGES IN TOWN GOWN RELATIONS IN NIGERIA.

1. LAND ISSUES

One of the critical issues in Town-Gown relation in Nigeria is land matter. For a university to be established, a minimum land area of 100 hectares is required by NUC standard. The government is vested with the responsibility of land acquisition for public use. Considering the large expanse of land required to establish universities, many families and communities lose their land to universities located in their domain. Many also complain of lack of compensation or its inadequacy. As a result over time, villagers tend to encroach on university's land or even prevent universities from undertaking some laudable projects. This has generated a lot of tension between universities and their host communities.

2. QUALITY OF LOCAL LEADERSHIP

Another critical factor in Town Gown relationship is the quality of local leadership. Traditional rulers, village heads, presidents of town unions, women and youth leaders who are educated and exposed are better positioned to articulate community concerns and present same to university authorities. They can also effectively analyze issues, disagree with or appreciate university's position on any matter affecting their communities. Town and gown marriage is most likely to be enhanced under a united, enlightened, selfless leadership than under a fractionalized, uneducated, despotic and dubious leadership.

On the part of the university, university administrators who are firm and fair, humane and principled, upright

and accommodating are likely to relate cordially with members of host communities. Conversely, university administrators who are rigid, distant and corrupt, who regard members of the host communities as parasites that must be ignored or at best tolerated are likely to have problem with them.

3. **CONDUCT OF STUDENTS AND STAFF**

Due to shortage of accommodation, university students and staff usually reside in the host communities. Their conduct and behaviour in their areas of residence sometimes affect the relationship between the university and host communities. If they are generally well-behaved and respect the norms and traditions of their host communities tension will be minimized. However, if they indulge in antisocial activities such as disrespect for local norms, cultism, drunkenness, wild parties, debauchery, armed robbery and prostitution, the host communities will react negatively towards them. The history of town and gown relations in Nigeria is replete with violent conflicts between the two parties. Some of these clashes resulted in numerous deaths, injuries and wanton destruction of public properties.

4. **INVOLVEMENT AND IDENTIFICATION WITH COMMUNITY**

The disposition of university authorities to host communities is a crucial element in town and gown relationship. Positive identification with the host community can be in material form or in kind gestures. Non-material identification with the local people will entail due recognition of local leadership structures, paying homage to traditional rulers in these

communities, inviting them to university ceremonial functions, according them due recognition and requesting important visitors to the university to pay courtesy calls on the traditional rulers of host communities.

Material identification may take the form of awarding minor contracts to qualified persons from the host communities. Another form of material identification is in project implementation. The university can drill boreholes in host communities. They can organize periodic free medical service or avail host communities the use of university medical facilities.

Furthermore, university community relation must be participatory in nature. According to Lasker et. al (2001), successful university-community relations integrate the participatory efforts of the various stakeholders, a notion they termed "partnership synergy". University-community partnership requires a two-way street approach to knowledge development and transfer. University-community partnership that attempts to adopt a rigid uni-directional (university to community) style are said to have less chance of being successful. In university-community partnership, host communities must be treated as full partners, not junior partners (Wettenhall, 2003; Bolton & Stolcis, 2003).

5. **COMMUNICATION**

Sandmann and Baker-Clark (1997) stress the importance of meetings between universities and host communities. Frequent, formal meetings are encouraged to identify problems and challenges, discuss expectations, and develop professional relationships.

The relationship between universities and communities

would be positively enhanced if there exists a well established channel of communication between the parties. The existence of regular and sustained communication platform will promote an unbridled, robust interaction between the two. In using such medium, university policies that affect host communities (e.g. employment, contracts, admission etc) are explained. Through such a platform as well, volatile issues that could generate discord are discussed and nipped in the bud. In addition, such forum further provides opportunities for universities to seek community support for their programmes and projects.

6. **EMPLOYMENT**

The failure of university administrators to meet the ever increasing demand of host communities in the area of employment always generates acrimony between the two parties.

7. **ADMISSION**

Closely related to employment is the issue of admission. There are prescribed rules for admission into Nigerian universities, including special provision for catchment areas. The provision of catchment areas is often misunderstood to mean host communities alone. A situation where the President General of Town Unions or the Traditional Rulers or even top Government officials from a host community will compile and forward names of all indigenes who sat for JAMB to University Administrators for onward admission(irrespective of their performance) may create problem.

It is obvious that University Administrators who are constrained by laid down guidelines and standard may

not honour such request as only those who qualify would be considered. This action may be misconstrued and thus generate tension between universities and host communities.

EFFECTIVE CONFLICT RESOLUTION STRATEGIES IN UNIVERSITIES AND HOST COMMUNITIES RELATIONSHIP

The challenge before administrators and proprietors of tertiary institutions essentially is to structure university processes and decision-making to maximize the chance of creating win-win results among universities and their host communities. The symbiotic relationship between universities and host communities must be recognized and communicated. There is no blueprint for doing so. Institutions differ, communities differ, and local circumstances differ. But experience and reflection suggest that, to have an enduring town and gown partnering, certain strategies are worth considering, as part of an integrated strategy of managing university-community relations.

To this end, host communities of universities must recognize as Florida (2006) puts it, that if there is one constant in town-gown relations over the centuries, it can be summed up with the maxim, "Students will be students." University students, past and present, have a good deal of free time notwithstanding their obligations to study. How they use this time is often perceived as troubling or disruptive by non-students. Host communities must also recognise the fact that many university staff and students are foreigners and non-indigenes with exotic mannerisms and diverse backgrounds and dress styles. It should be appreciated that many students often cannot speak the local dialect, and most uneducated townspeople cannot

speak English. The language barrier and the cultural differences can only worsen relations between town and gown. The tenor of town-gown relations can then be wrongly interpreted by the town as a matter of arrogance on the part of students and by the gown as a matter of xenophobia and resentment. Most importantly, host communities must recognise the several socio-economic values which universities inject into their social environment. Simply put, they should accept the fact that several other communities would have loved to host the universities.

