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Stupidity in the Age of Reason

Challenges of Women and Youth

Highlights

A Code for Public Prosecutors

Technical and Vocational Education

Discovering Thoughts, Inventing Future

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Managing the Challenges of Women and Youth Empowerment Programmes in Nigeria

By Lovlyn Ekeowa Kelvin-Iloafu, Nick Ngozi Igwe & Joy Ifeoma Enemuo

University of Nigeria

Abstract- This paper on managing the challenges of women and youth empowerment programmes in Nigeria has the following objectives; to determine the challenges facing women and youth empowerment programmes in Nigeria and to determine the prospects for youth and women empowerment in Nigeria. Mostly secondary data were used in the study. Findings reveal that there are so many challenges working against youth and women empowerment in Nigeria namely; instability in government policies, failed health facilities, unplanned strikes, Boko Haram and Fulani herdsmen menace, kidnapping, lack of necessary infrastructure, and so on. Prospects for women and youth empowerment include but not limited to; reduction in the rate of unemployment, stability in government policies. installation of effective, efficient and result oriented economic team, profitable negotiation, land use law reforms, improvement in the provision of quality and well-equipped health facilities and basic infrastructure.

Keywords: *youth, women, empowerment, challenges and prospects.*

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Managing the Challenges of Women and Youth Empowerment Programmes in Nigeria

Lovlyn Ekeowa Kelvin-Iloafu [α], Nick Ngozi Igwe [σ] & Joy Ifeoma Enemuo [ρ]

Abstract- This paper on managing the challenges of women and youth empowerment programmes in Nigeria has the following objectives; to determine the challenges facing women and youth empowerment programmes in Nigeria and to determine the prospects for youth and women empowerment in Nigeria. Mostly secondary data were used in the study. Findings reveal that there are so many challenges working against youth and women empowerment in Nigeria namely; instability in government policies, failed health facilities, unplanned strikes, Boko Haram and Fulani herdsmen menace, kidnapping, lack of necessary infrastructure, and so on. Prospects for women and youth empowerment include but not limited to; reduction in the rate of unemployment, stability in government policies. installation of effective, efficient and result oriented economic team, profitable negotiation, land use law reforms, improvement in the provision of quality and well-equipped health facilities and basic infrastructure. The paper concludes that since women and youth economic empowerment programs thrive in positive developmental settings, and these promote youth competence, confidence and connections. Therefore, they should participate in established empowerment programs that have a variety of benefits, which will help them become embedded within the Nigerian culture and communities. The paper recommends among others that; policymakers need to establish an enabling environment that facilitates access to financial services for women and youth entrepreneurs, through the development of a supportive legal and regulatory framework, and the development of education and vocational training opportunities that are more aligned with the specific needs of women and youth in Nigeria.

Keywords: youth, women, empowerment, challenges and prospects.

I. Introduction

Nigeria is a developing economy with 83.5 per cent of her population falling into the youth age bracket of 0 – 40 years (Adenikinju, 2005). Besides, women constitute about half of the people of Nigeria. Any plan to develop the Nigerian economy must consider women and youth improvement (Akpan, 2015) very seriously. The youth unemployment rate is 11.1 per cent, mainly due to the limited formal job opportunities available (Shibru, 2017). As Africa's youth population is yet to more than double by 2055, it is imperative for governments to identify and promote alternative pathways to sustainable livelihoods (Shibru, 2017). Women and Youth in a country are the most viable and potential human resources not only in population structure but also in social structure (Hossian, 2010). According to Jin (2017), "empowering girls and women is powerful. Today, we know it is the key to economic growth, political stability, and social transformation". The contribution of women to economic development is well documented (Sanusi, 2012). There exist several barriers to the full optimisation of women's economic potential. These barriers range from cultural, to religious, traditional, and legal discrimination amongst others (Sanusi, 2012). Nigeria's participation on issues that relate to the position and empowerment of women has been a recurring phenomenon for the past two decades as garnered from her involvement in national and international conferences on women development since the era of the 1995 Beijing conference (Omoyibo, Egharevba and Iyanda, 2010).

Without proper and integrated bio-social development of the youth and women, a nation cannot achieve her human development goals intended. Although the Government of Nigeria has formulated policies, plans and programmes for youth and women empowerment and welfare but implementing these programmes through Government Organisations and Non-Governmental Organisations is the challenge been encountered by the promoters of these programmes. Over the last two decades, quality of life (QOL) has emerged as an essential unit of measurement to evaluate the success of empowerment programmes. It is employed as a goal of plamens and as well as an indicator of effectiveness. In contrast to Quality of Work Life (QWL), which is a relatively new concept, (QWL) is the overall quality of an individual's working life. QWL is sometimes considered as a sub-concept of the broad idea of QOL, which refers to the overall quality of an individual's life. However; there is no standard definition of QOL. A person's QOL is dependent upon subjective evaluation of the individual aspects of that individual's life, (Kar, Pascual and Chickering, 1999).

There are no doubts that Nigeria is a nation where the opportunities are boundless. That is why today we can see a trend in different women and youth

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empowerment programmes that would help the Nigerian youth as they grow to become the leaders of tomorrow. Relevant literature suggests that youth in this country, irrespective of all age-grades and regions face a lot of socio-cultural problems; as such they cannot play their significant roles in the country's socio-economic development and change. Many women have suffered varied traumatic experiences arising from neglect which have manifested itself in gender inequality and discrimination that has far-reaching implications for the empowerment of rural women in Nigeria (Omoyibo et al., 2010). As in other developing nations of the world, women in Nigeria are faced with numerous socio-economic challenges, for example, inadequate access to finance which has been identified as one major limiting factor to women entrepreneurship development. There is a foundational need for improvement of female access to education and health facilities to enhance women participation in the formal sector and an increase in their productivity. A closer look at Nigerian societies shows that the survival of many communities depends heavily on activities associated with women in the informal sector (Fatile, Ejalonibu, and Aliu, 2017). This notwithstanding, some laws deny women equal opportunities with men such as land ownership and opportunities to invest freely. These laws function as a handicap to women's economic capabilities and perpetuate a culture of dependence. It is against this background that the study seeks to determine how to manage the challenges of women and youth empowerment in Nigeria.

a) Objectives of the study

The study has two specific objectives, they are;

a. To examine the challenges facing women and youth empowerment in Nigeria.
b. To assess the prospects of women and youth empowerment in Nigeria.

II. Concepts and Definitions of Empowerment

In Hornby (2006), empower means to give enablement or authority; authorise, especially by legal or official means: the giving of an ability; enablement or permission. The empowerment of a person or group of people means the process of giving them enablement and status in a particular situation. In South Africa, empowerment is seen as a policy of providing unique opportunities in employment, training, and development for Black people and others disadvantaged under the apartheid system.

