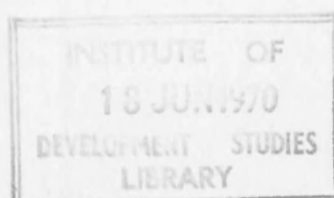


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EDRP NO. 172

DRAFT REPORT ON GRADUATE STUDIES
IN THE
FACULTIES OF SOCIAL SCIENCES AND ARTS
AT MAKERERE UNIVERSITY COLLEGE
PRE-1963 TO 1969.

by
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MAKERERE INSTITUTE OF SOCIAL RESEARCH

These papers are prepared as a basis for Seminar discussion.
They are not publications and are subject to revision.

I N T R O D U C T I O N

This draft report was originally prepared during August and September 1969. It was an attempt, on the part of the authors, to reconsider the functions and competence of the Joint Board of Graduate Studies in the Faculties of Social Sciences and Arts. It covers the immediate past history of graduate studies, discusses their relationship to Social Science research in general and to the administrative processes of the College and the University of East Africa.

The paper was later discussed at a meeting of the Joint Board of Graduate Studies in October, 1969. A number of recommendations were then made to the Faculty Boards arising out of Sections 9, Future Functions of Joint Board of Graduate Studies; and Section 11, Future Degree Structure.

Copies of the report were also sent to a Social Science Faculty sub-committee considering the future of the Makerere Institute of Social Research and to the Makerere University College Visitation Committee which is concerned with the future of the College as a whole.

It has now been decided to distribute this paper in the EDRP series as it provides an analysis of many of the problems and issues associated with Graduate Studies and research which may also have wider application.

J. H. Hutton
John Hutton
Chairman,
Joint Board of Graduate Studies

Anna Gourlay
Anna Gourlay
Secretary,
Joint Board of Graduate Studies.

February, 1970

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SECTION 1

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TERMS OF REFERENCE

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To all members of the Joint Board of Graduate Studies
in the Faculties of Social Sciences and Arts:

This report has been prepared in our capacities as Chairman and Secretary of the Joint Board of Graduate Studies at the request of the members of that Board at their meeting on 6 August. Additionally there was a request at the Faculty of Social Sciences meeting in August that this report should cover the history of the African Studies Programme and of the B.Phil. degree programme. Accordingly the report covers the history and present situation of graduate studies in the Faculties of Social Sciences and Arts at Makerere, and makes suggestions for the future. Many of these suggestions are the result of having not only observed the weaknesses of the present machinery over a number of years but also embody the repeatedly expressed views, comments and criticisms made by graduate students and members of staff at present and in the past. Additionally, we have borne in mind the future change of relationship between Makerere and the other two East African University Colleges which will result in the cessation of the University of East Africa in its present form and the greater administrative independence which will thus be afforded to the three University Colleges.

For convenience the report has been divided into 16 sections, although, obviously, the various facets which go to make up graduate studies are interacting and the success of each is essential to the success of the whole. Finally, it is emphasised that this is a draft report submitted as a basis for discussion on

the issues involved by members of the Joint Board of Graduate Studies.

John Hutton

Anna Gourlay

Chairman and Secretary of the
Joint Board of Graduate
Studies in the Faculties of
Social Sciences and Arts.

SECTION 2:

Graduate Studies before 1963 and other subsequent research projects :

Before Makerere University College ceased to be directly associated with the University of London to become a College of the University of East Africa, research for higher degrees was under the direction of the University of London. Under the special relationship which existed at that time with London University they were willing to register for higher degrees. Makerere staff whose initial university was other than London and for whom there could be no provision for obtaining external higher degrees from their own university. This was of inestimable benefit both to staff recruitment and towards fostering the right atmosphere within Makerere insofar as its staff were expected to do research. Graduate studies by African students was mainly directed towards carrying it out in overseas institutions; this was because most of them would have worked for five years as undergraduates under the same staff and it was felt that exposure to a fresh academic environment would provide a stimulus operating to their advantage. Whilst it is important to note that a substantial research tradition existed in the Arts and Social Sciences which was not directly involved in, or intended to lead to, higher degrees, the main focus of such work being directed towards publications, it should not be overlooked that there was at this time, an inflow of researchers working towards a higher degree at Makerere from overseas - in the Geography department for instance, the first full-time research worker came in 1957.

From 1947 the East African Institute of Social Research at Makerere (now the Makerere Institute of

Social Research) functioned as an advanced Research Centre mainly for Anthropology and Sociology. From its inception the Institute was substantially supported by British Government funds. In 1959 a grant of £48,000 from the Ford Foundation enabled the establishment of an Applied Research Unit within the Institute. This development was in response to a need expressed by the East African governments and recognised at Makerere that research of value to the governments might be undertaken effectively through the creation of such a unit. Work started in July 1960 with the arrival of the late Dr. D. Stebbing as Research Secretary. An Advisory Committee, composed of Government and College representatives was formed to review and comment on the plans and activities of the Institute and the unit. The Advisory Committee was able to assist the working of the Unit, but political changes, the untimely death of the Research Secretary and the involvement of senior civil servants in other work of a higher priority led to the eventual demise of the Committee.

The Ford grant was intended both to enable applied projects to be initiated in East Africa and to provide some financial support for research workers engaged on these. By 1966 a list of 36 projects and publications undertaken by 12 research workers assisted by the Ford grant was available. Second list named 71 projects for research which, at that time, had not been proceeded with. A number of other projects were started but research remained incomplete owing to a variety of reasons including the withdrawal of funds by the Ford Foundation; the lack of substantial alternative funds; research not having been completed on issues which particular governments required information; incapacitating illness

of research workers. It is not clear to what extent these projects have received subsequent attention or have been utilized to guide research since 1966. It seems unfortunate that this substantial attempt to guide research was abortive and although one might have expected it to be more closely related to the African Studies Programme which was initiated in 1965, it seems that no suggestion of this was made at the time. Two of the African Studies Programme student were advised on their research on the basis of projected topics prepared by the Applied Research Unit. Miss M. Jellicoe produced an M.A. thesis on Community Development in a District of Tanzania, and Mr. J. Cosnow worked on Land Settlement problems amongst the Kipsigis. Another African Studies Programme student, Mr. M. Tribe, worked on Housing in Kampala for his thesis, this was one of four projects given by the Ministry of Public Service to Mr. Walter Newlyn, Director of Economic Research at the Makerere Institute of Social Research at that time. The remaining three projects were carried out by Research Associates of the Institute.

From 1963 to 1968 the Rockefeller Foundation supported the Economic Development Research Project and during this period contributed £88,000 E.A. to support the research efforts. During this time the Project had three Directors - Professor Paul Clark from Williams College in 1963-5; Mr. Walter Newlyn, from the University of Leeds, 1965-67 and Mr. John Hutton, from the University of Melbourne in 1968. During 1967 Professor Bernard Okun of the Department of Economics was Acting Director. Apart from the Director, the Project employed five or six Research Fellows and other Assistants and carried out a wide variety of economic research on Ugandan and East African problems. Under Professor Clark, work was

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directed towards assisting the formulation of the Five Year Plan, and the tradition of assistance to the Uganda Government has continued. The project regularly sponsored a weekly Economic Seminar at Makerere attended by people from inside and outside the College; the preparation of some 150 Research papers, and the publication of a number of books. The Project was originally a separate entity within the Makerere Institute of Social Research. However, in 1967 with the integration of the Institute within the Faculty of Social Sciences the Project was transferred to the Department of Economics while continuing to function within the framework of the Institute. In 1968, the Rockefeller Foundation indicated that it now wished to give a combined grant to the Department for both 'teaching and research assistance purposes' and less money would be available solely for research. As a result the Economic Development Research Project ended, its place being taken by a number of separate research projects being undertaken by members or groups of members of the Department of Economics

SECTION 3

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THE AFRICAN STUDIES M.A. PROGRAMME, 1963-1967/68.

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The African Studies M.A. Programme 1963 - 67:

The idea of an African Studies Programme was originally suggested by Professor Aidan Southall in 1962 and in February 1963 the first meeting of the African Studies Committee occurred. The aim of the Programme was to provide a programme of African Studies in East Africa and to accelerate contributions of an African content to undergraduate teaching levels. From the outset it was envisaged as an interdisciplinary programme with teaching staff drawn from the existing Arts and Social Science departments. At that time no specific finance was available for such a programme and efforts were made to set up exchange programmes with other African Universities. In 1963 there were four students registered for M.A. in African Studies all of whom were self financed. In December of that year it was suggested that the possibility of an application to the Rockefeller and Ford Foundations for financial support for appropriate elements in the M.A. African Studies programme should be included in the application proposals to be considered by the University Development Committee early in January 1964. Later in July 1964 the Chairman notified the committee that a grant of £53,000 had been made by the Rockefeller Foundation for the period 1964-67. A paper headed "Matters arising from discussions with Rockefeller representatives (Messrs. Crawford & West) November 1964" stated that "There is no reason why the availability of the present grant should not be extended beyond the present triennium if a request for this is made to the Foundation by the College through the proper channels. In other words we are under no pressure to disburse the funds by June 1967."

.....The Foundation is not likely to consider any further support to the Programme except on the basis that the University is itself undertaking to shoulder part of the burden for it in the next financial plan period.....It is clear that it is very necessary for those responsible for the programme to enlist the support of the College for giving some of the costs of the programme a place in the College budget for the years after 1967".

The sum of £53,000 granted by the Foundation for the African Studies Programme was estimated to cover for three years:-

The salary for An Executive Director;

Salary for visiting professors;

Honorariums for visiting lecturers;

Funds for research assistantships;

Field expenses;

Equipment for field work;

Costs of production of teaching materials;

Secretarial assistance;

Furniture and equipment for a graduate common room;

Journals and magazines for the graduate common room;

Intercollegiate coordination;

General administrative and running costs.

In April 1964 Dr. Merrick Posnansky was appointed Director of African Studies on a professorial scale salary. By 1965 estimates for the continuance of the Programme or for setting up a graduate school after 1967 were under discussion including estimates to cover new buildings for graduate students.

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Out of the 1964-1967 Rockefeller grant the Programme was able to provide annually six full research assistantships and a number of part assistantships; apart from two disbursed at the outset to highly qualified but impecunious British students, all these assistantships were disbursed to African students of high academic calibre who could not obtain such support from their home governments; part assistantships were also granted to African students whose home governments could provide only partial support. The Uganda and Kenya government expressed their willingness to support students wholly or in part (Tanzania made it clear that at that time graduate studies was not on their list of priorities) whilst English speaking West African governments or universities in many cases assisted students by paying their travel expenses to Uganda, offering sums towards subsistence etc.