Universities, on the other hand, must recognize that host communities are in every sense their hosts. It is a fact of Biology that every symbiot, parasite or host needs each other to be alive and to continue to exist. A parasite that sucks its host dry inevitably dies off. That is why even parasites suck their hosts with due consideration. Universities must therefore accept that a harmonious relationship between them and their host communities where they are located, where their students live and study as well as where their staff work and live is a biological necessity. The ideal town and gown relationship should be characterized by what Shodimu (2010) refers to as a fine blend of legalism and pragmatism. Permit me therefore to make the following recommendations:

Host Communities should consider the following:

- The inclusion of high-level university staff in the traditional councils. This way, the town represented by the *eze, oba, obong, emir* etc will feel the gown and the gown will feel the town.
- Inclusion of university staff and students in community security/vigilante groups.

- Encouragement of healthy social interactions like marriages between staff/ students and indigenes of host communities.
- Develop local partnerships by having formal host community/university committee that will hold regular (not adhoc) meetings where beneficial and even controversial issues will be tabled, documented and fully discussed. Representatives of both sides will then take the resolutions to their respective domains.
- Encouragement of property/equity ownership by university staff and students so that they become bonafide stakeholders in the community, and in a sense indigenized.

Universities should consider the following:

- Constitution of standing university/community relations committee and the subsequent appointment of a competent indigene who is a university staff to head the committee.
- Leveraging university resources and programmes to meet community needs by evolving academic programmes in community engagement activities.
- Making undergraduate/postgraduate research projects relevant to the needs of the host communities e.g. civil engineering students can do projects on flood control using threatened areas of the community.
- Institution of scholarship programmes for indigent indigenes in the university primary school, university

demonstration secondary school and even in the university itself.

- Execution of well sustained livelihood project in host communities. As good corporate citizens, universities can drill bore holes, provide free medical services, build or rehabilitate primary schools or market stalls etc.
- Yearly concessional admission of some indigenes into the universities.
- Adoption of village(s) in the catchment communities for the extension of modern technologies and expertise in agriculture, education, health etc.
- In order to monitor progress made in this regard, there is need for periodic assessment in university-community relations. Therefore, at the inception of the university-community relations committee, members should construct indicators for outcome assessment.
- Visibility is very crucial to successful university-community relation. Relationships do not exist in a vacuum. It is therefore important that the good deed of the town and gown is published to a wider audience. To promote the visibility of university-community partnership, multiple communication strategies are frequently required. Town Hall meetings, ceremonies, newsletters, press releases and use of the word of mouth at annual meetings etc. can be utilized to publicize university activities that affect the host community.

Government and University Proprietors should consider the following:

- Appointment of an indigene from the catchment community as a member of the University Governing Council.
- Ensuring that owners of the land where universities are situated are adequately compensated
- Enforcement of the requirement for the consideration of people from the catchment communities in junior staff employment and student admissions.
- Provision of fund for perimeter fencing of areas legitimately acquired for universities to avoid encroachment.
- Provision of fund for the development of university staff quarters and student hostel on campus. Enabling environment should also be created for the achievement of the above purpose through the Public Private Partnership (PPP)

CONCLUDING REMARKS

As I conclude, I thank God for the privilege and courage to speak to eggheads, royal fathers, community leaders, colleagues, distinguished Nigerians and surprisingly, get their rapt attention. I would like to leave us with the words of Adeola in his 49th Founders Day Lecture at the University of Nigeria, Nsukka in 2009:

“.....we need to recall that there is a fundamental difference between human beings and animals. Instincts and physical

needs alone can bring ants, bees, or herds of beasts together to live in a perfectly functioning animal society. Human beings do not function that way. They are not constrained by nature to follow only those ways that are necessary for the harmonious operation of their society. If they are to form a viable, thriving society, they must choose to do so. What drives that choice is the sharing of common goals, beliefs, values and outlook on life. Without a common framework binding its members, a human society can not continue to exist; it will disintegrate and be absorbed by other societies.”

THANK YOU ALL.

A C K N O W L E D G E M E N T

I wish to once more to appreciate God for His mercies and love. Like He did for King Uzziah (2 Chronicles 26:15) the Lord has marvelously helped me. He lifted me from grass to grace. To Him I owe my life and all that I am. May His name be praised.

I am grateful to my parents, late Mr. J.K. O. Acholonu and Mrs Juliana Omeire for their labour of love and investment in the education and upbringing of their children. I appreciate my siblings for the oneness and brotherly love that prevails. My special gratitude goes particularly to Nda Okey who played a vital role in the recovery of my direction and destiny. I cannot thank my wife Dr. (Mrs,) Gloria Omeire enough for her monumental support, encouragement and wise counsel. My Glo, I am proud of you and hereby restate my unwavering commitment to you and our lovely children.

I wish to thank the Pro-Chancellor of the 8th Governing Council, Alhaji Umaru Farouk Abdullahi and members of that Council who found me worthy to be appointed the 5th substantive Registrar of FUT0. I am equally grateful to the incumbent Pro-chancellor Engr. Vitta Abba, OON, and members of the 9th Governing Council of FUT0 for their support and encouragement.

I thank in a special way my boss and Vice-Chancellor, Prof. C. O. E. Onwuliri, FAS, alternate Chairman Committee of Vice-Chancellors and Supreme Subordinate President, Knights of St. John International, Nigeria. It has been a rewarding experience working under your dynamic and humane leadership. I thank you Sir, for tolerating my inadequacies and amplifying my strength.

I appreciate the Principal Officers of the Federal University of Technology, Owerri for the Team Spirit that has characterized our relationship. I am grateful to Prof. E. T. Eshett and Prof. M. I.

Nwufor, immediate past Deputy Vice-Chancellors, Academic and Administration respectively. I thank Mr. R. U. Akujobi (Bursar) and Chief J. E. Nwogu (University Librarian). I congratulate our new Deputy Vice-Chancellors, Professors, O. Oguoma and G. Nwankwo.