For an institution like the World Bank (2014), empowerment means the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. Empowerment is a process while empowering is the verb action word. Through the process, an individual becomes an agent of change. More simply put, it's the "can do" factor, going from "I can't" to "I can." (Jin, 2017)

Akpan (2006a) remarks that empowerment starts from the correct identification of the cause of poverty, deprivation, impoverishment or marginalisation, followed by a planned programme of actions on how to overcome the problem and realise growth, the execution of such action plan, monitoring and evaluating the process for success and improvement. Empowerment is thus better conceptualised as a process of activities that will culminate in breaking the bonds of poverty circle and set in motion the virtuous circle of businesses that support wealth-creation and perpetuate prosperity. Poverty alleviation policies are a form of empowerment programme, but there are some other measures for empowerment. These include a cultural transformation that offers more opportunities for the accumulation of human capital through access to education and health facilities (Akpan, 2015).

Youth comprise persons in the 15years to 29years age category, following the Palestinian Central Bureau of Statistics. Global Affairs Canada (2017) asserts that "Youth empowerment is a process where children and young people are encouraged to take charge of their lives". They do this by addressing their situation and then take action to improve their access to resources and transform their consciousness through their beliefs, values, and attitudes. Being young is a stage of life where anything is possible, and much can be achieved. As a result of this, youth is a period of instability, change, uncertainty, and a constant search for purpose. The interest of young people is vastly different from those of older people. Young people want to change the world and establish their innovative values. They can only change society for better if they have the support of government, non-governmental organisations (NGOs) and public-spirited individuals. That is why Youth Empowerment in Nigeria is so essential. The challenge of the youth in this 21st century is universal formation, which is a condition for humanity's integration and human identity. This identity subsists at three levels: individual, social (cultural) and human identity (universal), (Maduabuchi, 2015).

Youth empowerment occurs in homes, at schools, through youth organisations, government policy-making and community-based programmes. Major structural activities where youth empowerment happens throughout society include community decision-making, organisational planning, and education reform.

The 53 member countries of the Commonwealth of Nations have all signed up to the Commonwealth Plan of Action for Youth Empowerment (2007–2015). The Plan of Action underpins the work of the Commonwealth Youth Programme (CYP). On the

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Commonwealth definition, "Young people are empowered when they acknowledge that they have or can create choices in life, are aware of the implications of those choices, make an informed decision freely, take action based on that decision and accept responsibility for the consequences of those actions. Empowering young people means creating and supporting the enabling conditions under which young people can act on their behalf, and on their terms, rather than at the direction of others" (CYP, 2007–2015).

While youth face enormous challenges, particularly concerning employment and livelihoods, they nevertheless represent the opportunity of today and tomorrow—as educators and innovators, entrepreneurs and investors, health professionals and scientists, politicians and peacemakers. This makes it doubly important to invest in them now—making it possible for future generations not only to survive but also thrive, and so that countries that spend in their youth can realise the vitally important' demographic dividend' these youth represent (USAID policy youth, 2012).

Youth empowerment aims to improve quality of life. Youth empowerment is achieved through participation in youth empowerment programs. However, scholars argue that children's rights implementation should go beyond learning about formal rights and procedures to give birth to a concrete experience of rights (Golay and Malatesta, 2014). There are numerous models that youth empowerment programmes use that help youth achieve empowerment. A variety of youth empowerment initiatives are underway around the world. These programmes can be through non-profit organisations, government organisations, schools or private organisations.

Contrasting the definition of empowerment with development, Ledford, Lucas, Dairaghi and Ravelli (2013) opine that, youth empowerment is different from youth development because the event is centered on developing individuals; while empowerment is focused on creating greater community change that relies on the development of individual capacity.

Empowerment movement makes the youth to gain momentum, become viable, and become institutionalised. Youth empowerment is often addressed as a gateway to intergenerational equity, civic engagement and democracy building. To Sazama and Young, (2006), "activities may focus on youth-led media, youth rights, youth councils, youth activism, youth involvement in community decision-making, and other methods".

Surprisingly, there is no universal definition of women's empowerment. The word "empowerment" does not exist in most languages. Although the phrase "women's empowerment" is used pervasively in the Gender Equality and Women's Empowerment space (and beyond), it is generally in the context of issues like economic empowerment, political participation, and girl child education. Furthermore, most of the data that have been collected is on gender equality, or more accurately inequality — counting the number of boys vs girls, men vs women. There is a dearth of information on women's empowerment, particularly at the global level (Jin, 2010). In line with Sustainable Development Goal and according to the International Labour Organization definition, decent and productive empowerment for women means opportunities that allow for economic empowerment and advancement of women in conditions of freedom, equity, security and human dignity by taking measures to combat discrimination and to promote equal access and opportunities (Global Affairs Canada, 2017).

III. Theoretical Framework

Empowerment theory focuses on processes that enable participation; enhance control through shared decision making; and create opportunities to learn, practice, and increase skills, (Zimmerman, 1995; 2000). Empowerment theory suggests that engaging youth in pro-social, meaningful, and community-enhancing activities that the youth themselves define and it helps youth gain vital skills, responsibilities, and confidence necessary to become productive and healthy adults, (Reischl, Zimmerman, Morrel-Samuels, Franzen, Faulk, Eisman, and Roberts, 2011).

a) Types of empowerment

Youth and Women empowerment examine six interdependent dimensions: psychological, community, organisational, economic, social and cultural empowerments.

- Psychological empowerment enhances an individual's consciousness, belief in self-efficacy, awareness and knowledge of problems and solutions and of how individuals can address issues that harm their quality of life. This dimension aims to create self-confidence and give youth the skills to acquire knowledge.
- Community empowerment focuses on enhancing the community through leadership development, improving communication, and creating a network of support to mobilise the community to address concerns.
- Organisational empowerment aims to create a base of resources for a community, including voluntary organisations, unions and association that seek to protect, promote and advocate for the powerless.
- Economic empowerment teaches entrepreneurial skills, how to take ownership of their assets and how to have income security.
- Social empowerment teaches youth and women about social inclusion and literacy as well as helping them find the resources to be proactive in their communities.

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- Cultural empowerment aims to recreate cultural practices and redefine cultural rules and norms for youth and women. Through these dimensions of empowerment, programmes can work on empowering youth in one or more aspects of their lives.

b) Goals of empowerment

Youth and Women empowerment programs are aimed at creating healthier and higher quality of life for underprivileged or at-risk youth and women (Edralin, Tibon, Victoria and Tugas, 2015). The five competencies of healthy women and youth are:

1) A positive sense of self,
2) Self- control,
3) Decision-making skills,
4) A moral system of belief, and
5) Pro-social connectedness.

Developmental interventions and programs have to be anchored on these competencies that define positive outcomes of healthy youth and women.