In addition to the Research Assistantships for African students there was a fund allowing £75 a year to be paid to all students for research expenses with a contingency for those for whom it was established this sum was insufficient and a further £20 was also granted to all students for thesis preparation expenses. With its own Land-Rover the Programme was also able to set up subsidised field excursions for students in appropriate disciplines. With a small sum to keep the Common Room equipped with magazines, newspapers etc., to pay a messenger/Common Room steward to provide coffee and tea services graduate students had a meeting ground. In short with this financial backing the graduate student position though far from ideal (difficulties of structuring courses, of student accommodation both for

living and working etc. etc.) there had been established a nucleus around which a substantial programme of graduate studies could be developed.

The degree structure for the African Studies Programme was:-

- 1) a 2 year M.A. in African Studies consisting of 2½ terms of interdisciplinary coursework in three subjects; an examination based on the three courses the successful performance in which qualified a student to proceed to research over the second year culminating in the presentation of a dissertation not exceeding 50,000 words; and
- 2) a 1 year Diploma in African Studies, consisting of 2½ terms of interdisciplinary coursework in three subjects; an examination based on the three courses the successful performance in which qualified a student to proceed with research and presentation of a thesis not exceeding 15,000 words.

Qualifications for admission were on the lines at present in operation.

As indicated above the teaching staff for the programme was drawn from within the two Faculties of Arts and of Social Sciences together with visiting professors who came for one or two terms and from visiting lecturers who came for shorter periods and in some cases gave only one or two seminars in their particular discipline. Dr. Posnansky, The Director of African Studies was responsible for the coordination of coursework and all other aspects of graduate studies, domestic, social and financial as well as academic. He also had a seat on the Academic Board as Director of the African Studies Programme. Additionally he was

guided and advised by the African Studies Programme Committee which consisted of heads of departments and/or graduate teaching staff of the departments in the two Faculties offering graduate courses. The African Studies Programme operated under the umbrella of the Faculty of Social Sciences, its students being registered for M.A. African Studies in that Faculty and its Committee being a sub-committee of the Faculty.

In addition to the interdisciplinary course options examinable a number of trial or voluntary options were offered in disciplines not normally taught within the College at graduate level. These included Swahili and African music; the former offered as a one year 'crash' course to all graduate students with a teacher from the Department of Continuing Education; the latter on a one term basis under a visiting professor - in 1965 under Professor John Blacking and in 1966 under Professor Klaus Wachsmann. These voluntary options were in addition to programmes of public lectures, fortnightly evening seminars etc. (The latter were frequently held in the homes of staff members with an invited speaker who might be an important and interesting visitor to Uganda, a newly arrived visiting professor, a member of Uganda government, of the Press, etc. etc. Any member of staff sponsoring an evening seminar was able to claim up to 45/- for hospitality). Interdisciplinary seminars with papers given by graduate students on any subject of their choice were held weekly in the seminar room with, usually, the Director as Chairman; lunch time colloquia, primarily for the benefit of graduate students, latterly poorly attended by them and special seminars, e.g. by any eminent Africanist who happened to be passing through Uganda, were also sponsored.

SECTION 4

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THE CREATION OF THE JOINT BOARD OF GRADUATE
STUDIES, 1966.

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Section 4 :

The creation of the Joint Board of Graduate Studies 1966.

On the 25 October 1965, the African Studies Programme Committee held its 24th and final meeting. This cessation of the African Studies Programme Committee and subsequent creation of the Joint Board of Graduate Studies arose out of discussion which had continued since 1965 as to the future of graduate studies on a joint Faculty basis. At this point the concept of a graduate school was favoured and a hierarchy of Joint Board of Graduate Studies in the Faculties of Social Sciences and Arts responsible as indicated in the minutes quoted below and an Assistant Dean responsible for administration and responsible to the two Faculties was agreed upon. The African Studies Programme of studies was envisaged as continuing under the aegis of the Joint Board of Graduate Studies along with single discipline higher degrees. The possibility of single discipline coursework degrees was discussed but in many cases departments were unable to set up such structure due to staffing difficulties. For instance Sociology, covering so many facets within its field - i.e. anthropology, urban sociology, demography, social psychology, social work, etc. etc. could not cope with a sound coursework programme without a substantial increase in staff.

On 28th October 1966 the first meeting of the Provisional Joint Board of Graduate Studies in the Faculties of Social Sciences and Arts was held with Professor James Coleman in the Chair. Following are the minutes of that meeting:

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AGREED

1. That on the basis of the estimates for phasing the African Studies Programme into the proposed new graduate studies arrangements for the Provisional Joint Board of Graduate Studies in the Faculties of Social Sciences and Arts to take immediate action to forward, through the College Administration, to the Rockefeller foundation a request for a grant of US dollars 33,000 to continue the African Studies Programme for 1967/68.
2. a) Phase the African Studies Programme into the graduate activities of the Faculties of Social Sciences and Arts during the 1967/68 year with the Director handing over the running of the Programme at the end of 1967 to the Administration Officer (however designated) looking after graduate activities in the two Faculties and responsible to the Joint Board of Graduate Studies.
b) That Rockefeller Foundation be approached for a grant of US dollars 210,000 to cover graduate activities within the structure envisaged in the Joint Development Plan of the Faculties of Social Sciences and Arts for the Triennium 1967/70 with high priorities placed on the provision of visiting professors to departments; studentships (however designated) for African graduates both from Makerere University College and from other African States; teaching assistantships and funds for providing a coordinated programme of graduate activities and research.

CONSIDERED
AND AGREED

- : That the Joint Board of Graduate Studies should be primarily envisaged as providing:
- i) An interdepartmental body advising the two Faculties on graduate studies, including admission, examinations, research, supervision, etc.
 - ii) Activities primarily aimed for and on behalf of the graduate students of an extradisciplinary nature, viz. interdisciplinary seminars; graduate courses (or individual lectures) on field work or laboratory methods and language study (e.g. Swahili, Luganda, elementary French.)
 - iii) Graduate courses open to a wider range of students than the graduate students of a particular department through the cooperation of the supporting departments. The provision of such courses would allow students to read for Diplomas or Masters degrees of

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- : a multidisciplinary coursework nature.
- CONSIDERED : The composition of the Provisional
Joint Board of Graduate Studies in the
two Faculties.
- i) That it be composed of heads of
departments in the Faculties of Social
Sciences and Arts plus one member from
each department teaching graduate courses,
with the power to co-opt as necessity
arises.
- ii) That a person enrolled in a graduate
course for the University of East Africa
is ineligible for membership of the Joint
Board of Graduate Studies.
- iii) That the Provisional Joint Board of
Graduate Studies should hold meetings at
least one each term and further meetings
should be convened as necessary.

SECTION 5

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AFRICAN AND DEVELOPMENT STUDIES B. PHIL. PROGRAMME 1967/68.

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SECTION 5 :

African and Development Studies B. Phil. Programme 1967/68

The idea of development studies arose at the Donors' Conference held in Nairobi in October 1967. Participating in this Conference were representatives of those foundation and governments who had supported the University of East Africa, or were thought to be likely to support the University of East Africa as a follow-up of the Como Conference in Italy in 1963 when the first co-ordinated effort to provide substantial external assistance to the University of East Africa was made. At the 1967 meeting it was apparent that as a postgraduate programme African Studies was not highly thought of among prospective donors as an important priority for support. The general theme of the conference was the role of the university in relation to problems of development, and it seemed that departments at Makerere would stand a better chance of gaining support for their postgraduate studies if they showed a greater sensitivity to development issues.

For the Social Sciences at Makerere the idea of a relatively short development studies course was also intended to be an intermediate step from the broad interdisciplinary basis of African studies to more specialised degrees in the Social Sciences and even in single disciplines. It was hoped that a development studies programme would have an even more marked Social Science emphasis than the existing African Studies Programme and would therefore constitute a trend towards more specialised degrees in the Social Sciences, culminating in a single discipline degree. It was with this end in view that the proposed Development Studies and African Studies one year programmes were structured.

Speed was essential if this new graduate offering was to be approved through the necessary Boards and by the Senate and the University Council in time for its inception at the beginning of the next Academic Year - in July 1968. Discussions were held and proposals were made at Faculty level and the Joint Board of Graduate Studies was empowered to act on behalf of the two Faculties at a special meeting held on 18 January 1968 when the following was reported and recommended:

1. Designation of one year degree in Development Studies and in African Studies.

Reported and

Recommended : The concurrence of both the Faculties of Arts and Social Sciences to designate the one year degree in both African Studies and Development Studies as a B. Phil. (Bachelor of Philosophy)

Noted and

Recommended : The students registered for the B. Phil. in African Studies or Development Studies be allowed to apply for transfer to a M.A. in a Department. In such cases the B. Phil. would not be awarded, but the successful completion of the coursework examination would count towards the M.A. Such application to be allowed up to the time of the examination in special cases later.

2. M.A. in African Studies

Noted and

Recommended : That the M.A. in African Studies be abolished.

Noted

: That students both in Development Studies and in African Studies shall take three courses. Two of which shall be of an interdisciplinary nature and the third may be either another interdisciplinary course or an ancillary skill.

Among other things these recommendations marked the end of discussion regarding the nomenclature of a one year postgraduate course of study: it having been considered that a postgraduate degree was of greater

significance than a postgraduate Diploma. At one time a one year M.A. and a two year M. Phil. was favoured by two out of three of the College administrations but since this was a University of East Africa concern agreement had to be reached by all three Colleges and for the sake of expediency, if not through conviction of the relevance of such a nomenclature, Makerere finally agreed to call the one year postgraduate degree a Bachelor of Philosophy. The B. Phil. thus set up under the new Development Studies and African Studies Programmes received the approval of the Academic Board and of the Senate of the University of East Africa and finally of the University Council. However, after a swift and encouraging beginning began a series of set backs which have led to the present suspension of the B. Phil. degree.

As has been emphasised earlier, speed was essential if the new programme was to be ready in time for July 1968. After the Senate had approved the new degree structure the then Chairman of the Joint Board of Graduate Studies hastened the preparation of brochures giving details of these new courses for circulation to Universities in Africa, Britain, Europe and the United States since, without such publicity there would be no students and no programme. He also sent brochures to the local Press inviting them to give publicity to the setting up of this new programme of African Studies. Immediately after this information was printed in the Uganda Argus the Chairman received a letter from the then Secretary/Registrar of the College informing him that members of the College may not communicate with the Press on any matters affecting policy except through him and that in sending publicity on the new B. Phil. programme directly to the Press he had overstepped his terms of competence. Neither the Chairman,

not the members of the Joint Board of Graduate Studies were aware of this ruling and when the Chairman had announced at an Academic Board meeting three days before the material was printed that he had taken this step no comment was made. The Ministry of Education then published on the advertisement page of the Uganda Argus a categorical refusal to support any Ugandan student for the B. Phil. either in Development Studies or African Studies. Reasons for this were sought and there was a suggestion that the Ministry perhaps objected to financing candidates for a second Bachelor's degree but so far as is known no complete explanation was ever received. This was all the more remarkable as the B. Phil. programmes, after approval by the University Senate had been approved by the University Council since a new nomenclature for a University of East Africa degree was involved. The Uganda Government is represented on the University Council and, although it is understood to have sought more information about the B. Phil. programmes, no objection had been raised when the vote was taken at the University Council.

