

VISION AND MISSION OF FINE/APPLIED ARTS EDUCATION IN THE 21ST CENTURY

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Abstract

In any organisation, there is always a vision before mission. It is something good however when such vision/mission has no evil agenda and is allowed to stand the test of time through proper implementation of policies designed for them. Improper implementation of any good policy can mar the vision and mission of any programme. This paper, therefore, highlights the foundational structure that has affected Fine and Applied Arts Education in the 20th century and the way forward in the 21st century.

Introduction

The vision and mission of any organization is to have an idea, focus on such an idea and pursue it to its logical conclusion for a dividend that will in turn launch such an organization into the lime light of greatness. Vision and mission however do not go into Guinness book of record without able hands (technocrats) who are to pilot the affairs of such an organization to the pedestal of high esteem.

Such is the case with the vision and mission surrounding indigenous technology (art and craft) in Nigeria ever before the advent of colonial lords.

This paper touches on the need to make 21st century haven for the vision and mission of Fine and applied Arts for the benefits of a developing economy such as Nigeria's.

Basic Concepts

Vision, according to Vision 2010 Art and Photography Exhibition Catalogue (1997), is defined as a mental picture of a future state of being which is superior to the current situation. Mission, according to *Oxford Advanced Learners Dictionary*, is defined as an important official job that a person or group of people is given to do. Ekeada (1987) defines Fine Arts as that which has to do with every human activity carried out to produce a result that satisfies some purpose or anything made by man for entertainment and pleasure, e.g. drawing, painting, etc. He also defines Applied Arts as those things that are meant to serve specific needs, e.g. pots, baskets, etc. and that which is industrially produced as Industrial Art.

In this context, vision and mission of Fine and Applied Arts Education in the 21st century can thus be summarized as having a picture or idea of what Fine and Applied Arts Education should be or made to look like for a better tomorrow. That is, taking Fine and Applied Arts education into its pedestal of high hope, its rightful place, from its place of neglect to acceptance, from inadequacy through improper funding to adequacy through proper funding, from the societal bias to societal appreciation, and from non-reviewed minimum standard to a thoroughly reviewed one that will blend with the fast changing world.

Historical Review

The effect of derailed foundation in the growth of Art and Craft which was solidly in existence before the colonial Lords in Nigeria negatively affected the vision and mission of that solid foundation. It is a truism that before the advent of the Europeans the people of Nigeria had mined iron, tin etc with iron works existence in many areas e.g. Ilorin, Bida etc.

Osuala(1993) is of the opinion that if those places mentioned at that time had been allowed or rather encouraged to pass on such ingenuity from generation to generation positive stories would have been told today. The intrusion of the missionaries, who were desperate to convert the Africans, changed this focus (development of art and craft) in favour of liberal education in order to enable them get people to interpret the scriptures.

Gana (1987) confirmed this assertion that instructions during this period were mainly in the liberal and religious area. The history of Vocational and Technical Education in Nigeria, which Fine and Applied Arts cannot be divorced from, has been a tale of woes due to the derailed foundation earlier mentioned of. It is equally asserted by Egbokham (2000) that Vocational and Technical

Education has been a case of utter neglect from the colonial masters. And was even made worse during the military era in the country due to improper attention.

Indigenous Technology in Nigeria

Going through the history of the 20th century, Nigeria has taken a place of significance in self development and this could be linked with the vision and mission that has been exhibited in their ingenuity in works of bronze, making beads, tie and dye, etc.

This technology is readily handed over from generation to generation and, by implication, prepares the future generation towards poverty alleviation through self-employment. This has taken care of the mission aspect for they have set out the process by which their mission would not die but be perpetuated.

Vision and Mission of Fine and Applied Art as Conceived by Colonial Masters

This paper believes that the act of scrambling for and partitioning of Africa for governance was never based on charity but rather on a hidden agenda.

Even when indigenous technology was already in advanced stage in readiness for further challenges (new discoveries or improvement), which the colonial lords could have helped to create enabling environment for in terms of further break through, they were non-challant and this was the earlier said foundation that affected Vocational and Technical education which Fine and Applied Arts can not be separated from.

In line with the above submission, Madaki and Ishaya (1998) state that the colonial government did not encourage the development of such local technological potentials of the indigenes of her colonies. This mentality, they believe, lingered on, and today it has become an engendered legacy on our national policy framework.

Since the colonial lords have failed in this regard, this paper therefore summarizes their vision and mission as follows:

1. to enslave Africans through obnoxious policies;
2. to source our natural resources to further develop their countries
3. to produce a system that will not challenge their authorities;
4. to make mediocre our indigenous technology for white collar jobs;
5. to produce job seekers rather than a job creators;
6. to produce an imbalance in economy through conflicts;
7. to make Nigeria a perpetual dependant through a robot leader they can manipulate and dictate to;
8. to create imbalance in society through poverty driven policies.

The vision and mission of the colonial Lords that were self-centred still have traces in Nigerian leaders. It is like a hereditary syndrome. The similarities are so vivid. See table below.

Colonial Lords	<u>Nigerian Leaders</u>
<ul style="list-style-type: none"> > Carted away our resources to develop their country > Produced a system that will not challenge their authority 	<ul style="list-style-type: none"> Cases of looted treasury being transferred into foreign banks Maim and kill every opposition to government policy, especially, during military dictatorship era Kill education through inadequate funding.
<ul style="list-style-type: none"> Killed Nigeria's indigenous technology for white collar job 	

Source: Author's View.

Part of the foundational structure that affect Fine and applied Arts Education acceptability in the society is that of the early foundation destroyed by the colonial lords. It is a pathetic situation to see that at this

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