According to J. S Mill, "*the height reached and kept by great men was not attained by sudden flight...*" Consequently, I salute my teachers, both in the classroom and in the workplace. At the Federal College of Education (Technical) Gombe, I benefited from the tutelage of the Provost Dr. I. A. Alabur and the Registrar, Alhaji Tanko Girei; when I joined the Imo state University, Owerri, I was thoroughly mentored by a distinguished administrator and quintessential gentleman, Dr. G. C. Ukaga. He would have been present to witness this lecture but sadly he passed on and was buried on 12th November 2010. May his gentle soul Rest in Peace.

At the Michael Okpara University of Agriculture, Umudike, I served under the following Registrars, Chief A. C. Okoroafor, Mr. J. T. Chile, Dr. (Mrs) Sally Asagwara and Mrs. J. N. Uche. I also had the good fortune of being mentored by Prof. Placid Njoku (FNSAP), a paragon of excellence and the pioneer Vice-Chancellor Federal University of Agriculture, Umudike.

I appreciate Prof. Ikenna Onyido, FAS, Vice-Chancellor, Michael Okpara University of Agriculture, Umudike and Chairman Committee of Vice-Chancellors. I had the privilege of serving as his Executive Assistant and drank from his sagacity and wisdom. I thank Mr. J. K. Opadiran, Director of Studies, NIPSS, Kuru and my course mates at NIPSS, especially Brigadier-General Austin Egwuagu.

I am grateful to the Deans, Directors, Heads of Department and the entire staff and students of FUTO for the cooperation so far received. Particularly, I thank the Deans: Prof. G. Nworuh (SMAT) Engr. Prof. O. N. Oguoma, (SEET), Prof. F. C. Eze (Science), Prof. C. C. Asiabaka (SAAT), Engr. Prof. C. D. Okereke (PGS), Prof. O. C. Abanobi (SOHT) Engr Prof. E. E. Anyanwu (Students Affairs) and Dr (Mrs) C. Chukuezi (DGS).

I appreciate my predecessors in office for their worthy contributions: Mr. K. Lupton, Mr. G. O. Emerole, Dr. T. I. Igwe, Mr. M. O. Okoye and Prince J. A. Oluwadare.

I thank my colleagues in the Registry for their support and cooperation. I appreciate the Coordinators and School Admin. Officers: Prince Eddy Njemanze (SPMU), Alhaji M. Ahmed (JPMU) Mrs. N. Njoku (CMU), Mrs. T. Ezem (G/A), Mr. E. Osuji (CR), Mrs A. Udunwa (Admissions), Mr. O. Ishegh-Nor (Senate), Barrister H. O. Mezieobi (LMU), Mr. W. Onwuchekwa (Exams.), Mrs. U. Udedibie (R & S), Mrs H. Ijeoma (CCE). Mr. C. Uzoho (SOHT), Mrs. C. Iloeje (PGS), Mrs. P. Aririatu (SAAT), Mr. A. Njoku (SEET) and Mrs B. Ekemezie (SMAT). I appreciate the chairperson of the rejuvenated SSANU, Mrs. L. Ekwemalor, the Eastern Zone Treasurer of SSANU, Mr O. Nwagwu and the Chairman of ANUPA, Mr. O. Ishegh-Nor. I thank staff of the central Registry for their dedication and loyalty, my Secretary, Mrs. C. Egbujuo deserves special commendation and same for A. Udo and Angela Ikeulo who painstakingly typed the manuscript. Others are Rev. R. Eke, Mrs. R. Nwachukwu-Agbada, Pastor S. Iwuala, L. Ezeji, N. Okeke, C. Ebere, Mrs. R. Nwosu, Mrs. C. Azogu, Mrs. E. Orjiugo, Mrs. M. Osuji, Mr. A. Osuji, Mr. G. Nwunne, Mrs E. Ekemezie and Corper O. Olakanmi.

This acknowledgement will be incomplete if I do not register my sincere appreciation to the traditional rulers of FUTO catchment communities for their wise counsel, kind cooperation and royal support. I thank HRM Eze Pharm Dr Emmanuel Emenyonu Njemanze OON, FPSN KSC, LLD Ozuruigbo V of Owerri and Vice-Chairman of the Imo State Council of Traditional Rulers. I am grateful to Eze Sir J. O. Muruako, (KSJ) JP, FIAMN, MNIM, Akawelitaramba Nnaochie II of Ihiagwa and Chairman Owerri, West Council of Traditional Rulers. I thank HRH Eze Ndubuisi Okoro, Eze Oha III of Eziobodo; HRH Eze Azubuike Enyinnaya JP, Nzeukwu I of Obinze; HRH Eze Morrison Eke, the Omamadike I of Umuoma Nekede; HRH Eze Herbert Obichere, the Ola of Oforola, HRH Eze F. I. Nwahiri, Eze Rihama I of Okolochi, HRH Eze S.

Okoro, the Omenyi I of Emii and HRH Eze Dr A. A. N. Okereafor, the Abiam I of Emebiam.

I appreciate my uncle Chief Paul Uzoechi, Ome Udo I of Ihitaoha and his wife Chief (Mrs) Juliana Uzoechi, the leader of the Legislative Council, Owerri North Local Government. I acknowledge the President-General of Owalla Progressive Society Chief Charles Enwere. I am grateful to the Chairman Uratta Development Association, Nze Ralph Njokuobi and his predecessor Mr Law Egerenze. I also thank the Chairman Dr. R. Ejiomfor and members of Owerri Welfare Association (FUTO), my regards also goes to Mssrs J. Ofurum K. Okeh.

This lecture was reviewed at difficult times. I appreciate the crucial input of Edward Omeire, Dr. Okey Ojiako, Prof. Chidi Akujor and Prof. J. O. J. Nwachukwu-Agbada. The technical assistance of Prof D. Osigwe and Dr A. Ngwuta is appreciated. I also acknowledge the assistance of my "*Land-Lord*", Prof C. Anunuso.

Finally, I thank all that have contributed to my spiritual sustenance. I appreciate my pastor, Bishop Maxwell Korie. I am indebted to Mazi M. Uzoma and the Full Gospel Businessmen Fellowship International. I acknowledge the prayers of the FUTO prayer-squad and those of brethren within and outside FUTO.