A further set back was that the financial support which had been requested from the Rockefeller Foundation for Development and African graduate studies in the two Faculties was not forthcoming though they did make available some limited funds at departmental level in the Faculty of Social Sciences to assist their graduate students. The B. Phil. issue was raised again recently when the department of Economics proposed to introduce a single disciplinary B. Phil. programme. The appropriate Ministry was particularly interested in the setting up of such a course but again it became apparent that Ugandan students could not expect to receive financial support from the Uganda government. Clearly Makerere

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could not structure a course of study from which Ugandans were excluded, particularly as the course was designed especially to fit their needs, and the B. Phil. programmes were suspended in September 1969.

SECTION 6

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PROBLEMS OF CRITERIA IN SELECTING GRADUATE STUDENTS.

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SECTION 6:

Problems of criteria in selecting graduate students

A basic function of the Joint Board of Graduate Studies is the initial selection of candidates to read for a higher degree. Yet it has become apparent both within the Board and when recommendations have gone forward to the Academic Board that a fair and accurate evaluation of a candidate's first degree and his suitability for graduate work is becoming increasingly difficult, and indeed, even problematical. The issue is how to fairly evaluate the academic records of students, both from East Africa and from overseas, presenting their applications from markedly different systems and philosophies of education. Makerere is increasingly drawing both East African and overseas postgraduate candidates from a wide variety of countries and institutions; these include universities in Britain and Ireland, the U.S.A., Canada and other Commonwealth countries, eastern and western Europe, particularly France, Germany, Italy, Poland and Russia. The difficulties of evaluating candidates from the two systems with which the Board is most familiar, that of Britain and of the United States, have not been satisfactorily solved. Moreover, new problems, in connection with technological and professional qualifications are beginning to arise. The complexity of some of both these types of selection problems may be illustrated by a brief consideration of the two systems of education with which Board members will be most familiar; that is those of Britain and the U.S.A. Regarding candidates drawn from Britain universities it is important to bear in mind that the system of higher education is still highly 'elitist' in that the proportion of young people receiving such education in Britain is far lower than

after the expenditure of £48,000 and the energetic exploration by Dr. Stenning and his team, that the lists drawn up, with the exception of a few instances fell (like the Advisory body set up to guide the projects) into disuse. Initially, alongside and later following in this major attempt at a locally structured research Programme was the African Studies Programme which was later modified to include Development Studies. Additionally the Makerere Institute of Social Research saw the beginning of an influx of associates, many of whom were higher degree candidates of overseas Universities.

It is also important to recognise the contrast in the intellectual inclinations of many scholars nurtured under different systems and philosophies of education. For instance many American Ph.D. candidates have arrived, complete not only with ignorance of Africa but also with a fully structured project already approved by their supervisors in the United States. Thus their main concern is sufficient time to fill in specific details to complete thesis requirements in the U.S.A. Such a mental state, apart from running the risk of averting their minds from what may be the real conditions of Africa, may also seriously limit the possibility of directing the attention of gifted students towards essential development research. This could have been partly responsible for the lack of application to the list of research projects produced under the late Dr. D. Stenning's direction. As stated above it seems that this list of projects, except in two instances, was largely ignored as a basis for African Studies Programme students' research.

It must of course also be recognised that the more empirical and open British approach to research also has

law, engineering, architecture, accounting, etc., professional examinations which are conducted by professional institutions separate from the Universities have been a major type of higher (and in many cases the only) 'postgraduate' qualifications available. Until recently, in the Art and Social Sciences, a good honours degree was regarded as sufficient qualification for a person to commence an academic career, although, because of the limited number of Universities, only a small proportion of those with good degrees would have such an opportunity open to them. For some scholars subsequent research may lead to a higher degree, but for the many the publication of articles and books was, and is, the principal means of distinction. For those at 'Oxbridge' the appointment to a College Fellowship is also a desirable academic attainment. This situation affects not only the British university student who is a product of the whole system but also the non-British student whose undergraduate education takes place in Britain and thus necessarily reflects the results of this system.

Arising out of this highly structured and selective system of higher education is the fact a first degree, with honours, from a British University is normally highly academic and includes considerable specialization. Moreover, because of the use of external examiners a considerable uniformity of standards is achieved. Thus, a candidate with a first or upper second class honours degree (which in total normally only applies to about one quarter of the graduating class) is regarded as being capable of reading for a higher degree by dissertation in his special subject. A lower second honours degree, though still a creditable academic achievement means that the candidate would normally have to demonstrate

some postgraduate experience in research or, alternatively, be acceptable for a year's trial as an occasional student or first to read a year's coursework. Generally British references are in the form of short, precise verbal statements of the candidate's academic strengths and weakness, performance and potential. British universities do not operate a transcript system though it is sometimes possible to receive, on request, details of courses taken and marks obtained. Thus for applications with honours degrees from British universities it has been possible to ascribe a fairly flexible 'rule of thumb' judgement, i.e. upper second and above being acceptable, lower seconds potentially acceptable in conjunction with sound references, and a proviso that they shall either read coursework or submit to a trial period as an occasional student.

Recently however serious problems of evaluation have occurred for students offering qualifications obtained from British institutions of higher education which are not classified as Universities. Where students are from Technical Institutions offering an external BSc. or B.A. of the University of London no special problem arises since such degrees have always been recognised as academically equivalent to an internal degree.

There is also today a considerable number of students reading for degrees offered by the Council for National Academic Awards. Moreover there is also an increasing number of applicants offering diplomas and certificates comparable for entry requirements to honours university degrees, periods of study involved varying between 2-4 years in many cases and the end result graded according to class as in a degree. These qualifications are usually

in the nature of professional as against purely academic training. Examples which have already come before the Board include work in the fields of Social Work and of Business Studies and more can be anticipated as increasing numbers of British trained students are directed away from the overcrowded traditional universities towards those higher education Institutions offering an 'equivalent' education. More students offering this type of qualification, not only in Social Work and Business Studies but also in Accountancy, law, etc. may very well require the attention of the Board in the near future. It is becoming essential for a policy to be formulated on the assessment of such qualifications for the purpose of postgraduate study.

The American educational scene presents a totally contrasting system and philosophy of higher education to that which applies in Britain. In 1967 there were nearly 2,400 institutions of 'higher learning' in the U.S.A. with a total enrollment of nearly seven million students. Of these approximately one million were at graduate or first professional training level. (The total population of the U.S.A. for 1967 was just over 200 million). Very large and heterogeneous groups of students attend a multiplicity of Universities and Colleges with a multiplicity of standards there is a bewildering diffusion of options for study necessarily culminating in a distinctly less specialised final degree with usually a Major in one subject and Minor in another. In addition to study towards his final degree subjects an American undergraduate may receive instruction and credits for anything from Homecraft and Personal Relations, through Ancient and Modern Languages or the Fine Arts to the Place of Existentialism in the 20th Century or the Underlying Principles of Zen Buddhism. Whilst the American transcript system is of

value for assessing a candidate's performance at his previous college there would appear to be little similarity of standards of grading systems between Universities and such documents are not always easy to translate into terms comparable with the British system or with Makerere's own undergraduate standards. The situation becomes still more confusing with students offering M.A. degrees from overseas universities towards registration for Ph.D. and, Ugandan student for example returning from the States with a B.A. and M.A. finds it difficult to understand why he may be asked to register for another M.A. before a department is willing to upgrade him to read for Ph.D. When students are actually at Makerere further problems arise in structuring coursework or offering supervisory guidance to graduate students who have been trained under widely differing educational systems.

Finally with East Africa becoming very much a focal point of international interest these problems will inevitably increase since they will involve not only East African students returning from universities abroad for further studies here but also overseas personnel who will be drawn to study and research in East Africa. It is therefore essential that strenuous efforts are made now towards the accurate assessment of the relevance of degrees offered by such students towards higher degree study and research in East Africa.

SECTION 7

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PRESENT ADMINISTRATIVE PROCEDURE APPLYING FOR HIGHER
DEGREE APPLICATIONS.

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Section: 7.

Present administrative procedure applying for higher degree applications:

1. The initial enquiry is normally received by either the Secretary of the Joint Board of Graduate Studies or the Academic Registrar.

2. If it comes to the Secretary she replies (with copy to the Academic Registrar along with a request for seven copies of application forms etc. to be sent to the applicants) :-

- i) giving information on filling in of application forms
- ii) requesting that transcript/details of grades/copy of degree certificate and curriculum vitae be sent to Academic Registrar along with completed forms.
- iii) where a student has expressed a specific interest urges him to write to the relevant head of department giving information and asking advice on the feasibility of research proposed.
- iv) sends graduate studies brochure.
- v) if the student is married warns of the complete lack of married accommodation on campus, and the difficulty and expense of obtaining off campus accommodation.
- vi) warns all students of general difficulty regarding accommodation. The Secretary also writes to the head of department where relevant (see iii above).

If the initial enquiry is received by the Academic Registrar he :

Sends seven copies of application forms, details of fees, regulations appertaining to graduate students and graduate studies brochure.

3. The applicant then returns completed forms direct to Academic Registrar with the names of two referees.

4. The Registrar requests referees to send seven copies of a reference and holds papers until the two sets have arrived. Delay frequently arises at this point because referees fail to respond promptly; because they are away; or the applicants have given an inaccurate address or because referees named have not first been approached by the applicant. Moreover there does not appear to be any continuous 'progressing' of the state of applications for higher degrees in the Academic Registrar's office so that an application might lie for several months waiting for a reference. (For instance one applicant at present applied in early February 1969, and the papers were only sent by the Academic Registrar to the Secretary of the Joint Board on the 5th September.)

5. The Academic Registrar, on receiving the necessary two references then forwards six copies of all papers to the Secretary of the Joint Board. Not infrequently another delay occurs as there may not be a transcript or any kind of record of marks, etc. accompanying the application. The Secretary must then request that this information is sent before proceeding further.

6. When complete the Secretary of the Joint Board of Graduate Studies sends application to the relevant head of department inviting comments on the suitability of the candidate and, if the candidate is considered provisionally acceptable, that a supervisor shall be appointed.

7. The application form and comments are then returned from the head of department to the Secretary and, assuming no further information is requested at this stage, it is included in the next Joint Board of Graduate Studies agenda.

8. The applications which are complete are laid before the Joint Board of Graduate Studies on the first Wednesday of each month.

9. The Joint Board of Graduate Studies then evaluates the candidate on the basis of academic achievement, referees reports and comments by the head of the department concerned (on the problems of evaluation see under section 6 of this paper. Criteria in selecting graduate students and section 13-5 under Suggestions for reform.) The application is then either:-

- i) Accepted for recommendation to the Academic Board.
- ii) Referred to the relevant Faculty (in 'borderline' cases especially).
- iii) Deferred pending further information
- iv) Rejected.