IV. Challenges of Women and Youth Empowerment in Nigeria

A very important issue concerning women economic activities is that upon hectic task in most families, especially if there are young children dependents, women have the natural propensity to bear more of the burden by undertaking any odd job and adopting various survival economic strategies to ensure that they secure the survival of the members of their households. This is due to the natural love which women have for their families, which, by an average assessment, is higher than whatever devotion and commitment men have (Akpan, 2015). As in other developing nations of the world, women in Nigeria are faced with numerous socio-economic challenges, for example, inadequate access to finance which has been identified as one major limiting factor to women entrepreneurship development and problems of accessing finance. Acha (2012) in Omotayo, Ademola and Oluwayemi (2017) reiterated that" through microfinance, poor women can expand their businesses and therefore contribute to household income which can have a positive impact on food security, their children's education, manage their household emergencies and plan for their future". The Central Bank has always encouraged advocacy for institutional support to women empowerment.

a) Youth Agitation from different Geo-political zones

Youth in our country are experiencing joblessness; therefore, due to the high unemployment rate which gave rise to the following;

a. Boko Haram menace in the North East region has rendered the economic activities in these areas prostrate. Even most of the Government property and individual business is affected severely. This is due to the frequent bombing and killing of innocent citizens and destroying people's properties worth of millions of naira. Most of the village dwellers are displaced and forced to live in Internally Displaced Persons Centers (IDPs).
b. Militants in the South-South region has also made the place unfit for youth and women empowerment. Most of the multinational companies in the oil region are relocating, and the expatriates are leaving the country because of this particular challenge. They cannot perform to their maximum capacity. According to Iruonagbe (2008), the Niger Delta region for several decades has been embroiled in a series of crisis. The area is the treasure base of the Nigerian economy. However, it presents a paradox, because amid immense wealth the majority of the people, especially women and the youth are incredibly impoverished. This perhaps to some extent explains why youth restiveness seems to simmer endlessly in the region. Thus, social instability, poor local governance, competition for economic resources and environmental degradation have taken its toll in the area. Invariably, the Niger Delta region suffers from government neglect, crumbling social infrastructure, high unemployment, abject poverty, filth, squalor and constant conflicts. It concludes that except the conditions of the people are improved upon, especially the women and the youth, the battle will continue to escalate in the region.
c. In the South-East, there is the problem of kidnapping, which has also affected the region negatively and is also as a result of aggrieved youth that is unemployed and idle. This can also lead them to commit atrocities like armed robbery, rape and other vices.

b) Economic Meltdown

In Nigeria, the effect of the economic recession has also affected the exchange rate of naira to the dollar and British pounds. This effect has brought untold hardship to the citizens of this country because prices of commodities have skyrocketed and subsequently the standard of living of our citizens is low, and due to this, the cost of living is now high.

c) The Problem of Fulani Herdsmen

The problem of Fulani herdsmen with farmers is an enormous challenge to the empowerment of women and youth in our country. Even when our government has budgeted much money for agriculture, the fear of being attacked by the Fulani herdsmen has made the women and the youth not to take an active part in farming. The challenge of strengthening linkages between policy makers, extension workers and farmers, to understand their real problems and constraints and

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how to alleviate them are indeed central in determining possible choices for improved agricultural development (Iruonagbe, 2011). There is much killing in different parts of the country due to this particular challenge, the most recent being the killing of Over 150 people in about five villages of Gashish District of Barkin Ladi Local Government of Plateau State following 48-hours siege by the Fulani herdsmen (Pam, 2018). There was also the killing on the New Year day of 73 people that were buried on the 11th of January 2018 at Benue State. There was also the killing of about 48 people at Nimbo in Uzo-Uwani Local Government Area Nsukka, in Enugu State. The incident happened on the 25th of April in 2016 (Ogili, 2016), and so many other killings by the Fulani herdsmen in Nigeria.

d) Instability in Government Policies

This is also a challenge to women and youth empowerment, in that some policies are not favourable to women and youth which have ripple effects like;

a. Youths migrating to other countries: escaping to other countries in search of greener pastures. This has caused much heat in foreign countries where they migrate. Most of our youth are dying every day in the Sahara desert or drowning in the Mediterranean Sea while fleeing their country. For example, the recent happenings in Libya using Nigerian youths as slaves, as witnessed in all the news media and the internet. The Federal government should be applauded for its Initiative in bringing them back home and empowering them, using a series of programmes and rehabilitation.
b. Political Thuggery: This challenge in the country has made the country so difficult to govern. Politicians turn youth to political thugs, and it is difficult to rehabilitate them even after the elections are over.
c. Unplanned Strike: In Nigeria, there are agitations everywhere. Most times one group or the other going on strike or embarking on industrial actions to achieve one thing or the other. These strike incidences affect the economic activities of our country; the most recent one is non-academic staff (NASU) of University strikes that has been on since December 2017 to April 2018, and even still on-going. This has almost crippled the academic activities in the whole universities in Nigeria.

e) Failed Health Facility

Our health facilities are not up to the expectation that is why people are dying every day because of not been able to access proper health care. Most of the well to do citizens of our country travel abroad when they are ill to access proper health care from countries like India, the United Kingdom, and Germany and other countries. It is the poor masses that usually take the burden of dying or having to use the dilapidating health facilities in the country. Nigeria's maternal mortality rate is amongst the highest in the world; the rate is estimated to be around 828 and 351 per 100,000 live births in rural areas and urban areas respectively. There are also regional disparities between the North and South. The North East has the highest rates of maternal mortality at around 1,549 per 100,000 live births, and the lowest rates are recorded in the South-East, with 165 per 100,000 live births (Sanusi, 2012). Thus the provision of health care delivery facilities is an important source of empowering women and youth.

f) Increasing rate of prostitution and teenage marriage

This is also a huge challenge facing our youth and women in the empowerment struggle, some powerful people that engage in trafficking of persons deceive our young girls that there are better opportunities for them abroad, only for them to be used as sex slaves abroad, or child labour. Teenage marriages also contribute to low female attendance, retention and achievements in school. About 30 per cent of school-age girls drop out of school having already begun childbearing at an early age. The physical and psychological implications of these phenomena cannot be overemphasised.

g) Lack of Basic Infrastructure

In most developing countries of the world especially in Nigeria, basic infrastructures like constant electricity, pipe borne water, and good roads are on the decline. Without power, no country can achieve any meaningful development, economically, technologically and otherwise. Power generation is the bedrock of all other activities that can help a country in its economic growth; also good roads create linkages from urban to rural areas where many agricultural products are produced. When the roads are in a deplorable condition, it makes the agricultural produce to be exorbitant due to the difficulty encountered in transporting them from the hinterland to the urban areas where they are sold. The collapse of these vital industries in the private sector has been traced to several reasons. Top on these are; multiple taxations and high-interest rate in the banks, poor infrastructure, and low electricity supply, bad roads, among others (Oyesola, 2010).

h) Inadequate Access to Finance

This is often cited as one of the major factors impeding the growth of women-owned businesses in developing countries. The key barriers include lack of ownership of collateral - as tradition would seldom cede property rights to women; coupled with the absence of credit histories – because most women businesses are informally organised (Sanusi, 2012). Nigeria's female population is estimated at 80.2 million (UNFPA, 2012), representing 49 per cent of the total population. About 54 million of Nigeria's female population lives in rural

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areas where they provide 60-79 per cent of the rural labour force. Although there is a policy of free education, the literature suggests that there are still some significant costs that deter parents and cause pupils to drop out of school.

i) Cultural norms and family responsibilities

Socially accepted norms and expected family roles have a profound effect on the type of economic activities that women can engage within. The technologies available to them, the people and agencies with whom they can interact, the places they can visit, the time women have available and the control they can exert over their resources such as capital.

j) Property Rights to and control over asset

Legal regulations and customary rules often restrict women's access to and control over assets that can serve as collateral, such as land or livestock. Women are less likely to have land titled under their name, even when their families own land, and are less likely than men to have control over land, even when they do formally own it. Biased inheritance rights often bestow land to male relatives, leaving both widows and daughters at a disadvantage (Agarwal, 2003). Since land control is a major factor in participation in economic production, and land is a natural endowment, the traditional principle by which only the male folks have right of inheritance to land is a fundamental deprivation on women.