To God be all the glory, honour, praise and adoration.

B I B L I O G R A P H Y

- Babalola, A. (2010). Improving the Funding of the education sector: prospects and challenges: proper funding of education to meet the millenium development goals. Paper presented at a National Education Conference held at Ladi Kwali Hall, Sheraton Hotel and Towers, Abuja, 30-31 March, 2010.
- Babalola, J. B.; Jaiyeoba, A. O.; and Okediran, A. (2007): "University Autonomy and Financial Reforms in Nigeria: Historical Background, Issues and Recommendations from Experience". In J. B. Babalola and B. O. Emunemu (eds.). *Issues in Higher Education: Research Evidence from Sub-Saharan Africa*. Lagos: Bolabay Publications
- Bolton, M., & Stolcis, G. (2003). Ties That Do Not Bind: Musings on the Specious Relevance of Academic Research. **Public Administration Review** 63:626-630.
- Carr, J. (2002). **It's Not Just Academic: University-Community Partnerships are Rebuilding Neighborhoods**: Retrieved from <http://www.oup.org/news>
- Egbogah, E.O. (2008). Nigeria's oil and gas sector reforms and vision 20-2020. 21st Convocation Lecture, Federal University of Technology, Owerri.
- Florida, R. (2006). **Regions and Universities Together Can Foster a Creative Economy** *Chronicle of Higher Education* September 15, 2006. The Chronicle Review, Volume 53, Issue 4, Page B6, <http://creativeclass.org>
- Fola, A. (2009). Education for What Purpose? 49th Founders' Day Lecture, University of Nigeria, Nsukka.
- Harkavy, I. (1998). School-Community-University Partnerships: Effectively Integrating Community Building and

- Education Reform. Presentation at the Joint Forum Between the U. S. Department of Education and the U. S. Department of Housing & Urban Development, Washington,
- Haskins, C. (1929) *The Rise of Universities*, Henry Holt and Company, New York
- Iloeje M. (2004). *University Administration and Management: the Nigerian Experience*, Lagos, Stutzen Books Inc.
- Ike, V. (1976). *University Development in Africa, The Nigerian Experience*. Ibadan: Oxford University Press.
- King, M . (1947) The Purpose of Education** in *Called to Serve* Volume I: January-February 1947 Atlanta, Ga. Liberation Curriculum, Martin Luther King, Jr. Papers Project, www.liberationcurriculum.org
- Kysiak, R. (1986). *The Role of the University in Public-Private Partnerships*. In Davis, P.(Ed.) *Public-Private Partnerships: Improving Urban Life*. New York City: The Academy of Political Science.
- Lasker, R., Weiss, E. & Miller, R. (2001). *Partnership Synergy: A Practical Framework for Studying and Strengthening Collaborative Advantage*. **Milbank Memorial Fund Quarterly** 79:179-205.
- Martin, L. Phillips, W. & Smith, H. (2003). *Bridging 'Town & Gown' Through Innovative University-Community Partnerships*. *The Innovation Journal: The Public Sector Innovation Journal*, Vol. 10(2), article 20.
- Okebukola, P (2010) *Fifty Years of Higher Education in Nigeria: treads in quality Assurance*. Paper presented at the international conference the contribution of Nigerian Universities to the 50th independence Anniversary of Nigeria 27th -29th September 2010.
- Okojie, J.A. (2010). *Thirty years of Universities of Technology in Nigeria how far?.* 22nd Convocation Lecture, Federal University of Technology.

- Omeire, C.O. (2009). The impact of Nigerian federal universities on the socio-economic development of their catchment communities: case study of the federal university of technology Owerri and the University of Jos.
- Onwunari, G.A. (2010). Management and administration of educational institutions: the place of host communities. Paper presented at a National Education Conference held at Ladi Kwali Hall, Sheraton Hotel and
- Richard, A. M, "Town and Gown: The Relationship between City and Campus," *Vital Speeches of the Day*, Vol. 46: Issue 23, 9/15/1980.
- Robert F. S. (1921). *The Manuale Scholarium: An Original Account of Life in the Medieval University*. Harvard University Press,
- Ruegg, W. (2003), Mythologies and Historiography of the Beginnings, pp 4-34 in H. De Ridder-Symoens, editor, *A History of the University in Europe*; Vol 1, Cambridge University Press.
- Sandmann, L. & Baker-Clark, M. (1997). **Characteristics and Principles of University-Community Partnerships: A Delphi Study**. Paper presented at the Midwest Research-to-Practice Conference and Community Education, Michigan State University, October 15-17.
- Shodimu, O. (2010). Legalism versus pragmatism: the registry in a paradox of university administration. 2nd annual registry lecture, Federal university of Technology, Akure.
- Wettenhall, R. (2003). The Rhetoric and Reality of Public-Private Partnerships. **Public Organization Review: A Global Journal** 3:77-107.

LIST OF APPROVED UNIVERSITIES IN NIGERIA

S/N FEDERAL UNIVERSITIES

1. Abubakar Tafawa Balewa University, Bauchi
2. Ahmadu Bello University, Zaria
3. Bayero University, Kano
4. Fed. Univ. of Petroleum Resources, Effurun
5. Federal University of Technology Yola.
6. Federal University of Technology, Akure
7. Federal University of Technology, Minna.
8. Federal University of Technology, Owerri
9. Micheal Okpara University of Agriculture, Umudike
10. National Open University of Nigeria, Lagos.
11. Nigerian Defence Academy, Kaduna
12. Nnamdi Azikiwe University, Awka
13. Obafemi Awolowo University, Ile-Ife
14. University of Abuja, Gwagwalada
15. University of Agriculture, Abeokuta.
16. University of Agriculture, Makurdi.
17. University of Benin
18. University of Calabar
19. University of Ibadan
20. University of Ilorin
21. University of Jos
22. University of Lagos
23. University of Maiduguri
24. University of Nigeria, Nsukka
25. University of Port-Harcourt
26. University of Uyo
27. Usman Danfodio University