10. In the case of i) above:

- i) The Secretary confirms that a supervisor has been appointed
- ii) inserts the supervisor's name etc. on application form prior to sending to the appropriate Dean for his signature of approval on behalf of Faculty. She then requests that copies of all papers with the exception of one be sent to the Academic Registrar. The remaining copy is returned to Joint Board office for the student's file.
- iii) Informs the Academic Registrar

In the case of 9.ii) :-

- a) Faculty Board may recommend acceptance of the applicant to the Academic Board
- b) refer it back to the Joint Board for further information
- c) reject it.

In the case of 9.iii) :-

Secretary takes action to obtain information required.

In the case of 9.iv) :-

Secretary returns all papers relating to the

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application to the Academic Registrar informing him of the Board's decision and requesting him to inform the candidate accordingly.

11. Applications which have been recommended for acceptance by the Joint Board (or by the Faculty Board) go forward to the Academic Board in section 'A' of minutes. The Academic Board may then either :-

- i) recommend the application for acceptance to the Senate
- ii) refer the application back to the Joint Board or the Faculty Board for further amplification.
- iii) reject the application.

12. Applications which have been recommended for acceptance to the Senate by the Academic Board are put before the Senate sub-committee on Higher Degrees who further scrutinise the application and either :-

- i) recommend acceptance to the Senate
- ii) refer it back to the Academic Board for further information.
- iii) reject the application.

This often constitutes a further delay since the Higher Degrees sub-committee apparently meets irregularly and infrequently. Further, there would seem to be no regular channel of communication between the Higher Degrees sub-committee and the Joint Board or the Faculty Boards. An applicant may receive a letter from the Registrar, University of East Africa informing him that his application has not been recommended for acceptance without the Joint Board, the Faculty Board, or the appropriate head of department being informed. If the Higher Degrees sub-committee does need further information this is usually requested through the Academic Registrar.

13. Assuming that the Higher Degrees sub-committee recommends acceptance of the candidate to the Senate

this completes this exercise, and the Registrar, University of East Africa informs the candidate accordingly, requesting registration fees, etc. This letter is then copied to the Academic Registrar and to the Joint Board of Graduate Studies.

14.. The Secretary of the Joint Board of Graduate Studies then confirms whether or not a room is available in a Hall of residence. It is pertinent to note that at present it is quite possible that a candidate who has been waiting several months to hear the result of an application upon being informed of acceptance then has to be informed that unfortunately there is no accommodation available in Hall. For instance at present there is one candidate who made application in early April, was recommended for acceptance to the Academic Board in July, and received a formal letter of acceptance from the University of East Africa at the end of August (noting that registration would take effect from 5 July). There is no room in Hall and unlikely to be until the long vacation. The Secretary has been able to find some shared caretaking for her from 18 October until approximately the end of November. Whether the candidate will care to take up her studies under these circumstances is not yet known.

15.. Once the candidate has arrived at Makerere the following procedure applies:-

For M.A. by coursework candidates this entails:

- A) i) prior setting up of coursework for the first year.
- ii) preparation of examination questions.
- iii) appointment of internal and external examiners.
- iv) approval of examination questions by external examiners.
- v) notification to appropriate Registrar of candidates due to be examined, dates and venue

to be arranged, etc.

vi) Examiners meeting end of April to assess marks for onward transmission to the Academic Registrar, Registrar, University of East Africa and for final confirmation by the Senate.

vii) assuming a candidate to have attained the requisite marks (i.e. average of 50% over three papers and not less than 40% in any one at present) a thesis topic must be approved and a supervisor appointed. This is not normally done at the outset for M.A. by coursework candidates since initially a candidate has not decided on the precise topic of research and until this has been done a supervisor cannot be appointed.

B) For M.A. and Ph.D. by dissertation/thesis candidates:-

Approval of thesis topic and appointment of a supervisor will have already been done by the time a candidate is accepted and has arrived. It is however quite possible that once a candidate arrives and discusses the proposed topic with his supervisor and head of department he may change the angle of his original topic and another supervisor needs to be appointed. Assuming that topic and supervisor are finally approved it is then necessary to:

- i) appoint internal and external examiners for dissertation/thesis
- ii) ensure safe transmission of three copies of completed dissertation/thesis to the University of East Africa.
- iii) copies of thesis/dissertations sent to examiners by the University of East Africa.
- iv) Examiners reports sent to University of East Africa.
- v) examiners reports laid before the Senate who, on the basis of these may either recommend that the degree be conferred; refer the thesis for amendment, etc. etc.; reject the thesis as not measuring up to the required academic standard.
- vi) Senate communicates its decision through the University of East Africa to the candidate.

C) Additional comments:-

The maintenance of supervision for candidates over a number of years, is, in view of rapidly changing staff, extremely difficult. Changes of supervisor in such circumstances are the business of the Joint Board.

Transmission of theses to the University of East Africa:

There have been instances in the past when apparently the University of East Africa have failed to receive completed copies of theses and it would appear that these have 'disappeared' somewhere between Makerere and the University of East Africa office. At present candidates with completed works are advised either to bring all copies in to the Secretary of the Joint Board of Graduate Studies who then telephones the University of East Africa with a request for them to be collected by hand. She then receives a receipt from the person collecting them and cross references this with a telephone call to the appropriate person to confirm safe arrival. Alternatively, in the case of a student with time and transport the Secretary suggests that they take their thesis direct to the appropriate person in the University of East Africa and obtain a receipt after handing it over. At present this procedure seems to work reasonably well. However, recently in one case a student despatched, from the United States, his thesis direct to the University of East Africa who 'lost' it for several weeks.

Examiners Reports:

Serious delays can and often do occur at these points, in that the University office fails to send the thesis for examination promptly; or sends it by surface mail to the United States or to Britain; internal examiners may be tardy in sending in their reports without which the external examiner cannot finalise his report. Likewise external examiners may be away when the thesis arrives for their attention. Delays, for these reasons, have been anything from 3 - 12 months. Even when it reaches the external examiner it may be put aside for many months. Recently a case arose where although internal examiners

had read and reported on a Ph.D. thesis within two weeks of receiving it the external examiner took seven months to turn in his report. Reports on this work are still circulating amongst members of the University Senate and meantime the student is waiting for confirmation of the results of the examination before being enabled to take up a potential appointment. Examiners reports are generally sent only to the Registrar University of East Africa and thus, once a thesis has been passed to the University of East Africa there is no further communication on the progress of examination unless the Secretary suspects possible hold-ups and make enquiries at the University of East Africa office. Constant changes of personnel dealing with higher degree matters at the University office have undoubtedly aggravated this situation. Even when internal and external examiners reports have been submitted further delay frequently occurs before the Senate make their final pronouncement. Very often the next step in a student's career depends upon confirmation that a degree has been approved so prolonged delay at this point can seriously jeopardise his plans.

SECTION 8

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POSTGRADUATE STUDENT NUMBERS AND RECORDS.

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SECTION 8 :

Postgraduate student numbers and records:

Following are the latest available figures on the number of graduate students registered for:

- A. a higher degree of the University of East Africa and
- B. a higher degree of an overseas University (i.e. registered as Junior Associates of the Makerere Institute of Social Research.)

Figures for the University of East Africa candidates have been taken from the 1968/69 list of students prepared by the University office. Insofar as the Faculties of Social Sciences and Arts are concerned this list includes students - a) who left without completing their studies; b) who have long since completed their studies and left Makerere; c) on the point of completing their studies and leaving Makerere; d) who never took up their registration and e) who died before commencing their studies. The following figures for the two Faculties exclude all these categories with the exception of (c) since these students still represent a responsibility to and on the College, and those for other Faculties should therefore be regarded as a reasonable approximation for comparison only.

(A) Graduate students registered for a higher degree of the University of East Africa at Makerere:

Social Sciences and Arts	74
Medicine	51
Science	37
Agriculture	28
Education	15
Total:	<u>205</u>

Of the 74 Social Sciences and Arts graduate students, 8 of them, for the most part registered in 1963/64 are unaccountable for since no information is available on their whereabouts, supervisors, state of research, etc.

For the remaining 66 students the following is the situation:

(i) Dates of registration:

1965	:	1
1966	:	5
1967	:	14
1968	:	15
1969	:	31

(ii) Present whereabouts and status:

Part time	12
In the field	7
Members of staff/staff wives	5
Returned overseas to write up research	3
Recently completed requirements & in some cases leaving Makerere	5
Working at or in daily contact with Makerere as full time graduate students with the proviso that some of this number (4-5) have not and may not take up their registration	33

(iii) Faculties :

<u>Arts</u> -	29
<u>Social Sciences</u> -	39

(iv) Distribution by departments :

<u>Arts:</u> English :	6
History :	7
Geography :	7
Religious Studies :	9
<u>TOTAL :</u>	<u>29</u>

<u>Social Sciences :</u>	
Sociology :	14
Economics (inc. Rural Economics) :	6
Political Science :	19
<u>TOTAL</u> -	<u>39</u>

H.B. These figures are open to correction by departments since graduate students not infrequently 'appear' and 'disappear' and the Secretary JBGS. would be grateful for any corrections in order to have a completely accurate record.

(v) How financed:(a) Social Sciences :

Uganda Government:	2
<u>Self financed</u> (this includes all part time students) :	14
<u>Self financed plus</u> : (receiving partial support either from Joint Faculty Fund/Rockefeller Research or Teaching Funds; additionally one was a full research assistant under the African Studies Programme and is hoping to complete degree requirements in 12 months.)	8
<u>Study and Serve</u> :	2
<u>Miscellaneous</u> : (by D.A.A.D. Germany)	1
(by Rockefeller and Joint Faculty Fund)	1
(by Amsterdam University & Joint Faculty Fund)	1
(received full research assistantships under African Studies Programme - it is not known if they have yet completed their studies)	2
(American A.I.D.)	1
<u>Kenya Government</u> :	1
<u>Unknown</u> : (NB. this includes the four students who may possibly not have taken up registration and the other two may be receiving Uganda Govt. support)	6
	<u>39</u>

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(b) <u>Arts</u> :	
<u>Uganda Government</u> :	6
<u>Self financed</u> : (this includes all part time students plus a number of Religious Studies students who may be receiving support from ecclesiastical institutions) :	7
<u>Self financed plus</u> : (with partial support from Joint Faculty Fund)	1
<u>Study & Serve</u> :	5
<u>Unknown</u> :	8
	<hr/>
	27

11B. Information open to correction - e.g. Study and Serve students often arrive before making application for higher degree and to check with complete accuracy on this break down would entail contact with individual students which is not convenient in all cases. Nevertheless these figures are sufficiently accurate for trends to be observed.