V. Overcoming the Challenges of Women and Youth Empowerment, way Forward Government Initiatives

a) Public Works and Women/Youth Empowerment Scheme

The Federal Government of Nigeria recently launched the Public Works and Women/Youth Empowerment Scheme (PW/WYE). The programme which is a component of the Subsidy Re-investment and Empowerment Programme (SURE-P) is targeted at generating about 370,000 jobs across the country. The PW/WYE is intended to create employment opportunities for women and youth in labour-intensive public works and is expected to generate 50,000 skilled jobs and 320,000 unskilled job opportunities. The implementation would be in partnership with the States, the Local Governments and the private sector. To enhance the scheme, the government has set aside some portion of the partial subsidy on petroleum prices removal proceeds to support the employment generation intervention nationwide (Sanusi, 2012). Unfortunately, SURE-P was the first casualty of Buhari's Administration, and he scrapped it.

b) You win Programme

This is a youth development programme established by the federal government under the last administration of Good Luck Jonathan starting from 2011 to empower Nigeria Youth and Women. You win programme is a youth enterprise with innovation in Nigeria. Many women and youth benefited from the plan.

c) N-Power Programme

This is an on-going federal government program that was established in 2016 under President Mohammed Buhari administration. It is geared towards empowering and equipping young Nigeria women especially the youth in different sectors such as N-power Agro, N-power Health, N-Power Teach, N-power Build, N-power creative, N-power Tax, N-power Tech (hardware and software) to better and facilitate their productiveness in economic and social development. Since its inception, it has alleviated many women and youth with skills acquisition to better their lives especially those not fortunate to acquire formal education.

All these government efforts would have been laudable but for the bureaucratic bottlenecks encountered in the process of assessment of the benefit of these schemes; the most noticeable ones being the Nigerian factor of "who knows who", God Fatherism, bribery and corruption experienced in the disbursement of the funds.

VI. Prospects for Women and Youth Empowerment in Nigeria

There are suggested ways that will help to improve the empowerment of women and youth in Nigeria; they include, but not limited to the following;

a) Reduction in the rate of unemployment

This could be achieved through the creation of industries and retiring people that are long overdue for retirement to create space for youth and young women to be employed. Also, improvement in agriculture; using both capital intensive and labour intensive methods will also absorb so many youths in farm work. This effort will help to reduce the unemployment rate in Nigeria. Akpan (2015) believes that government policies should be softer regarding demands for collaterals for loans and experience for employment. The minimisation of these demands will enhance the scope of economic opportunities and participation for women and youth, who, have noted, are naturally disadvantaged in attaining these demands. It is worth mentioning also that increased political participation for women and youth are also required for empowering these groups. Two features of the positive developmental youth settings are supportive relationships and support for efficacy and mentoring. Supportive relationships are those that are between youth and non-familial adults that foster trust and respect. Support for efficacy and mentoring specifically focuses on youth being active, instrumental agents of change in their communities, collective

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decision-making and adults listen to and respect their voice.

b) Improvement in the provision of basic infrastructure

When there are basic infrastructures like pipe borne water and electricity, other economic activities will not be restricted; there will be the production of goods and services which brings about economic development and growth. Building and maintenance of good roads will help in the transportation of farm produce from rural to urban areas easily and economically.

c) Improvement in the provision of quality and well-equipped health facilities

Government should try as much as possible to bring home what most of the officials that have gone overseas have seen there to our own country. This will help all of us and will make our leaders access health care within Nigeria and not abroad. Also, the provision of healthcare delivery facilities is an important source of empowering women and youths. In 2008 World's Safe Motherhood Day, Nigeria was rated with the notorious record of the second most fatal country worldwide for pregnant women and complications related cases; by this ranking, Nigeria had the highest maternal mortality rate in Africa as at 2008. Other common health problems such as malaria, typhoid fever and HIV/AIDS are still ravaging the people. Increased public investment in healthcare delivery will be therefore a fundamental way of enhancing the wealth-creation capacity of women and youth in Nigeria

d) Stability in government policies

Policies adopted by the governments at the three tiers of Nigeria's federal system have to do with the fiscal, monetary and trade policies with emphasis on pro-poor measures. The policy objective for empowering the poor and vulnerable members of the population, of which women and youth form majority of its composition, has always been to increase opportunities of livelihood for the poor through job creation, easing access to credits, provision of infrastructure, enhancement of business incentives, and increased participation in wealth-creation. For these purposes, budgetary allocations are made annually by federal, state and local governments, yet the policy outcomes usually fall short of expected policy-targets. The government should try to make stable policies that can stand the test of time. The policies should be in favour of the Youth and women; not only politicians and lawmakers. It should also create an enabling environment for youth and women to be empowered. Policies that improve the share appropriated by a hitherto disadvantaged group in the total output; social reforms in the production and market relations that result in more equitable access to the control of means of production are empowering the weak and poor (Akpan, 2015)

e) Introduction/creation of effective, efficient and result oriented economic team

The creation of this economic team will help stabilise and improve our economy by bringing down the exchange rate of Naira to the dollar and British pound. This will also make prices of commodities to come down and stabilise and improve our economy; thus reducing inflation. Similarly, political reforms that engender populist enlistment into political power positions, and adjustment towards a belief system that is more adaptable to changes and equality also provide opportunities for empowerment of the disadvantaged and vulnerable segment of the population (Akpan, 2015).

f) Land law

Reforms is a necessary way to empowering all marginalised segments of the population; but social campaigns, advocacy and re-orientation that will change people's traditional value system is essential to begin the process that will empower women and youth through participation in land ownership. After all, more women are engaging in farming than men in Nigeria, and youth have more energy to put the land to some economic use than the aged.

g) Profitable negotiation with youth organisations

Government should lend a listening ear to assuage aggrieved youths from different geo-political zones in Nigeria which is National Youth Council of Nigeria, (IYC; AREWA youth; ODUA youth, and Niger Delta youth). There should be round table discussions with this youth to lay down their grievances with the intention of a restoration of peace in these affected areas. This will improve economic growth and provide an enabling environment for youth and women empowerment.

h) Starting up of new businesses

Government and Non -governmental organisations (NGOs) can channel their interventions towards advocacy and training for the creation of entrepreneurship skills among youths and women. So talking about empowering women and youth in Nigeria through assisting them to set up, manage well and earn a living from micro- and small-scale enterprises is a well-considered process of solving the problem of poverty among these groups. It is an employment avenue and a sustainable income-generating process. It is a sustainable job creation process. It is a potential source of revenue to the government.

i) Formation of Cooperative organisations/societies

Cooperative organisations/societies emerged as self-help entities to combat economic and social inadequacies (Baarda, 2006). "Cooperative is a form of collective action in which individuals join together to accomplish what would be more costly or impossible to

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achieve individually", Akpan (2006) in (Akpan, 2015, p. 8). Cooperative organisations serve as an effective community development vehicle by their nature; they build economic self-reliance and civil society. The benefits of cooperative organisations accrue to the larger society because they create local jobs, reinvest locally, emphasis on education and skills raises local management capacity, reduce migration and concentration of capital (Hussain, 2014). People come together in cooperative societies to pool their resources together to meet individual needs that could not be resolved by individual limited financial capacity (Birchall, 2004). Cooperative societies aim to produce goods and deliver services and to satisfy the legitimate needs of members and also to promote cooperation, relations, participation and consequently to promote interpersonal connections. Cooperative societies provide services that benefit both members and the local community. It was also observed that it is an essential tool for the development of less economically developed communities (Ibrahim, 2004).