S/N STATE UNIVERSITIES

1. Abia State University, Uturu.
2. Adamawa State University, Mubi
3. Adekunle Ajasin University, Akungba.
4. Akwa Ibom State University of Technology, Uyo
5. Ambrose Alli University, Ekpoma.
6. Anambra State University of Science & Technology, Uli
7. Benue State University, Makurdi.
8. Bukar Abba Ibrahim University, Damaturu
9. Cross River State University of Science & Technology, Calabar
10. Delta State University Abraka
11. Ebonyi State University, Abakaliki
12. Ekiti State University of Science and Technology
13. Enugu State University of Science and Technology, Enugu
14. Gombe State University, Gombe
15. Ibrahim Badamosi Babangida University, Lapai
16. Imo State University, Owerri
17. Kaduna State University, Kaduna
18. Kano University of Science & Technology, Wudil
19. Kebbi State University, Kebbi
20. Kogi State University Anyigba
21. Kwara State University, Ilorin
22. Ladoko Akintola University of Technology, Ogbomoso
23. Lagos State University Ojo, Lagos.
24. Nasarawa State University, Keffi
25. Niger Delta University, Yenagoa
26. Olabisi Onabanjo University Ago-Iwoye
27. Ondo State University of Science & Technology, Okitipupa
28. Osun State University, Oshogbo
29. Plateau State University, Bokkos
30. Rivers State University of Science & Technology
31. Sokoto State University, Sokoto
32. Tai Solarin Univ. of Education, Ijebu-Ode
33. Taraba State University, Jalingo
34. Umaru Musa Yar'Adua University, Katsina
35. University of Ado-Ekiti
36. University of Education, Ikeru-Ekiti

Source: *National Universities Commission, Monday Bulletin, 27 September, 2010.*

S/N PRIVATE UNIVERSITIES

1. Achievers University, Owo
2. Afe Babalola University, Afe Ekiti - Ekiti State
3. African University of Science & Technology, Abuja
4. Ayoa Crowther University, Ibadan
5. Al-Hikmah University, Ilorin
6. American University of Nigeria, Yola
7. Babcock University, Ilesha - Remo
8. Bells University of Technology, Ota
9. Benson Idunosa University, Ibesin City
10. Bingham University, New Kuru
11. Bowen University, Iwo
12. Caleb University, Lagos
13. Caritas University, Enugu
14. CITEEP City University, Ibadan
15. Covenant University, Ota
16. Cranford University, Lagos
17. Crescent University,
18. Fountain University, Okeogbo
19. Godfrey Ogea University, Ujvwomu Nike - Enugu State
20. Igbintola University, Oyo
21. Joseph Ayo Babalola University, Lagos-Abeokuti
22. Katsina University, Katsina
23. Lead City University, Ibadan
24. Madonna University, Okin
25. Nigerian Turkish-Nile University, Abuja
26. Noema University, Ogun
27. Omidun University, Oloru - Nita
28. Okinawa University, Ipetumosa - O-on State
29. Pan Africa University, Lagos
30. Paul University, Awka - Anambra State
31. Pollock's University, Lagos
32. Renaissance University, Enugu
33. Rhema University, Okere - Rivers State
34. Selma University, Iokogba
35. Tanshin University, Umunya
36. University of Mkar, Mkar
37. Veritas University
38. Wellspring University, Eshobogesi - Edo State
39. Wesley Univ. of Science & Tech., Ondo
40. Western Delta University, Oghara
41. Wikof Jubilee University,

Source: *National Universities Commission, Monday Bulletin, 27 September, 2010.*

LIST OF FAKE UNIVERSITIES OPERATING IN NIGERIA

- 1) National University of Nigeria, Keffi, Nassarawa State or any of its other campuses
- 2) North Central University, Otukpo, Benue State or any of its other campuses.
- 3) Christians of Charity American University of Sci. & Tech, Nkpor, Anambra State or any of its other campuses
- 4) Leadway University, Ughelli, Delta State or any of its other campuses
- 5) Saint Clements University, along Ado-Ekiti, Iyin, Ekiti State or any of its other campuses
- 6) Christ Alive Christian Seminary and University, Enugu or any of its other campuses
- 7) Atlantic Intercontinental University, Okija, Anambra State or any of its other campuses
- (8) Metro University, Dutse/Bwari, Abuja or any of its other campuses
- (9) Southend University, Ngwuro Egeru (Afam) Ndoki, Rivers State or any of its other campuses
- (10) University of Industry, Yaba, Lagos or any of its other campuses
- (11) University of Applied Sciences & Management, Port Novo, Republic of Benin or any of its other campuses in Nigerian
- 12) Blacksmith University, Awka or any of its other campuses
- 13) Volta University College, Ho, Volta Region, Ghana or any of its other campuses in Nigeria
- 14) Royal University Izhia, P.O. Box 800, Abakaliki, Ebonyi State or any of its other campuses
- 15) Houdegbe North American University or any of its other campuses in Nigeria
- 16) Atlanta University, Anyigba, Kogi State or any of its other campuses
- 17) Sunday Adokpela University, Otada Adoka, Otukpo, Benue State or any of its other campuses
- 18) United Christian University, Macotis Campus, Imo State or any of its other campuses.

LIST OF FAKE UNIVERSITIES OPERATING IN NIGERIA

- 1) National University of Nigeria, Keffi, Nassarawa State or any of its other campuses
- 2) North Central University, Otukpo, Benue State or any of its other campuses.
- 3) Christians of Charity American University of Sci. & Tech, Nkpor, Anambra State or any of its other campuses
- 4) Leadway University, Ughelli, Delta State or any of its other campuses
- 5) Saint Clements University, along Ado-Ekiti, Iyin, Ekiti State or any of its other campuses
- 6) Christ Alive Christian Seminary and University, Enugu or any of its other campuses
- 7) Atlantic Intercontinental University, Okija, Anambra State or any of its other campuses
- (8) Metro University, Dutse/Bwari, Abuja or any of its other campuses
- (9) Southend University, Ngwuro Egeru (Afam) Ndoki, Rivers State or any of its other campuses
- (10) University of Industry, Yaba, Lagos or any of its other campuses
- (11) University of Applied Sciences & Management, Port Novo, Republic of Benin or any of its other campuses in Nigerian
- 12) Blacksmith University, Awka or any of its other campuses
- 13) Volta University College, Ho, Volta Region, Ghana or any of its other campuses in Nigeria
- 14) Royal University Izhia, P.O. Box 800, Abakaliki, Ebonyi State or any of its other campuses
- 15) Houdegbe North American University or any of its other campuses in Nigeria
- 16) Atlanta University, Anyigba, Kogi State or any of its other campuses
- 17) Sunday Adokpela University, Otada Adoka, Otukpo, Benue State or any of its other campuses
- 18) United Christian University, Macotis Campus, Imo State or any of its other campuses.