(vi) Degrees registered for :

M.A. - 59 over both Faculties
B. Phil. - 2 in Faculty of Social Sciences
Ph.D. - 3 in Faculty of Sciences
2 in Faculty of Arts

(vii) Higher degrees conferred 1965 to 1968 :

Ph.D. : Arts - 2 : Social Sciences - 2

M.A. in a department : 1 (Sociology)

M.A. (African Studies) : 15 (including one Ph.D. candidate)

Four completed theses which were referred and have not yet been resubmitted. (All of these students received full Rockefeller Research Assistantships).

An assessment of probabilities suggests that a further 24 theses should be ready for submission between the present time and the end of 1970.

(viii) Nationalities of postgraduate students registered
between 1963 - 1969

NB. The following totals 113 students, i.e. not all
of whom took up their registration.

Canada	2
Czechoslovakia	1
Ghana	1
Gambia	1
Germany	1
Holland	3
Israel	2
Italy	1
Japan	1
Kenya	8
Nigeria	4
Rhodesia	1
Sierra Leone	2
Tanzania	5
Uganda	30
U.K.	30
U.S.A.	20

African Students = 52

Non-African students = 61

Over the last two years there has been an increase in the number of Ugandan students registered and a tendency for a decrease in students from all other countries. Additionally a further 12 - 20 Occasional students have been registered from time to time for periods of 3 - 12 months, mainly from U.S.A. and for the purpose of course-work. This figure was at its highest during the period of the African Studies Programme.

(ix) Withdrawals and reasons for:

15 students have withdrawn over the period 1963-1968, of these 2 had offers for studying overseas which they accepted.

Of the others:-

- 3 left with the apparent intention of completing requirements but there has not been any word from them recently, and it is assumed they will not submit a thesis.
- 1 left owing to financial difficulties.
- 1 left since there was no supervision available for her thesis (Archaeology - Dr. Posnansky was on the point of leaving)
- 1 on a Uganda Government bursary left as he considered the monthly personal allowance of £20 inadequate.
- 1 sat only two of his M.A. examinations and failed to give any adequate reason for not sitting the third and was consequently disqualified, this student was also a Uganda Government bursary candidate.
- 1 having passed his qualifying examinations with a high degree of success simply left without any explanation - he was in receipt of a full African Studies Rockefeller Research Asst.
- 1 was forced to withdraw owing to the death of the head of his family and the consequent necessity for him to take his place. This student was also a Uganda Government Bursar.
- 1 married student left because he considered the cost of living - compared with the United States - too high.
- 1 married student left for a variety of reasons but it has since turned out that the difficulties of accommodation and consequent dissatisfaction of his wife was the primary cause. He was a Commonwealth Scholarship candidate.
- 1 Study and Serve student left expressing as her reasons dissatisfaction with accommodation and 'unfriendliness' of fellow students and of staff.
- 1 Study and Serve student left because he found the work load as teaching assistant, plus coursework commitments, plus unsatisfactory accommodation an impossible situation.

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There is a persistent rumour that many postgraduate students left because they were dissatisfied with the coursework and/or supervision. It should be noted that whilst students have complained about this or that facet of coursework none have been provoked into leaving the degree course for this reason. Only one student (see above) left because of lack of supervision and this situation was not foreseen when she joined the programme. It might be noted that the last two on the above list represent 'personality' problems. These are not the only Study and Serve students in the Faculties of Social Sciences and Arts with these kind of difficulties - it might be suggested that a careful vetting of the personalities and temperaments of prospective Study and Serve students is as important as the vetting of academic achievements.

In addition to those students above at least 15 students who were accepted for registration have not taken up their studies - mainly due to lack of finance. This is based on the University of East Africa list and it is probable there are more such cases but since the files of such students are returned to the Academic Registrar's office it is not possible to check on this quickly and easily.

B. Junior Associates, Makerere Institute of Social Research

There are at present 13 Junior Research Associates registered with the Makerere Institute of Social Research, distributed as follows :

3 in Economics

3 in Political Science

6 in Sociology

1 in History

A further 2 Junior Associates for the department of Political Science are expected shortly.

Of these Junior Associates :

1 is completing a summer assignment studying the East African Community in general and the problem of coping with short-term balance of payments disturbances within the East African Common Market in particular.

1 is undertaking research on the economics of technical education.

1 is completing requirements for Ph.D. at Harvard concerning political modernization in Ashanti and Buganda with particular accent on the merging of tribal or regional loyalties into a larger national consciousness.

1 is researching into information media development, for M.A. of the University of East Africa.

1 is completing research on the Law and Press in British East Africa.

1, sponsored by Columbia University and financed by Fulbright Fellowship is researching on the Making of the primary teacher in Uganda.

1 researching for completion of Ph.D. Northern Illinois University Fulbright Fellowship holder - African languages and linguistics particularly Luganda.

1 Ph.D. candidate of the University of Freiburg working on Kiga life in Kampala.

1 sponsored by the University of Washington & financed by the U.S. Public Health Service Research Fellowship U.S. Public Health Service Research Training Grant researching on the testing of a theory of social behaviour relevant to the processes of social change and development.

1 sponsored and financed as immediately above researching into factors determining how

individuals interpret social change situation.

1 completing requirements for Ph.D. of Michigan State University on economics of the health services industry; implications for economic planning in Uganda.

1, Ph.D. candidate of Indiana University researching into Pre-colonial Bunyoro.

1, Ph.D. candidate of the School of Oriental and African Studies

Of the two Junior Associates expected shortly one is attached to Duke University and financed by the Rockefeller Foundation. He is proposing research on the relation of voluntary associations and the assimilation of migrants into Kampala. The other, a Fellow of the National Science Foundation proposes research on the ethnology, ethnohistory and economic anthropology of the Tepes of Mount Moroto as a completion of requirements for Ph.D. in the U.S.A.

SECTION 9

* * * * *

THE FUTURE OF THE JOINT BOARD AND ITS RELATIONSHIP
WITH THE MARSHALL INSTITUTE OF SOCIAL RESEARCH.

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Section 9 :

The Future of the Joint Board and its Relationship with
the Makerere Institute of Social Research.

The question of the necessity of the Joint Board of Graduate Studies at all has been raised and in present circumstances this is pertinent. Three years ago when the emphasis was on interdisciplinary studies the Joint Board served an essential purpose insofar as inter-departmental discussion on coursework and policy for coursework needed to be discussed before the feasibility of any proposals made by its members could be approved or rejected at Faculty level. With the present tendency towards single disciplinary postgraduate degrees and coursework this function seems less relevant, though presumably some liaison on topics is still desirable.

A second problem is that as a sub-committee of the two Faculty Boards there is a tendency to feel that the Joint Board is a sounding board only and incapable of taking any effective steps. At present the recommendations made at Joint Board require a further recommendation from individual Faculty Boards before being presented to the Academic Board. This naturally makes it a superfluous body and if Faculty Boards are not prepared to reside confidence in their heads of departments and Deans for graduate study matters then clearly the Joint Board has no *raison d'etre* and without this confidence never can have. As has been emphasised the Board consisting of heads of department and Deans of the two Faculties could be surely entrusted with responsibility for effectively dealing with all matters relating to graduate studies except in cases where any such steps might infer a change of policy directly affecting

Faculties as a whole.

Plainly if graduate studies in the two Faculties to continue it is essential to have some organization to oversee this aspect of Faculty activity and from which recommendations relevant to graduate work can emanate. In the past the diffusion of the administration of graduate studies between departments proved cumbersome and the centralization of administrative responsibility in the Joint Board office and the use of the office for student files, and into which information regarding supervision, examination, etc. etc. can be channelled for administrative action has been found to be useful. Similarly, to scatter graduate studies matters amongst departments and the two Faculties already overburdened with undergraduate matters would seem undesirable when machinery already exists for concerning itself with graduate matters and policy.

Rather than abolish the Joint Board consideration should therefore be given at this stage towards re-organizing its responsibilities to cover not only the assessing of applications and the approving of supervisors, external examiners, etc. but to making practical recommendations in the interests of the successful development of graduate studies and the well being of graduate students, both academically and personally. A heterogeneous group of graduate students need some guidance, at least for the first 6 months to a year towards reaching a state of corporate identity. Under the African Studies Programme attention was given to this aspect by special seminar programmes and public lectures and social and semi-social occasions arranged with graduate students in mind. It may be suggested that graduate students should be capable of grouping themselves and setting up

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such programmes for themselves. However, without some initial assistance and guidance it is difficult to see how they can be expected to do this. Indeed their prime need seems to be for a person or body committed to accepting responsibility and given the essential authority to speak at all levels for their interests and by inference for the wider interests of graduate studies as a whole within the two Faculties.

It is therefore suggested that the Joint Board of Graduate Studies might concentrate on its functions as a coordinating body for the two Faculties for graduate matters; as a centralizing point to which all matters appertaining to graduate studies in the two Faculties are channelled; as an authoritative body charged to pursue means to ensure the academic and personal well being of graduate students without which the health of a graduate programme is seriously jeopardized. The Board might also concern itself with the present chronic problem of graduate student accommodation both for living and working; to examine the cause of complaints directed against the type of coursework administered; and to consider ways and means of exploring possibilities of obtaining finance for assisting students especially students from African countries other than Uganda. Moreover, individual members of the Board might be especially charged with ensuring the progress of each of these matters and initiating action, through the Joint Board office, towards the ends in view. Finally closer cooperation and consultation between the Board and graduate student representatives in the two Faculties should be actively encouraged. In the final reckoning the success or otherwise of graduate studies depends on the performance of the students involved which in turn is dependent on

the successful and sympathetic involvement of members of staff concerned in the work of the Joint Board.

One other important issue arises, touching on both the needs of graduate students and our present administrative arrangements. At present, there exists within the two Faculties two sets of administrative machinery to deal with two groups of graduate students whose aims are broadly similar and with a few exceptions receive the same treatment, at least academically, once they are accepted. These two groups are first, those students reading for a higher degree of the University of East Africa and second, Junior Associates of the Makerere Institute of Social Research who are reading for a higher degree of a University other than the University of East Africa. In both cases supervisors come from within departments of the two Faculties, and with few exceptions the previous training and present requirements of these students are the same. Many Junior Associates would welcome the opportunity to read some Makerere courses relevant to their programme of study if facilities were available for this. Likewise many of the graduate students of the University of East Africa would welcome the opportunity to make use of Makerere Institute typing and duplicating facilities for the purpose of seminar papers, typing of theses, etc. to have parity with Junior Associates on housing facilities and to be aware of the Institute's publication services. Many Makerere graduate students do not realise they may have access to the Institute library or that there is a vehicle hiring service. When the African Studies Programme became defunct the Institute took over the assets of that Programme; the Joint Board office is at present housed in the Institute building and the Chairman of the JBGS is an ex-officio member of

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the Executive Committee of Institute. In these circumstance
some closer integration of the administration involved
by these two groups of graduate students under the Joint
Board would seem to be a logical development.

SECTION 10

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ACCOMMODATION FOR GRADUATE STUDENTS.