VII. Conclusion and Recommendations

Nigerian's population is predominantly youth-dominated, and female population accounts for about half of the total population. Generally, improving the economic environment to enhance the effectiveness of women and youth participation in economic activities is empowering to these vulnerable segments of the population. There is the urgent need for the present Federal government of Nigeria to invest meaningfully in education; equip her women and youth with the requisite knowledge and skills required for their survival through remarkable ingenuity that helps them to establish themselves as income earners and employers of labour in their own country. This is what empowerment means. It is high time we moved from youth empowerment rigmarole to walking the talk. Since women and youth economic empowerment programs thrive in positive developmental settings, and these promote youth competence, confidence and connections. Therefore, they should participate in established empowerment programs that have variety of benefits, which will help them become embedded within the Nigerian culture and communities. It will also redirect the interest of the women and youth to engage in meaningful activities that will be progressive to them individually and to Nigeria in general.

VIII. Recommendations

- Policymakers need to establish an enabling environment that will facilitate access to financial services for women entrepreneurs, through the development of a supportive legal and regulatory framework, and the development of education and vocational training opportunities that are more aligned with the specific needs of women.
- The role of young entrepreneurs as agents of positive change and creators of jobs in their communities and countries, particularly in Africa, must be recognised and a need to support these entrepreneurs and to increase the opportunities open to them is mandatory (The Commonwealth, 2016).
- Skilled women are more likely to access finance more easily. Therefore, a necessary step in enhancing funding for the women should be to ensure an upscale of their leadership, technical, entrepreneurial and managerial skills.
- An important priority for governments should be increasing the enrolment of girls across all levels of education complemented by efforts to improve the quality of education that they receive.
- While it is essential to building the capacity of the financial institution to serve women entrepreneurs better, it is also imperative that women are provided with the opportunity to be financially literate, so that they can speak the language of finance.

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A Code for Public Prosecutors in the Nigerian Criminal Justice System: Anecessity or A Nuisance?

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Abstract- The general supervisory power and control over criminal prosecution is vested in the Attorney- General of a State under section 211and in the Attorney - General of the Federation under section 174 of the 1999 Constitution of the Federal Republic of Nigeria (as amended) however the Nigerian Police Act and other entities such as the anti-graft agencies have powers of prosecution subject, however, to the power of the Attorney General. Though there is an operational Code of Conduct for Prosecutors its universal reach in the country and efficiency of supervision and sanction of errant prosecutors has been a major concern for stakeholders in the administration of justice. This paper examined the preserve of the prosecutors in criminal trials and analysed the Code of Conduct for Prosecutors (CCP) in Nigeria drawing from the provisions the Prosecutors' Code of selected jurisdictions. The study revealed that the CCP, which is meant to apply to all prosecutors; public and private and has sanctions for a breach of the rules, is hardly seen to be observed by both the practitioners and the regulator – the Attorneys General.

Keywords: prosecutor, code of conduct, police, attorney- general, criminal justice system, fair trial, accused.

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A Code for Public Prosecutors in the Nigerian Criminal Justice System: Anecessity or a Nuisance ?

Gloria Shajobi-Ibikunle [α] & Mercy Emetejife Onoriode [σ]

Abstract- The general supervisory power and control over criminal prosecution is vested in the Attorney- General of a State under section 211and in the Attorney - General of the Federation under section 174 of the 1999 Constitution of the Federal Republic of Nigeria (as amended) however the Nigerian Police Act and other entities such as the anti-graft agencies have powers of prosecution subject, however, to the power of the Attorney General. Though there is an operational Code of Conduct for Prosecutors its universal reach in the country and efficiency of supervision and sanction of errant prosecutors has been a major concern for stakeholders in the administration of justice. This paper examined the preserve of the prosecutors in criminal trials and analysed the Code of Conduct for Prosecutors (CCP) in Nigeria drawing from the provisions the Prosecutors' Code of selected jurisdictions. The study revealed that the CCP, which is meant to apply to all prosecutors; public and private and has sanctions for a breach of the rules, is hardly seen to be observed by both the practitioners and the regulator – the Attorneys General. It recommended that a body of prosecutors on a state wide level distinct from the meetings of Attorneys- General be set up to enhance cooperation among prosecutors. It further recommended that the Nigerian Police Force be excluded from prosecution and that they be solely engaged in law enforcement duties.

Keywords: prosecutor, code of conduct, police, attorney-general, criminal justice system, fair trial, accused.

I. Introduction

Aside from prosecutors in the State and Federal Ministries of Justice, officers of the Nigeria Police Force also do prosecute. Moreover, specialised agencies such as the Economic and Financial Crimes Commission(EFCC),[1]Independent Corrupt Practices and Other Related Offences Commission (ICPC),[2]National Drug and Law Enforcement Agency (NDLEA),[3]National Agency for Prohibition of Trafficking in Persons (NAPTIP)[4] not only prosecute but also engage the services of private legal practitioners who prosecute on their behalf. In all of this, one major concern should be the standard required of a prosecutor.

II. Criminal Proceedings

Criminal trials under the Nigerian criminal justice system is modeled after the common law system and is basically accusatorial in nature.[5]Once the Police conclude investigation and a case is deemed established, the justice process gets underway. It should be mentioned that an accused person is presumed innocent until proven guilty,[6]and the burden of proof in criminal trials rests on the prosecution. It is to prove all the elements of the offence charged as defined by law and the case must fail if it cannot do so.[7] This rule is fundamental for a system where conduct is only criminal when so defined in a written law and punishment thereby prescribed. The standard of proof for a criminal trial is that the prosecution must prove the guilt of the accused person beyond reasonable doubt.[8]The Nigerian criminal law recognizes the rights of an accused[9] and therefore treats accused persons as suspects, the gravity of the offence notwithstanding.[10]