LIST OF FAKE UNIVERSITIES OPERATING IN NIGERIA

- 1) National University of Nigeria, Keffi, Nassarawa State or any of its other campuses
- 2) North Central University, Otukpo, Benue State or any of its other campuses.
- 3) Christians of Charity American University of Sci. & Tech, Nkpor, Anambra State or any of its other campuses
- 4) Leadway University, Ughelli, Delta State or any of its other campuses
- 5) Saint Clements University, along Ado-Ekiti, Iyin, Ekiti State or any of its other campuses
- 6) Christ Alive Christian Seminary and University, Enugu or any of its other campuses
- 7) Atlantic Intercontinental University, Okija, Anambra State or any of its other campuses
- (8) Metro University, Dutse/Bwari, Abuja or any of its other campuses
- (9) Southend University, Ngwuro Egeru (Afam) Ndoki, Rivers State or any of its other campuses
- (10) University of Industry, Yaba, Lagos or any of its other campuses
- (11) University of Applied Sciences & Management, Port Novo, Republic of Benin or any of its other campuses in Nigerian
- 12) Blacksmith University, Awka or any of its other campuses
- 13) Volta University College, Ho, Volta Region, Ghana or any of its other campuses in Nigeria
- 14) Royal University Izhia, P.O. Box 800, Abakaliki, Ebonyi State or any of its other campuses
- 15) Houdegbe North American University or any of its other campuses in Nigeria
- 16) Atlanta University, Anyigba, Kogi State or any of its other campuses
- 17) Sunday Adokpela University, Otada Adoka, Otukpo, Benue State or any of its other campuses
- 18) United Christian University, Macotis Campus, Imo State or any of its other campuses.

- 19) United Nigeria University College, Okija, Abia State or any of its other campuses.
- 20) Richmond Open University, Arochukwu, Anambra State or any of its other campuses.
- 21) Samuel Ahmadu University, Makurdi, Benue State or any of its other campuses.
- 22) UNESCO University, Ndoni, Rivers State or any of its other campuses.
- 23) Saint Augustines University of Technology, Jos, Plateau State or any of its other campuses
- 24) Open International University, Akure or any of its other campuses.
- 25) The International University, Missouri, USA operating anywhere in Nigeria
- 26) Collumbus University, UK operating anywhere in Nigeria
- 27) Tiu International University, UK operating anywhere in Nigeria
- 28) Pebbles University, UK operating anywhere in Nigeria
- 29) Aston University, UK operating anywhere in Nigeria
- 30) London External Studies UK operating anywhere in Nigeria.
- 31) Pilgrims University operating anywhere in Nigeria.
- 32) Lobi Business School Makurdi, Benue State or any of its campuses in Nigeria.
- 33) West African Christian University operating anywhere in Nigeria.
- 34) APA University, Utonkon, Benue State or any of its campuses in Nigeria.
- 35) Bolta University College Aba or any of its campuses in Nigeria
- 36) United Nigerian University College, Okija or any of its campuses in Nigeria

Source: ***National Universities Commission, Monday Bulletin 27 September, 2010.***

THE WORLD UNIVERSITY RANKINGS 2010
BY TIMES HIGHER EDUCATION UNIVERSITY RANKINGS

World Rank	Institution	Country	Overall score change
1	Harvard University	United States	96.1
2	California Institute of Technology	United States	96.0
3	Massachusetts Institute of Technology	United States	95.6
4	Stanford University	United States	94.3
5	Princeton University	United States	94.2
6	University of Cambridge	United Kingdom	91.2
6	University of Oxford	United Kingdom	91.2
8	University of California Berkeley	United States	91.1
9	Imperial College London	United Kingdom	90.6
10	Yale University	United States	89.5
11	University of California Los Angeles	United States	87.7
12	University of Chicago	United States	86.9
13	Johns Hopkins University	United States	86.4
14	Cornell University	United States	83.9
15	Swiss Federal Institute of Technology Zurich	Switzerland	83.4
15	University of Michigan	United States	83.4
17	University of Toronto	Canada	82.0
18	Columbia University	United States	81.0
19	University of Pennsylvania	United States	79.5
20	Carnegie Mellon University	United States	79.3
21	University of Hong Kong	Hong Kong	79.2
22	University College London	United Kingdom	78.4
23	University of Washington	United States	78.0
24	Duke University	United States	76.5
25	Northwestern University	United States	75.9
26	University of Tokyo	Japan	75.6
27	Georgia Institute of Technology	United States	75.3
28	Pohang University of Science and Technology	Republic of Korea	75.1
29	University of California Santa Barbara	United States	75.0
30	University of British Columbia	Canada	73.8
30	University of North Carolina, Chapel Hill	United States	73.8
32	University of California San Diego	United States	73.2
33	University of Illinois - Urbana	United States	73.0
34	National University of Singapore	Singapore	72.9
35	McGill University	Canada	71.7
36	University of Melbourne	Australia	71.0
37	Peking University	China	70.7