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Section 10 :

Accommodation for Graduate Students:

It is essential that active and practical steps to be taken to provide graduate students with reasonable living and working accommodation. While the accommodation situation has never been satisfactory in the past, sufficient accommodation has been available to provide living accommodation for unmarried graduate students on campus and it has also been possible for those most sorely beset (i.e. with a room next to a junior common room or between two record players) to be provided with an office or part of an office to work in. There has never been any accommodation on campus for married graduate students though no celibacy rule has been laid down as a prerequisite for students wishing to read for a higher degree, neither can it have been assumed that the limited amount of finance at present available to an unmarried student becomes, on marriage, transformed into an amount sufficient to enable him to pay the very high commercial rentals (Shs:1200 to 1800 per month) which obtain for even a modest flat in Kampala.

In the past, Hall Wardens have always been extremely helpful and are at present acutely embarrassed and distressed when they must decide that they are entirely unable to accommodate graduate students. Last year it was only by constant pleas from the Secretary of the Joint Board and various contrivances by the Wardens that graduate students were enabled to be given far from ideal accommodation in halls of residence. This year it seems that to get graduate students any kind of accommodation on campus is a vast achievement. The dissatisfaction engendered by this state of affairs,

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cannot be regarded as a purely 'domestic' matter involving the College alone. Inevitably, as dissatisfied students leave, it will also react detrimentally to the reputation of Makerere in the wider world. Students in the past have grumbled about the deficiencies of graduate studies at Makerere such as that the coursework is unsatisfactory, that supervision is minimal, that rooms are noisy and render serious work impossible. However, this dissatisfaction has now become bitter complaint in that it seems evident that graduate students have been relegated to the bottom of every priority list. This impression has not been mitigated by what some have described as an implication that after all they were not asked to come to Makerere and that having come, as it were uninvited, they have no right to criticise the conditions they find when arriving here.

In the short run the problem can only be dealt with in the context of the College's overall accommodation policy. However, in the longer run several lines of approach seem open. For instance urgent consideration might be given to the possibility of research fellows attached to the Makerere Institute of Social Research, who are also active teaching members in their own department and virtually members of staff being provided with College staff housing and with offices in the departments concerned thus leaving the present Institute flats (and the Institute offices in Nsubuga's block) free for graduate students accommodation at their present economic rentals. There are 17 living units in this block - if six of these were reserved for married students and the remaining eleven flats shared by two graduate students each that would accommodate 6 married couples and 22 unmarried graduate students. The proportion of

married to unmarried flats could be adjusted as need arose. Although this would not entirely solve the accommodation problem it would go a long way towards easing the present precarious position. The offices in Nsubuga's block could likewise be allocated for the use of graduate students on a system of priorities. Plainly for the future vigorous action must be taken towards the provision of flats both as single and as double units for all graduate students alongside the provision of working space for all graduate students especially for those serving the College as teaching assistants.

Graduate studies are essential to any academic institution which aspires to be more than a teaching factory; the international reputation enjoyed by leading universities of the world has its basis in the research which has been sponsored by them and carried out by students from all parts of the world. If Makerere is to lay the foundations of international academic respect it must be prepared to carefully nurture graduate studies and not relegate it and the students concerned to the position of an irritating encumbrance best disregarded.

11B. Since preparing this report it has been announced that MORAD are prepared to finance the building of a graduate student hall of residence for unmarried students only. Clearly this will be of enormous help in this problem but still does not solve the problem of married graduate students accommodation. It will be a pity if a well qualified student must be turned down because he is married but unless something is done soon this will be the situation - in some departments in fact highly qualified students have regretfully declined an offer to work at Makerere because of this uncertainty regarding accommodation. Within the last few days a notice of available caretaking of one house brought forth 7 married couples - graduate students of the University of East Africa and Junior Associates - all of whom were desperately searching for either an alternative to commercially rented accommodation which was stretching their financial resources past the limit or a further caretaking assignment to follow on caretaking almost at an end.

SECTION 11

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POSSIBLE GRADUATE DEGREE STRUCTURE.

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Section 11 :

Possible graduate degree structure:

The creation of Makerere as an independent University in 1970 offers a real prospect of revising the existing degree structure possibly on the following lines:

1. 12-18 month M.A. by coursework and thesis
2. 18-24 month M. Phil. by research and dissertation
3. 3 + years Ph.D. by research and dissertation.

Regulations for admission

Although the present 'rule of thumb' of an Upper Second or above or its equivalent should continue to be applied desirable flexibility would be facilitated if the suggestions regarding revised application forms, necessity for applicants to submit a piece of written work, etc. etc. discussed in greater detail in Sections 12 and 13 were instituted.

Master of Arts: Candidates may apply for upgrading to M. Phil. Recommendations for upgrading to be made after coursework examination results by heads of departments concerned; the period of registration for M.A. to count towards the registration period for the M. Phil.

Master of Philosophy: Though this is envisaged basically as a research degree under supervision, candidates would be required to attend methodology lectures. A candidate applying to read for the M. Phil. may be requested to register initially for the M.A. for the purpose of coursework at the discretion of the relevant head of department.

Upgrading to Ph.D. to be permissible not less than three months after a candidate has begun work on his

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research and not more than 24 months. When making application for upgrading a candidate would be required to submit one chapter, or the equivalent of one chapter of his proposed dissertation to his supervisor who in turn would invite comments from his head of department and one other full member of the department. These three members of the department would then have the option of administering an oral examination to the candidate and on the basis of this and the written work submitted recommendation for upgrading would or would not be approved.

Please note that the following resolution adopted by the Department of History and submitted for the information of the Joint Board of Graduate Studies

"A postgraduate student seeking transfer to the Ph.D. programme must submit the equivalent of one chapter of his proposed thesis to his supervisor who will circulate it to two other members of the department. The two shall be full staff members chosen jointly by the supervisor and the head of department. After the chapter has been read the supervisor will chair a panel of himself and the two staff members which will subject the candidate to an oral. The panel will then decide whether to recommend transfer to the Ph.D. or a continuation of the M.A. Normally this oral examination should take place between eighteen to twenty four months after the candidate began reading for the higher degree."

The Applicants to read for Ph.D. will normally be required to register for a probationary period of twelve months as an M. Phil. candidate; upgrading thereafter as above. (Earlier upgrading also open as above).

Candidates may be recommended to register immediately for the Ph.D. if

a) they already hold a higher degree from the University of East Africa or any other University. Their thesis dissertation should in such cases be made available and submitted to a similar process as outlined above for Ph.D. upgrading. This would ensure that the standard achieved was comparable to that required of M. Phil.

candidates of the University of East Africa - OR

b) such a candidate can produce a considerable body of either publications or work in progress as evidence of ability to carry out research at doctoral level, such evidence to be scrutinised by members of the relevant department on the lines of M. Phil./Ph.D. upgradings. These candidates should also be required to submit four recommendations from persons able to comment on their academic performance and particularly their research achievements and potentials.

The Problem of Coursework and Examinations:

In discussing coursework, consideration should be given not only to disciplinary coursework in departments, but to some more general courses in methodology; observation of and discussions with graduate students suggests that this should have high priority. Many students, notably newly graduated students have no real idea what research entails and beyond proposing a possible topic have no idea how to set about working towards a thesis or dissertation. This is typified by a student who wished primarily to read coursework, even though coursework was not offered in the field she originally had in mind because, she frankly admitted that, apart from 'some reading and writing up' she had no idea how to set about her proposed research. While supervisors might be expected to offer guidance and advice on methodology they are hardly to be expected to give individual methodological lectures to individual students.

A series of methodology lectures sponsored by each department in the two Faculties - quite aside from disciplinary coursework - is therefore suggested for the first term of each academic year; attendance to be

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compulsory for all graduate students. The matter of these lectures could most usefully be collected, cyclostyled and assembled into booklets available to graduate students, and since much of the methodology employed in the East African context is necessarily innovatory students themselves might also be required to contribute papers as their research progresses. Alternatively, consideration might be given to the setting up of a methodology workshop during say, one week of the September vacation, with an intensive series of lectures sponsored by all departments in the two Faculties.

The present tendency towards single disciplinary coursework leading to a M.A. in Economics or History or Political Science or Geography etc. etc. has already been emphasised. Nevertheless it is also surely desirable that the value of interdisciplinary studies should not be entirely disregarded. Interdisciplinary studies can help a potentially good research student to crystallise the scope and direction of his research and the broader even though necessarily shallower scope of interdisciplinary work can stimulate new lines of thought and approach, and can be especially valuable to the young, recently graduated research worker. To include interdisciplinary coursework need not necessitate special courses insofar as a student expressing a wish to read interdisciplinary courses might, under firm guidance from heads of departments, select three courses from among the present single discipline course options. Departments which, owing to staffing difficulties are unable to offer a full coursework programme towards a single disciplinary degree, might consider contributing one course towards an interdisciplinary M.A.

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There is considerable dissatisfaction on the part of graduate students in respect to the present type of 'undergraduate' coursework examinations. The practise of administering coursework examinations in their present form might be reconsidered with a view towards structuring an examination system more in keeping with postgraduate needs. For instance such examinations could take the form of three or four (the fourth could be on methodology) extended written pieces on the lines of seminar papers to be chosen from a list of topics set by course tutors and graded A, B, C, D, plus or minus on the lines of essay marking. A candidate with one grade D paper must achieve A.A, and at least B + in the remaining three papers. A candidate with one C paper must achieve at least A, B+, and B, in his remaining papers. In marginal cases course tutors reports to be taken into consideration towards making a decision on whether a candidate may be passed or failed. A candidate may be permitted or required to sit all or part of, or one particular paper for a second time on the recommendation of course tutors.

SECTION 12

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SUGGESTIONS TOWARDS REDUCING PROBLEMS OF SELECTION

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SECTION 12:

Suggestions towards reducing problems of selection :

1. A revised form of application, requiring more detail of courses followed etc.
2. A sample of the written work of an applicant should be required - i.e. dissertation, extended essay.
3. A candidate applying to read for a higher degree by thesis/dissertation only should be required to submit a fuller proposal of his research than at present indicated, giving information on his study plans as well as his research plans, and his reasons for wanting to study in East Africa.
4. If possible it would be useful to have access to the syllabi covered and even to examinations questions set for undergraduate study - especially in the case of 'borderline' applicants.
5. London University in particular accepts numerous graduate students from universities all over the world. They have a handbook of accredited universities which can act as a basis for considering candidates from European and other unfamiliar universities. Details can then be obtained from the university authorities concerned and thus provide a basis for evaluating a degree from an unfamiliar institution.
6. American degree holders can be asked to present the results of the Graduate Record Examination (in addition to a transcript). This examination indicates how knowledgeable students are in comparison with others who take the examination. It is a useful indication of preparation for graduate studies: the physical culture student for example, will clearly rate low on, say, the specialized test on political science. Transcripts frequently include

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the class rank of the student and it is a simple matter to understand that a student who ranks in the top 5% of his class in a lesser known College may be far superior to another who ranks in the lower quarter of his class at, say, Harvard. Where such class ranking is not available examination of a transcript to determine whether the student has a consistently good but not outstanding record - e.g. mainly B's but almost no A's - a consistently outstanding record - almost all A's - or a rising record - from C's to A's. The latter two cases clearly being the most attractive applicants. Graduate application forms could be acquired from many American graduate schools. All of them are designed to help deal with problems of evaluating applicants and could provide some useful examples of how to gather relevant information.