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[1] See Economic and Financial Crimes Commission (Establishment etc.) Act 2004.
[2] See Corrupt Practices and Other Related Offences Act 2000.
[3] See National Drug Law Enforcement Agency Act, Cap N30 LFN 2004,
[4] See Trafficking in Persons (Prohibition) Law Enforcement and Administration Act, 2003.
[5] Okonkwo C.O. and Naish, *Criminal Law In Nigeria*, Ibadan, Spectrum Law Publishing, 2nd Edition, 2000, p 44.
[6] Section 36(5) of 1999 Constitution(as amended)
[7] Areh v C.O. P (1959) W.N.L.R. 230, a conviction under S.249(d) of the Criminal Code was squashed because the prospection failed to prove that the place where the alleged offence occurred-warri General hospital-was a public place, except for certain facts for which the court must take judicial notice sections 72-73 of Evidence Act-Judicial notice of a Policeman's duties under the Police Act. See s. 4 & the case of *Garba v I.G.P.* (1956) N.R.L.R. 32.
[8] *Woolmington v DPP* (1935) A.C. 462 unlike in civil trials where a person asserting a legal right in liability exisst has to prove it-see s. 131 of Evidence Act 2011. The exceptions to this are limited instances of insanity or facts within the knowledge of the accused person in which case the burden of proof would lie on the accused person. See also *Uso v The Police* (1972) U.S.C. p 37 & *Okoro v State* (1988)2NWLR Pt 78, p 602.
[9] Briefly these include; The Right to silence-s. 35(2) 1999 Constitution, Right to be brought to court within a reasonable time-s.35(4) 1999 Constitution, Right to Bail-s.35(4) 1999 Constitution, Right to Dignity of

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a) *The Prosecutor*

In order to understand the obligations of a prosecutor in any given situation or at any particular stage of the trial process, it is necessary to define the role of the prosecutor. The exercise has been attempted on numerous occasions by various commentators. There are many and varied definitions of a prosecutor, nevertheless, they have one central focus and purpose; that is one of conducting prosecution against alleged criminals. A prosecutor is defined as a legal officer who represents the state or federal government in criminal proceedings[11].The American Bar Association (ABA) defines a prosecutor as an administrator of justice, an advocate, and an officer of the court[12].The role is usually expressed in terms such as "a minister of justice" or "an officer of the court". It may be more easily understood in terms of what it is not. It is not about winning or losing where convictions are wins and acquittals are losses. A conviction obtained on insufficient or doubtful evidence should be regarded as a loss just as much as a failure to obtain a conviction on a strong credible prosecution case.[13]Again it is a matter of striking a balance. Some quotations from commentators may assist in defining the role of the prosecutor:

"It cannot be over emphasised that the purpose [cf expectation] of a criminal prosecution is not to obtain a conviction: it is to lay before a jury what the Crown considers to be credible evidence relevant to what is alleged to be a crime. Counsel have a duty to see that all available legal proof of the facts is presented; it should be done firmly and pressed to its legitimate strength, but it must also be done fairly. The role of prosecutor excludes any notion of winning or losing: 'His function is a matter of public duty than which in civil life there can be none charged with greater personal responsibility. It is to be efficiently performed with an ingrained sense of the dignity, the seriousness and the justness of judicial proceedings."
(per Rand J in Boucher v R.[14]

The great jurist, Lord Devlin also stated thus:

> "Finally there is or has been a tendency for Counsel for the prosecution not to prosecute firmly enough. The last half century has seen a welcome transition in the role of a prosecuting counsel from a persecuting advocate into a minister of justice, but in some places the pendulum has swung so far and the ministry has moved so close to the opposition that the prosecution's case is not adequately presented and Counsel, frightened of being accused of excessive fervour tend to do little except talk of reasonable doubt and leave the final speech on the facts to the Judge. The result of the deficiency is that the duty of seeing that the prosecution's case is effectively put to the jury is sometimes transferred to the Judge and thus balance of the trial is upset." (Lord Devlin)[15]

But in the end it may come back to the words of Christmas Humphreys QC:

> "It is the duty of prosecuting counsel to prosecute, and he need not rise to his feet and apologise for so doing. It is not unfair to prosecute.[16]

And again, "Always the principle holds that Crown counsel is concerned with justice first, justice second and conviction a very bad third".[17]

Going by these definitions, it becomes quite obvious that a prosecutor is usually a public officer empowered to institute and prosecute criminal cases against persons alleged to have offended the law. Such a person is therefore expected to exercise sound discretion in the performance of his or her functions. A prosecutor should not be a persecutor.[18]It must be stated and clearly too, that aside from the prosecutor, others also have a role to play in ensuring fair trial, probity and justice in criminal trial. The Trial Judge who presides is important. The sole duty of any judge in any country which upholds the rule of law is the attainment of Justice in every given case[19].

St. Augustine once said '...remove justice and what are kingdoms but a gang of criminals on large scale'[20]. The Supreme Court adopted the Latin maxim "*fiat justiciaetruatcaelum*" "meaning let justice be done though the heavens may fall'[21].The defense counsel also plays a critical role in defense of his client. A defense counsel should pursue his client's case with utmost diligence. To this end, the Nigerian Bar Association has rules guiding conduct of counsel both in criminal, civil trial and even solicitors practice.[22]

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the human person-section 34(1)1999 Constitution. s. 35 (12) of the 1999 Constitution(as amended).

[10] Obaje E,"The Concept of Crime and the Human Rights of an Accused person under the Nigerian Criminal Justice Administration," *Human Rights Review,* Vol. 3, Feb 2012, ABU, pg 309. See *also State v Ajie* (2000) FWLR(ptl6) 2831

[11] *Black's Law Dictionary*, Bryan A. Garner, Eighth Edition, Thomson West, St Paul, MN 55164-0526, p1258.

[12] Standard 3-1.2 (b) "The Function of a Prosecutor, PART 1, http://www.abanet.org last accessed April 2013- Copyright American Bar Association. http://www.abanet.org.

[13] prosecutions_policy_guidelines_south Australia. Last accessed 23rd February 2017

[14] Boucher v R (1954) 110 CCC 263 at 270)

[15] Lord Devlin, Trial by Jury p.122-123.

[16] (1955) Crim LR 739 at 741

[17] Ibid p746

[18] *Bello v The State* (1966) 1 All NLR 223

[19] Aderemi P.O, '*The Role of a Judge in the Administration of Justice in Nigeria, "Essays in Honour Of Hon. Justice Muhammad Lawal Uwais*, ed by J.A. Yakubu, Lagos, Malthouse Press Ltd, 2000. Pg 79-121 at p 79.

[20] ibid pg 95

[21] *National Insurance Corporation of Nigeria v Power and Industrial Engineering Company Ltd* (1986) 1 NWLR (Pt. 14) 1.

[22] At its meeting of 20th Nov 2005, the General Council of the Nigerian Bar approved the new Rules of Professional Conduct for Legal Practitioners as statutory Instruments, (s.1) No 6, Federal

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b) The Police Prosecutor

The Nigeria Police Force is empowered to prosecute criminal cases under the nation's justice system.[23.] These legislations were affirmed by the decision in *Olusemo v CO*[24] that the police could prosecute criminal cases in the High Court of the Federal Capital Territory and this was further confirmed by the Supreme Court in *Osahon v FRN*[25]and extended to all courts in Nigeria. Learned author, Onoriode had posited that the power of the police to prosecute criminal cases in courts in Nigeria was informed by the paucity of trained legal practitioners at the time of the enactment of the Police Act in 1943 and this is buttressed by the fact that even lay magistrates sat over criminal proceedings.[26]This exercise of the power of the Force to prosecute was traditionally limited to criminal cases in the lower courts until the decision in *Osahon*[27]*.*The duties of the Nigerian Police Force are as follows:

The police shall be employed for the prevention and detection of crime; the apprehension of offenders; the preservation of law and order; the protection of life and property and due enforcement of all laws and regulation with which they are directly charged; and shall and shall perform such military duties within or without Nigeria as may be required of them by or under the authority of, this or any other Act'[28].