38	Washington University Saint Louis	United States	69.9
39	Ecole Polytechnique	France	69.5
40	University of Edinburgh	United Kingdom	69.2
41	Hong Kong University of Science and Technology	Hong Kong	69.0
42	Ecole Normale Supérieure, Paris	France	68.6
43	Australian National University	Australia	67.0
43	University of Göttingen	Germany	67.0
43	Karolinska Institute	Sweden	67.0
43	University of Wisconsin	United States	67.0
47	Rice University		66.9
48	École Polytechnique Fédérale de Lausanne	Switzerland	66.5
49	University of Science and Technology of China	China	66.0
49	University of California Irvine	United States	66.0
51	Vanderbilt University	United States	65.9
52	University of Minnesota	United States	65.6
53	Tufts University	United States	65.2
54	University of California Davis	United States	65.0
55	Brown University	United States	64.9
56	University of Massachusetts	United States	64.7
57	Kyoto University	Japan	64.6
58	Tsinghua University	China	64.2
59	Boston University	United States	64.0
60	New York University	United States	63.9
61	University of Munich	Germany	63.0
61	Emory University	United States	63.0
63	University of Notre Dame	United States	62.8
64	University of Pittsburgh	United States	62.7
65	Case Western Reserve University	United States	62.2
66	Ohio State University	United States	62.1
67	University of Colorado	United States	61.6
68	University of Bristol	United Kingdom	61.4
68	University of California Santa Cruz	United States	61.4
68	Yeshiva University	United States	61.4
71	University of Sydney	Australia	61.2
72	University of Virginia	United States	61.1
73	University of Adelaide	Australia	60.7
73	University of Southern California	United States	60.7
75	William & Mary	United States	60.4
76	Trinity College Dublin	Ireland	60.3
77	King's College London	United Kingdom	59.7
78	Stony Brook University	United States	59.6
79	Korea Advanced Institute of Science and Technology	Republic of Korea	59.5
79	University of Sussex	United Kingdom	59.5
81	University of Queensland Australia	Australia	59.1
81	University of York	United Kingdom	59.1

83 Ruprecht Karl University of Heidelberg	Germany	59.0
83 University of Utah	United States	59.0
85 Durham University	United Kingdom	58.9
86 London School of Economics and Political Science	United Kingdom	58.3
87 University of Manchester	United Kingdom	58.0
88 Royal Holloway, University of London	United Kingdom	57.9
89 Lund University	Sweden	57.8
90 University of Zurich	Switzerland	57.7
90 University of Southampton	United Kingdom	57.7
90 Wake Forest University	United States	57.7
93 McMaster University	Canada	57.6
94 University College Dublin	Ireland	57.5
95 University of Basel	Switzerland	57.3
95 George Washington University	United States	57.3
95 University of Arizona	United States	57.3
98 University of Maryland College Park	United States	57.2
99 Dartmouth College	United States	57.1
100ENS de Lyon	France	57.0
101Technical University of Munich	Germany	56.9
102University of Helsinki	Finland	56.6
103University of St. Andrews	United Kingdom	56.5
104Rensselaer Polytechnic Institute	United States	56.4
105Rutgers the State University of New Jersey	United States	56.3
106Purdue University	United States	56.2
107University of Cape Town	South Africa	56.1
107National Tsing Hua University	Taiwan	56.1
109Seoul National University	Republic of Korea	56.0
109Pennsylvania State University	United States	56.0
111Hong Kong Baptist University	Hong Kong	55.6
112Tokyo Institute of Technology	Japan	55.4
112Bilkent University	Turkey	55.4
114Eindhoven University of Technology	Netherlands	55.3
115National Taiwan University	Taiwan	55.2
115University of Hawaii	United States	55.2
117University of California Riverside	United States	55.1
118University of Geneva	Switzerland	55.0
119Catholic University of Leuven	Belgium	54.8
120Nanjing University	China	54.6
120Queen Mary, University of London	United Kingdom	54.6
122Technical University of Denmark	Denmark	54.5
122Michigan State University	United States	54.5
124Ghent University	Belgium	54.4
124Leiden University	Netherlands	54.4
124Lancaster University	United Kingdom	54.4
127University of Alberta	Canada	54.3

100	ENS de Lyon	France	57.0
101	Technical University of Munich	Germany	56.9
102	University of Helsinki	Finland	56.6
103	University of St. Andrews	United Kingdom	56.5
104	Rensselaer Polytechnic Institute	United States	56.4
105	Rutgers the State University of New Jersey	United States	56.3
106	Purdue University	United States	56.2
107	University of Cape Town	South Africa	56.1
107	National Tsing Hua University	Taiwan	56.1
109	Seoul National University	Republic of Korea	56.0
109	Pennsylvania State University	United States	56.0
111	Hong Kong Baptist University	Hong Kong	55.6
112	Tokyo Institute of Technology	Japan	55.4
112	Bilkent University	Turkey	55.4
114	Eindhoven University of Technology	Netherlands	55.3
115	National Taiwan University	Taiwan	55.2
115	University of Hawaii	United States	55.2
117	University of California Riverside	United States	55.1
118	University of Geneva	Switzerland	55.0
119	Catholic University of Leuven	Belgium	54.8
120	Nanjing University	China	54.6
120	Queen Mary, University of London	United Kingdom	54.6
122	Technical University of Denmark	Denmark	54.5
122	Michigan State University	United States	54.5
124	Ghent University	Belgium	54.4
124	Leiden University	Netherlands	54.4
124	Lancaster University	United Kingdom	54.4
127	University of Alberta	Canada	54.3
128	University of Glasgow	United Kingdom	54.2
129	Stockholm University	Sweden	54.0
130	University of Victoria	Canada	53.4
130	Osaka University	Japan	53.3
132	University of Freiburg	Germany	53.3
132	Tohoku University	Japan	53.3
132	University of Iowa	United States	53.3
135	University of Bergen	Norway	52.7
136	University of Lausanne	Switzerland	52.6
137	University of Sheffield	United Kingdom	52.5
138	University of Montreal	Canada	52.4
139	VU University Amsterdam	Netherlands	52.3
140	Pierre and Marie Curie University	France	52.2
140	University of Dundee	United Kingdom	52.2
142	University of Barcelona	Spain	52.1
143	Utrecht University	Netherlands	52.0
144	Wageningen University and Research Center	Netherlands	51.9