(NB. We are indebted to Professor Gordenker, Director of Graduate Studies in the Department of Politics at Princeton University and visiting professor in the Department of Political Science and Public Administration for advice on evaluating student records of U.S. universities)

7. Applicants offering professional qualifications should be considered individually and on their merit in conjunction with the relevance of their qualifications to the research they are proposing. Full information on the course content leading to their qualifications should be obtained along with marks achieved wherever possible. With the present increase in this kind of qualification being available to students unable to obtain a place in university and the broadening of courses leading to such qualifications in many institutions it is as short-sighted to reject such applications automatically as it would be to automatically accept them

SECTION 13

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SUGGESTIONS FOR REFORM OF APPLICATION PROCEDURE.

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SECTION 13 :

Suggestions for Reform of Application Procedure :

1. Application forms and relevant information on fees, regulations etc. could be held in Joint Board office.
2. Upon receipt of enquiry from potential student application forms and all relevant information (see 2 of present procedure) sent to the head of relevant department and Academic Registrar informed.
3. The forms could then be returned to Joint Board office along with other papers required i.e. curriculum vitae, transcript, etc. etc. The referees recommendations requested and hastening process applied at 10 day intervals; if after one month a referee fails to send in report the student should be contacted with a request for the name of another referee. If suggestions 1-4 in Section 12 were adopted Joint Board office responsible for obtaining information under 2, 3, and 4.
4. All information sent to head of relevant department for initial consideration: copies to the Academic Registrar for information.
5. The present practice of some applications for higher degree being considered at Faculty Board level should cease. Since, a) the Joint Board of Graduate Studies was set up specifically to deal with applications for higher degree; b) very often this involves duplication of discussion on a candidate without any further development; c) the eligibility or otherwise of a student is primarily the concern of the head of the relevant department, the potential supervisor, and the department and only of marginal and informative interest to other members of Faculty Boards. The Joint Board consisting as it does

of heads of departments and the two Deans and graduate teaching members of staff should be empowered to take decisions on graduate matters without recourse to Faculty Boards except in any case of dispute or where Faculty policy might be affected.

The relevance of further discussion of a recommended candidate by the Academic Board as well as by the higher degree sub-committee is not clear. This will be even less clear once the College becomes a university with power to grant degrees. If it is considered that a final vetting is necessary a sub-committee, with an authorised representative from each Faculty could be set up to meet once monthly as a 'Board of Graduate Studies' and their recommendations passed direct to Senate for action and to the Academic Board for information. Its status could be as a sub-committee of both the Academic Board and the Senate; it might even be considered whether such a body could be empowered to make final decisions thus avoiding the period of time which frequently elapses before a recommendation for approval by the Senate actually receives approval, without which a candidate may not become a formally registered student. This procedure would contribute greatly to the elimination of the months of waiting a potential candidate must at present undergo before any decision is made on his application to read for a higher degree. The Academic Registrar would be kept informed:

- a) of the student's interest
- b) of the progress of the application - possibly by a series of monthly progress reports.
- c) of the final decision upon the student and would hold copies of all documents for his office records.

6. The Joint Board office to be responsible for ascertaining that all documents are in order, that supervisors have been appointed, etc. before submitting applications for final signatures of approval.
7. Items 14 and 15A of present procedure would remain generally the same.
8. For item 15B (see especially remarks under Section 7C on page 8, 9 and 10 of present procedure) some stricter procedure is clearly necessary.

Problems of Supervision

The problem of continuity of supervision aggravated by the rapid turnover of senior expatriate staff occurs again and again. At least part of the problem occurs because, normally, on the British pattern, students have only one supervisor. If the American pattern of a committee of supervisors was adopted the difficulty might be ameliorated in that not all of the committee would leave Makerere at the same time. As it is in principle a member of staff should not be appointed as a supervisor unless he is likely to continue at Makerere for the next one and a half to two years though in practise this presents difficulties. For instance where a student's topic is to be supervised by a visiting professor who may be remaining at Makerere for a further 6 months and then replaced by another visiting professor for another year, - this has arisen particularly in the field of social psychology. Likewise in the case of Ph.D. candidates who may take anything up to 6 years to complete a dissertation. There have also been instances of a student being without a formal supervisor for several months owing to a member of staff having left the College and failed to inform the

student or to draw the attention of his head of department or of the Joint Board to the fact that new supervision would be needed. Students then either tend to tag along on their own (and grumble over casual supervision) or seek advice informally from another 'willing' member of the department. This can cause endless confusion administratively and delay the final movements of a postgraduate's period of study. Conversely there have been instances when a supervisor has expressed surprise to find that he is formally appointed to act in such a capacity and has never been approached by the student concerned; instances have arisen when, a student having been working for some time quite independently decides the time has come to approach his supervisor only to find that had he done so earlier he would have been advised to approach his research quite differently. In fact, in some cases it has transpired that the person appointed to supervise (and later to act as internal examiner) was not prepared to have his name associated with the work in question. Although some students do this in innocence or ignorance there also falls into this category students who regard their supervisor simply as a necessary formality on a piece of paper and are deeply chagrined to find that they view their obligations more seriously. There have been a few instances where a supervisor has been extremely tardy in his reading and commenting on the final draft of a student's thesis dissertation.

Suggestion towards solving and partially solving some of these problems are:-

1. The introduction of a committee of supervisors rather than one, as at present applies, though it is recognised that in some subjects, because of staff numbers, this would be impossible.

2. That supervisors and students be required to sign a form stating that responsibility for the supervision of a student is accepted and that the student is aware that the supervisor nominated for his research is X of Y department. At an initial interview a programme of regular consultations might be mutually agreed upon. Perhaps fortnightly, or even weekly for the first few months and then at wider intervals; this to be regarded as a framework within which to exercise flexibility on both sides as necessary. The dates upon which bi-annual reports are required from the supervisors and from the student to the supervisors should be clearly noted on the forms and should be held in the student's file at the Joint Board office and the office to remind both the student and his supervisor a couple of weeks before they are due.
3. In the case of a supervisor (and/or supervisors) appointed who do not stay at Makerere to see a student's research through the student, the head of department, and the Joint Board of Graduate Studies should be informed at least three months before they are due to leave so that new supervisors can be appointed early enough to enable time for at least one meeting between the original and the new supervisor/s and student. In cases where such a meeting is impossible the new supervisor/s would be able to study the supervisors' and students' bi-annual reports and thus to familiarise himself with the direction, methods, and progress of the research.
4. When a change of supervision is requested otherwise than due to the departure of the original supervisor/s appointed both student and supervisor/s should be asked to give adequate reasons for the recommendation of a change of supervision.

5. When a student produces the final draft of a thesis/dissertation the supervisor should undertake to have his comments ready within a maximum period of four weeks which would both relieve a student of the anxiety of wondering when this exercise will be completed and the supervisors of being repeatedly asked if the final reading of the draft has been completed.

Examinations and Examiners for theses/dissertations:

Much of the following is concerned with the University of East Africa. Presumably when Makerere becomes an independent university some equivalent organisation will be created, and the same problems may arise.

A student is required to give to the Registrar of the University of East Africa three months notice of intention to submit a thesis for the degree of M.A. and six months notice of intention to submit a dissertation for Ph.D. Additionally, a thesis outline is required at this time in order to acquaint the external examiner more closely with the work he will be receiving in due course. The original purpose of this prior notification was to enable the University of East Africa to ascertain that arrangements had been made and approval had been received both for internal and external examiners for the work in question. This usually works quite smoothly, in fact examiners are usually appointed well ahead of this time. Once a thesis is in the hands of the University of East Africa however any number of delays can arise. (see Section 7C) To eliminate some of these highly irritating delays the following might be considered:

1. The University of East Africa is firmly requested to send out theses/dissertations to examiners immediately they receive them into their office (alternatively theses/

dissertations could be sent direct to examiners from the Joint Board office with a notification to the University that this has been done) and in the event of the examiner being overseas they must be sent by air and not surface mail.

2. That a form be enclosed with all theses/dissertations sent out - preferably reply (airmail) paid in respect of overseas examiners - which briefly states "This is to acknowledge receipt of M.A./Ph.D. thesis/dissertation entitled submitted by on (date of receipt to be inserted)" to be signed by the examiner and sent to the University Office and information communicated to the Joint Board Office where note can be made when examination should be completed (see below)
3. To eliminate present frequent delays when a thesis/dissertation is in the hands of an examiner a maximum period of time allowed for examination should be stipulated - it is suggested that this might reasonably be four weeks from the date of receipt.
4. The University office, when communicating formally to appoint examiners should: a) inform them of the time factor requesting confirmation when acknowledging the appointment that this will be observed: b) ascertain the examiners address at the time when it is expected the thesis/dissertation will reach them; c) request that should any unforeseen circumstances have arisen when the thesis/dissertation arrives which might prevent prompt examination and submission of report within the time specified the University office should be immediately informed so that, if it is thought necessary, another examiner may be appointed who can fulfil his obligations in the time specified.

SECTION 14

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RESEARCH PRIORITIES AND PROBLEMS.

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Section 14 :

Research Priorities and Problems:

The type of postgraduate research undertaken at Makerere is a reflection of a variety, even at times, a confusion of aims. As has been indicated at the present time, apart from full time academic teaching staff and research fellows we have the aspirations of both our own graduate students and other universities graduate students, with Junior Associate status, to contend with. There have been various attempts to define research priorities including 'practical' research, that is long or short term projects designed to be of specific use to the Government; there has also been research mainly leading to publication of articles and books, notably that undertaken by research fellows and associates of the Makerere Institute of Social Research, and finally, in this context, most important of all, there has been and continues to be research for higher degrees both of Makerere and other Universities. The current emphasis on graduate studies is, in large part, a reflection of the growth of formal postgraduate work overseas. In practice it is becoming increasingly difficult to disentangle overall research priorities from the desire of individuals to acquire further academic qualifications, from either Makerere or an overseas university.

However, within the context of developing Africa it should surely be argued that a main function of research should be to aid the development process. As has been indicated, in the early 1960's an attempt was made under the direction of the late Dr. D. Stenning to guide research towards problems encountered by the three East Africa Governments. It is not clear why,

deficiencies, notably that it often leaves even able and dedicated students in a state of prolonged undirected limbo. Plainly the preparation of thesis for higher degrees has not yet achieved the same meaning in Britain which now applies in the U.S.A. Rather the possession of a good first degree together with some demonstrated research interests and/or teaching aptitudes is still widely regarded as an adequate basis for an academic career. Thus some British postgraduate students may be happy to spend a year or two simply familiarizing themselves with African conditions without attempting to complete a thesis, though during such a period a student may wish to prepare some material for publication in journals. It seems doubtful if much of this 'free talent' has been adequately utilised for effective research on development needs.