An overview of the functions of the police reveals clearly that primarily, the police force is an institution established to maintain law and order. This includes apprehension and investigation of crime. Thus, it has been argued and we strongly align our views with this that allowing the Nigeria police to conduct criminal prosecution in court is detrimental to the criminal justice system[29]. The power of the police to prosecute is beset with the following challenges which in our view is inimical to the cause of justice:

a. Not being lawyers, the police are oftentimes outwitted by experienced legal practitioners. The Nigeria police force is trained specifically to maintain law and order via apprehension and investigation of crime, thus, they are skilled in their area of specialisation and not in prosecution.
b. In the Magistrate courts, over 90 % of criminal cases are prosecuted by the police and may not be handled with the expertise required making easy for the police prosecutor to be outwitted by legal practitioners representing the defence. The submission made here is that it is imprudent to expect that a police officer without legal training in the nuances of the legal profession cannot withstand a legal practitioner in the prosecution of cases before the court. The procedure adopted in the lower courts is that of summary trial devoid of technicalities and easily understood by a layman unlike prosecution in the high courts, as such the police prosecutor cannot grapple with the technicalities involved in prosecution, and delivery of justice suffers.
c. Incessant transfer of police officers often leads to stagnation of prosecution of criminal cases. The law prescribes that the prosecutor like the defence counsel must be in court throughout the trial. Thus, where police officers are frequently transferred, prosecution of criminal cases suffer serious setback in the administration of criminal justice.
d. There is an inherent conflict of interest when any agency assumes the position of investigator and prosecutor as the Nigerian Police Force finds itself[30].
e. The dangers of conflict of interest often manifest which lead to poor prosecution meant to frustrate a criminal action. Fundamentally, the police officers who prosecute criminal casesare performing dual functions, one as police officers and two as prosecutors.[31]The proper understanding of the nature of the working relationship between the police and the prosecutor may best be stated thus:

The police and other investigators are responsible for conducting enquiries into any alleged crime and for deciding how to deploy their resources. This includes decisions to start or continue an investigation and on the scope of the investigation. Prosecutors often advise the police and other investigators about possible lines of inquiry and evidential requirements, and assist with pre-charge procedures. In large scale investigations the prosecutor may be asked to advise on the overall investigation strategy, including decisions to refine or narrow the scope of the criminal conduct and the number of suspects under investigation. This is to assist the police and other investigators to complete the investigation within a reasonable period of time and to build the most

Republic of Nigeria Official Gazette No 11 Vol. 94 of 24th Jan 2007. Commencement was 2nd Jan. 2007.

[23] S 23 of the Nigerian Police Act, Cap P19.LFN 2004.See also s. 98 (1) of the High Court of the Federal Capital Territory Act where police officers are listed among those who may represent the state or a public officer in the prosecution of criminal cases in court. s. 81 (1) High Court Law of Lagos State is *in parimateria* with s. 98 (1) above.

[24] (1998) 11 NWLR (Pt. 575) 547.

[25] (2006) 5 NWLR (Pt. 973) 361.

[26] Onoriode, M.E., University of Ibadan Journal of Public and International Law, Vol. 3 (2013), p 126.

[27] See also the dictum per Musdapher, JSC in FRN v Osahon. supra.

[28] S 4, Police Act, Cap P19.LFN 2004.

[29] Opara, V. N. *Police Right of Audience in Nigeria Courts. Olusemo v The Commissioner of Police Revisited*, Nigerian Law and Practice Journal, Vol. 4, No. 2 (2000) 92 at p97-98

[30] *Op. cit.* 80.

[31] Nasiru Tijani, *The Power of Prosecution by Police Officers in Superior Courts in Nigeria*, The Justice Journal: A Journal of Contemporary Legal Issues, (2010), Vol. 2, 79.Tijani Nasiru p79

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effective prosecution case. However, prosecutors cannot direct the police or other investigators.[32]

From the foregoing, the police play a fundamental role of conducting inquiries into alleged crimes and deciding how best to deploy their resources. The prosecutor also advises the police on evidential requirements to enable prosecution succeed.In other jurisdictions, such as Britain, USA, Canada, Germany and South Africa the duty of the police is similar. In these other jurisdictions, such as Britain, USA, Canada, Germany and South Africa the duty of the police is similar. In these jurisdictions, the police force is established merely to investigate crime and not to otherwise prosecute criminal cases. Thus, the duty of the police to assist the criminal justice system by apprehending alleged offenders as well as investigate crime produces well defined functions for the police distinct from that of the prosecutors.

When the functions of the police and the public prosecutor are specific and well defined, that prosecution of criminal cases becomes increasingly easier and more effective. What this translates into is that the police will be confined to carrying out what can be referred to as the substructure of the criminal justice system while the prosecutors build on the substructure to achieve the superstructure of the criminal justice system.

It is the humble submission of the writers that a more effective criminal justice system will emerge in Nigeria where the work of investigating crime is disconnected from that of prosecuting. Let us assume without conceding to the fact that the police may prosecute criminal cases in courts; to which standards then should the police prosecutor subscribe and be held accountable to in the event of a breach? As prosecutors, should they be subjected to demands of prosecutorial code of conduct? It is arguable whether the police prosecutor is currently operating under the dictates of the prosecutorial code. The title of the prosecutorial code is: *'Code of Conduct for Prosecutors'.* This is a blanket title which can be argued covers all. Furthermore, section 7, Part B of the CCP states that in the event of a breach of the provisions of the Code, disciplinary measures would be taken against erring prosecutors thus:

section 7(1) The prosecutor who breaches any of the provisions in this Code maybe proceeded against by the Officer of the Attorney General for misconduct and where the prosecutor is a:

(a) law officer, disciplinary measures under the Public Service Rules shall apply:
(b) private legal practitioner, in addition to a withdrawal of any Fiat or authority to prosecute conferred by the Attorney General, the matter shall be referred to the Legal Practitioners Disciplinary Committee; or
(c) non-legal practitioner, disciplinary proceedings by his organization.

Thus, it is submitted that section 7(1)(c) has taken cognizance of the class of police prosecutors.