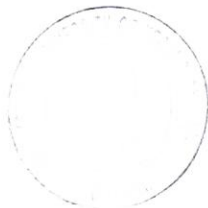
145	University of Auckland	New Zealand	51.8
145	University of Birmingham	United Kingdom	51.8
147	Alexandria University	Egypt	51.6
147	Uppsala University	Sweden	51.6
149	Hong Kong Polytechnic University	Hong Kong	51.4
149	University of Aberdeen	United Kingdom	51.4
151	Delft University of Technology	Netherlands	51.3
152	University of New South Wales	Australia	51.2
152	Birkbeck, University of London	United Kingdom	51.2
152	Newcastle University	United Kingdom	51.2
155	Pompeu Fabra University	Spain	51.1
156	Indiana University	United States	51.0
156	Iowa State University	United States	51.0
158	Medical College of Georgia	United States	50.7
159	Erasmus University Rotterdam	Netherlands	50.4
159	University of Delaware	United States	50.4
161	Arizona State University	United States	50.3
161	Boston College	United States	50.3
163	National Sun Yat Sen University	Taiwan	50.2
164	Georgetown University	United States	50.1
165	University of Amsterdam	Netherlands	50.0
165	University of Liverpool	United Kingdom	50.0
167	Aarhus University	Denmark	49.9
168	University of Würzburg	Germany	49.8
168	University of Leeds	United Kingdom	49.8
170	University of Groningen	Netherlands	49.7
171	Sun Yat-sen University	China	49.6
172	Johann Wolfgang Goethe University Frankfurt am Main	Germany	49.4
173	Bielefeld University	Germany	49.3
174	Nanyang Technological University	Singapore	49.0
174	University of East Anglia	United Kingdom	49.0
174	University of Nottingham	United Kingdom	49.0
177	University of Copenhagen	Denmark	48.8
178	Monash University	Australia	48.5
178	Humboldt University of Berlin	Germany	48.5
178	University of Bonn	Germany	48.5
181	National Chiao Tung University	Taiwan	48.3
182	RWTH Aachen University	Germany	48.2
183	Middle East Technical University	Turkey	47.7
184	University of Exeter	United Kingdom	47.6
185	University of Twente	Netherlands	47.5
186	University of Konstanz	Germany	47.3
187	University of Innsbruck	Austria	47.2
187	Karlsruhe Institute of Technology	Germany	47.2
189	Eberhard Karls University, Tübingen	Germany	47.0

190Yonsei University	Republic of Korea	46.9
190Drexel University	United States	46.9
190University of Cincinnati	United States	46.9
193Dalhousie University	Canada	46.8
193Royal Institute of Technology	Sweden	46.8
195University of Vienna	Austria	46.7
196Kent State University	United States	46.5
197Zhejiang University	China	46.4
197University of Illinois - Chicago	United States	46.4
199Simon Fraser University	Canada	46.2

FEDERAL UNIVERSITY OF TECHNOLOGY, OWERRI
LIST OF PREVIOUS PUBLIC LECTURES AND LECTURERS

S/NO	LECTURER	DATE	TITLE
1	Prof. Umaru D. Gomwalk	Jan. 19, 1985	"University of Technology in Modern Nigeria Society: An outlook for the future".
2	Alhaji Shehu Musa Mckaman Nupe	Dec. 2, 1988	"Nigeria my vision for 21 st century".
3	Dr. C. N. Ogbu	March 1, 1989	"Sexually Transmitted Disease and the Aids Scourge".
4	Prof. S. A. Okecha	May 31, 1995	"Environmental Pollution: The Scourge of Life kind".
5	Prof. J.I. Ejimanya	Oct. 3, 2005	"Expanding human sensing capabilities: a multi-disciplinary challenge".
6	Prof. S. O. Ogwude	Nov. 26, 2003	"On the Woman question".
7	Prof. A. I. Onuchukwu	Aug. 12, 2004	"Preventing kerosene explosion in our homes".
8	Prof. G. Oyibo	Dec. 2, 2004	"Mathematics and Physics interfacing with human development".
9	Prof. E. Okeroafor	June 16, 2005	"Essence and Relevance of Strategic Planning in the University System".
10	E.I. Oyia	Dec. 8, 2005	"Liquefied Natural Gas (LNG) and the Nigerian Economy".
11	Prof. (Mrs) E. Onyejekwe	April 3, 2008	"The Digital Promise and Health Informatics".
12.	Dr. Goddy Chuma Okoye	Aug. 30, 2008	"Biomedical Technology and Human Life".
13.	Engr. Prof. P.B.U. Achi	Sept. 18, 2008	"Problem-based Learning: The really effective education Pedagogy for Africa".
14.	Prof. Christopher Okoro	Feb. 12, 2009	"Universities as Effective Centres for Science and Technology Development".
15.	Dr. Ndubuisi Ekeke	May 22, 2009	"Neuromorphs and versatile bio-acquisition system".

- | | | | |
|-----|------------------------------|---------------|---|
| 16. | Dr. (Mrs) Doris Iro | Jan. 14, 2010 | "The role of Physiotherapy in the concept of Public Health". |
| 17. | Prof. (Mrs) B. Ngozi Anyanwu | June 23, 2010 | "Instilling Moral Ethics in the University Community: A <i>sine qua non</i> for National Growth and Development". |
| 18. | Prof. Kas M. Ibe | July 7, 2010 | "Hydrogeoenvironmental risk Assessment: The Challenges and Promises". |
| 19. | Dr. I.I. Onyeche | Aug. 5, 2010 | "Focus on GIS training and its applications". |



- | | | | |
|-----|------------------------------|---------------|--|
| 16. | Dr. (Mrs) Doris Iro | Jan. 14, 2010 | "The role of Physiotherapy in the concept of Public Health". |
| 17. | Prof. (Mrs) B. Ngozi Anyanwu | June 23,2010 | "Instilling Moral Ethics in the University Community: A <i>sine qua non</i> for National Growth ad Development". |
| 18. | Prof. Kas M. Ibe | July 7,2010 | "Hydrogeoenvironmental risk Assessment: The Challenges and Promises". |
| 19. | Dr. I.I. Onyeche | Aug. 5,2010 | "Focus on GIS training and its applications". |