From time to time approaches have been received from overseas universities which have made it apparent that locally suggested and guided research would be welcomed. In this respect the Makerere Institute of Social Research might consider publishing, in its annual research and publications bulletin, a list of 'open' projects. Indeed, in theory, there would seem to be no reason why gifted overseas students coming to Makerere cannot work towards a higher degree, pursue the publication of his research, and at the same time do something of value to further local development. Clearly however such an aim needs firm and continuing local guidance if it is not to fall by the wayside. In practice these goals are made additionally difficult by the problem of reconciling at Makerere a stable and continuous policy of research priorities and supervision with the present transient state of senior academic staff. With each new expatriate staff member comes new ideas and stimulation. At the

same time there are often conflicting views as to the purpose and relevance of research, and any central theme can become lost in the variations introduced. The fact that we are increasingly drawing short term senior staff from different countries and educational systems adds to these difficulties.

Stabilization of the purpose and direction of research would also necessitate the establishment of closer cooperation between Government and Makerere and between Makerere and other Universities and students; initially to sound out the needs and desires of government departments and second, to relate the desires of Universities and students to an ongoing research policy. A short period of say 3 to 5 years for each research phase is desirable since this would ensure against losing sight of the original aims; the risk of an undesirable element of rigidity arising and eventual inertia setting in. At the time of writing there is a proposal for a Uganda Economics Advisory Council to provide a basis of dialogue about research priorities between the College and Government. Councils covering the other arts and social science disciplines may also be considered desirable. The need for greater contacts and liason with the private sector also needs to be explored in that this provides both a potential source of research priorities and funds and a user of results.

Such comprehensive research aims as have existed have often emphasised what is broadly subsumed under the heading of social sciences but the equal importance of what might be broadly termed cultural research should not be overlooked. Research in these directions is for many reasons also of great urgency. With the tendency

to regard manifestations of urban standards (T.V. transistors, mini-shirts) as representing progress; to prefer imported 'pop' and dance to the traditional song and dance; to infer the superiority of the written over the spoken word - tendencies strengthened by a rise in educational standards resulting, in short to a rejection of traditional and intrinsic values in favour of new and imposed values - much of East Africa's cultural heritage is in danger of being lost to 'progress'. Cultural studies would not be regarded in the light of purely academic research concerned with the preservation of knowledge but rather as a constituent part of developmental research. It is surely desirable that the cultural well-being and development of a nation be recognised as of equal relevance to the necessity for the 'technical and economic' development of a nation. The recognition of a need for greater cohesion and consistency in research purposes should not be taken to represent a case for excluding research on more 'off-beat' topics, nor is the establishment of 'priorities' put forward as a panacea for all problems of research. Rather it is suggested as a feasible framework towards ordering some of the confusion which, at present, seems to exist to the detriment of the very real value of research activity.

Finally there is the over-riding difficulty of seeking adequate finance for research programmes of both a short and longer term nature. In respect of graduate studies it is essential that the Ugandan, and preferably the other East African Governments be fully behind any programme. The refusal of the Uganda government to support students for the B. Phil. programme in African and Development studies has led to its cessation. Yet for much research we still rely substantially on short

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funds principally from overseas foundations. In an earlier section the changing nature and purposes of some of these research and teaching programmes have been outlined.

Many of our expatriate research workers, notably those with Associate status at Makerere Institute of Social Research, are directly employed by an overseas institution. As long as the main body of research continues to rely on overseas sources of funds and personnel, many of the uncertainties which have been outlined on this section will continue to exist. In these circumstances a main priority for Makerere in the next few years should be to seek to establish, on the basis of local funds and personnel, some longer term 'central core' of research purpose and direction. It is only by the development of genuine local involvement in research and postgraduate activities that a meaningful future can be assured.

in the United States, or indeed for that matter many other countries as well. In Britain about only one quarter of the eligible population 'pass' the 11 plus examination and are specifically prepared for higher academic and technical education. Moreover, English school examinations from the 11 plus onwards are conducted by external university examination boards, and lay heavy emphasis on ability at essay writing and imaginative presentation of arguments. At the age of 16 the advanced level specialization - down to three main subjects - begins, and two or three years later only about 7% of the total eligible age group go to Universities. In 1967 there were 42 separate universities in Britain with a total enrollment of just over 200,000 students of whom only about one eighth were in graduate work (Britain's total population at that time was 55 million.)

In 1967-68, 42,615 people gained Bachelors degrees at British Universities. In science subjects 2,012 among 21,191 candidates (9.5%) gained first class honours degrees but in Arts and Social Sciences, only 843 among 21,424 candidates (3.9%) gained firsts. A further 9,315 higher degrees, of all types, were awarded. However, a further 3% of the total age group go to other higher education institutions such as Technical Colleges, Teacher Training Colleges, Art Schools, Nursing Training Centres, Business Colleges, Military Colleges etc. In many countries outside Britain some of these institutions would also rank as Universities. University graduate students are limited to less than 1% of the total eligible age group and indeed, postgraduate university based education has, until recently been largely concerned with the natural sciences and professional schools such as medicine and education, etc. For most professions, the

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APPENDIX D

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NATIONAL TRADING CORPORATION

LIST OF SUB-DISTRIBUTORS FOR COMMODITIES ON WHICH THE CORPORATION

HAS BEEN GIVEN EXCLUSIVE DISTRIBUTION

AREA: EAST MENGO

COMMODITIES

NAME	ADDRESS P.O. BOX No.	SUGAR	SALT	GHEE	EDIBLE OILS	ALUMINIUM HOLLOWWARE SAFARIAS	ONIONS	RICE	WINES & SPIRITS	CEMENT	UGIL SHIRTS	HOES	STEEL WINDOWS	S/SPRING BALANCES	FISHNETS
1. Uganda African P/Markets Co. Ltd.	148, Bombo					x									
2. Buikwe A/W/Sale Co. Ltd.	Buikwe	x	x			x									
3. Luwero A/W/Sale Co.	Luwero I	x	x			x									
4. Kibondwe & Co.	Buvuma Island					x									
5. Gingo Ssalongo	Kapeka	x	x												
6. Buluri W/Sale Co.	Nakasongola														
7. Muhamed Mohamed	57, Bombo	x	x												
8. Kangulumira	Kangulumira	x	x												
9. Tukolabukozi Tr. Co.	P.O. Kayunga	x	x												
10. Bakuseka Magya Store	18045 Kayunga	x	x												
11. Kulubya Sam	126, Lugazi	x	x												
12. A.B. Kibuka & Sam	Wobulenzi	x	x												
13. E.M. Kalule	"	x	x												
14. Alukusadi Othieno	Lugazi	x	x												
15. Buikwe E/Coffee Works Ltd.	588, Kampala		x	x	x		x								
16. Yasi Seyabo	Nakasongola	x	x												
17. K. Katumba & Sons	118, Mukono	x	x												
18. Daudi Nekambuza	Kangulumira	x	x												
19. Ssezibwa Supply Co. Ltd.	18028, Kayunga	x	x												
20. Kyaggwe A/Enterprises	Buikwe	x	x												
21. Wholesale Traders	Kiboga	x	x												
22. Nasani Musoke (Kiryowa) M.N. Kibondwe	Jinja	x	x												
23. General Merchants	153, Lugazi	x	x	x	x	x	x	x	x	x	x	x	x	x	
AREA: WEST MENGO															
24. Central A/Comm House	3629, Kampala	x	x				x								
25. Regional Tr. Co. Ltd.	3839, Kampala		x												
26. Impex House Ltd.	2339, Kampala	x	x												
27. Namatovu Estates Ltd.	3647, "	x	x	x	x	x	x	x			x	x			

AREA: WEST MENGO (Cont.)

NAME	ADDRESS P.O.Box No.	SUGAR	SALT	GHEE	EDIBLE OILS	ALLUMINIUM HOLLOWWARE SAFARIAS	ONIONS	RICE	WINES & SPIRITS	CEMENT	UGIL SHIRTS	HOES	STEEL WINDOWS	S/SPRING BALANCES	FISHNETS
72. Edward Mubiru (Uganda Consumers Co-op.)	24, Mityana	x	x												
73. Wholesale Society (Uganda Consumers Co-op.)	5159, Kampala	x	x	x	x	x	x	x	x	x	x	x	x	x	x
74. Central Union	Kampala													x	
75. Afro Distributors	14210 "		x		x						x				
76. Kira Gen. Grocers & Traders	217 "										x				
77. Villa General Producers	3418 "				x						x				
78. Wholesale Traders	928 "	x	x		x										
79. Ani Yali Amanyi Stores Ltd	434 "										x				
80. Kitagobwa Emporium	3733 "										x				
81. G. Mubiru-Musoke	4446 "										x				
82. E. Mugabu	4010 "										x				
83. Kasimu & Michael	5287 "										x				
84. Dr. E.M.K. Muwazi	706 "	x	x	x	x	x	x	x							
85. Katwe Masaka Store Ltd.	Masaka						x								
86. A.B. Lule & Co.	117 Masaka	x	x												
87. Sabiti Lubega	455 "	x	x		x			x							
88. Bwavumpologoma & Co. Ltd.	501, Masaka	x		x		x									
89. Emmanuel Bulegeya	597 "					x									
90. Nua Kagolo	2006 Kalisizo	x	x			x									
91. Uganda A/Business Companies Ltd.	678, Masaka					x						x			
92. Consumer Supply Ltd.	678 "	x	x												
93. Afro Trader Industries	4680 Kampala	x	x					x							
94. Agaliawamu & Co.	597 Masaka	x	x												
95. F. Kivumbi	424 "	x	x												
96. John Lubogo & D. Ssegonja	501 Kalungu	x	x												
97. Ssendege & Co.	2514 Kyotera	x	x		x										
98. Walugenbe Lugobe & Co.	Masaka	x	x												
99. Exporters & Importers	292, Masaka				x										
100. Ssentongo & Co.	141, Masaka	x	x		x										
101. Ubert Kayiso (Kabonera)	Masaka	x	x								x				
102. Mawogola Traders	C/o T.S. Masaka														
103. Masaka African W/Sale Co. Ltd.	C/o T.S. 183 Masaka	x	x		x	x		x		x					
104. Nabeta & Brothers	Jinja	x	x	x											
105. United A/Comm. Agency Ltd.	1290, Jinja	x	x		x	x		x							
106. Nkabi Trading Co.	54, Jinja	x	x												
107. Kayaji Kochabhai & Co.	Namwendwa	x	x			x									
108. S.K. Lubandi	Buwenge	x	x			x									
109. Bugiri W/S Traders	Bugiri	x	x												

AREA: MASAKA

AREA: BUSOGA

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