State Prosecutors

There exists in the Ministry of Justice at state level and Federal level the department of Public prosecutions.As the name implies, the department of public prosecution handles criminal prosecutions, renders legal advice and deals with extraditions and matters relating to mutual legal assistance[33]. Prosecutors are located in this department and are constitutionally mandated to act on behalf of the AG as may be instructed[33]. The department is headed by a Director of Public Prosecutions (DPP). It is important that on a state level, there should be coordination of the prosecutorial policies like in other jurisdictions. In the USA, there exists a requirement for coordination of local prosecution offices on a state level in order to improve the administration of justice and to guarantee maximum practicable uniformity in the enforcement of the criminal law throughout the state. Furthermore, the ABA stipulates that a State Association of Prosecutors should be established in every state. No such body exists presently.

c) Director of Public Prosecutions (DPP)

The office of the Director of Public Prosecutions exists in other jurisdictions as well especially with the common law background. Under the Nigerian justice system, there has been a gradual erosion of the place and importance of the office of the DPP with attendant negative effect in the coordination of prosecutorial capacity of the Ministry. The office of the DPP was established in the 1963 constitution and was located in the department of government for which responsibility was assigned to the Attorney General of the Federation[34].It also provided that the powers of the HAGF in sub section (2) be exercised in person or through the DPP or through officers in the office of the DPP[35].Section 138 (1) of the 1979 constitution established the office of the Attorney- General of the Federation and the qualification thereto[36]. Although section 160 is titled 'Public Prosecutions' but the section refers to the powers of the Attorney General for public prosecutions. There is no reference to the office of the DPP in the section or anywhere in the 1979 constitution.

[32] Paragraph 3.2 of the England Code.

[33] Abdullahi Ahmed Yola, (Solicitor General of the Federal and Permanent Secretary), *Overview of all the Departments in the Federal Ministry of Justice,* The Justice Journal: A Journal of Contemporary Legal Issues, (2012), Volume 4, p3.

[34] s.104 of 1963 Constitution.

[35] s104 (1) of the Act 20, 1963 Constitution of Nigeria.

[36] sub section (3)

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At best, it states that the powers conferred on him may be exercised by him in person or through officers of his department[37] effectively silencing the voice &office of the DPP to just another position in the Ministry. Similar provisions exist for the AG of a state[38].

The same provisions were imported into the 1999 constitution[39]. It should be stated that the office of the Attorney General is political and thus there have been loud calls for separation of the office of Attorney General who will objectively superintend prosecutions without fear or favor of the ruling party or its cronies and the office of the Minister of Justice at the federal level or the Commissioner of Justice at the state level. The positions are fused together presently. In England and Wales, the principal public prosecution agency is the Crown Prosecution Service[40] (CPS). The CPS is headed by the Director of Public Prosecutions who operates independently, under the superintendence of the Attorney General who is responsible to Parliament for the department.

d) The Attorney- General

General supervisory power over federal criminal proceedings is vested in the Attorney General of the Federation by virtue of section 174 whilst that of a state in Nigeria is vested in the Attorney - General of the State by virtue of section 211 of the 1999 Constitution. The powers of the Attorney General are spelt out in the Constitution thus:

174.(1) The Attorney-General of the Federation shall have power -

(a) to institute and undertake criminal proceedings against any person before any court of law in Nigeria, other than a court-martial, in respect of any offence created by or under any Act of the National Assembly;
(b) to take over and continue any such criminal proceedings that may have been instituted by any other authority or person; and
(c) to discontinue at any stage before judgement is delivered any such criminal proceedings instituted or undertaken by him or any other authority or person.
(d) The powers conferred upon the Attorney-General of the Federation under subsection (1) of this section may be exercised by him in person or through officers of his department.
(e) In exercising his powers under this section, the Attorney-General of the Federation shall have regard to the public interest, the interest of justice and the need to prevent abuse of legal process.

The body of Attorneys-General of the States hold regular meetings along with the Attorney General of the Federation and Minister of Justice usually in attendance even though it is not a statutory body. It is this body that has drawn up a Code of Conduct for Prosecutors (CCP) to regulate the conduct of prosecutors in criminal prosecutions. The enactment of the CCP is to ensure that the prosecution of criminal cases is not undermined. Thus, prosecution of criminal cases by the prosecutor should be conscientiously conducted; with unswerving support for justice void of indictment sentiments.

e) Private Legal Practitioners as Prosecutors

There exists several specialised agencies in the nation's criminal justice system which engage in prosecutorial functions. These agencies include the EFCC, ICPC, NAPTIP and NDLEA, to mention but a few. Quite a number of these agencies engage the services of private legal practitioners in the prosecution of alleged criminal suspects especially for corruption cases involving high profile persons. The reasons adduced for the engagement of private legal practitioners are usually inadequate legal officers to prosecute criminal cases and lack of experience in prosecution by in -house legal officers.Under the ABA code, it is categorically stated that whenever feasible, the offices of chief prosecutor and staff should be full-time occupation[41].Private prosecutors are on part time unlike state counsels or in-house counsel of the agencies who are on full time. In the light of this, the practice of engaging private legal practitioners to handle criminal briefs on behalf of government exposes them to possibility of conflict of interest or divided loyalty. From the examination of CCP's[42]title and section 7, sub-section (b) of Part B which lists sanctions to be applied to erring prosecutors thus:

> (b)private legal practitioner, in addition to a withdrawal of any Fiat or authority to prosecute conferred by the Attorney General, the matter shall be referred to the Legal Practitioners Disciplinary Committee;

Also the preamble which goes thus:

III. Code of Conduct for Prosecutors

PREAMBLE
WHEREAS:
The Body of Attorneys-General is concerned that public prosecution should be carried out with the highest

[37] s.138, sub-section 2. He must be at least of ten years standing at the bar.
[38] s. 176, subsection (2)
[39] s. 174(1) & (2)
[40] s. 174 for AGF and section 211for A-G of a state under the 1999 constitution as amended.
[41] section ……ABA Code.
[42] Title of the Code and section 7, sub-section (b) of Part B.

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ethical standards, hereby issues this Code for the guidance of all prosecutors in Nigeria to ensure:……

It can be safely concluded that the CCP is binding on this class of prosecutors.

a) Code of Conduct for Prosecutors (CCP)

Tuyo & Ibikunle have submitted that the nation's justice system is overdue for a Prosecutorial Code of Conduct[43]. An instance to support this assertion was the report of the Corruption And Financial Crimes Cases Trial Monitoring Committee (COTRIMCO.[44]) The Chief Justice of Nigeria, Justice On nonoghen his capacity as the chairman of the National Judicial Council (NJC) inaugurated the Justice Suleiman Galadima CFR Led CORRUPTION AND FINANCIAL CRIMES CASES TRIAL MONITORING COMMITTEE (COTRIMCO) on Nov 1st2017 mandating it to among others identify the causes of delays in corruption and financial crimes proceedings and recommend solutions. As at Nov 26th, 2017 COTRIMCO had received details of 2,306 cases which fell under the committee's mandate. The committee detailed the report based on discussions with Heads of courts and observations made from the surprise visits of members to courts handling corruption and financial crimes cases in parts of the country. The report stated:

'The prosecution is responsible for the delays in many ways, including lack of requisite experience and competence, reliance on irrelevant documentary evidence, multiplicity of charges, collusion of prosecutors with defense lawyers, non-adherence to court rules and procedures, it also identified poor prosecution, absence of counsel for parties in court and amendment of charges after commencement of trial'[45]

According to COTRIMCO, poor prosecution is when 'offenders are charged to court before proper investigations of the charges are done, and afterwards, expecting the court to detain such alleged offenders till conclusion of their investigations, inadequate prosecuting personnel at the prosecuting agencies, lack of requisite experience to prosecute corruption cases which invariably lead to poor handling of such cases. It also identified lack of commitment on the part of some prosecutors.

Prosecutors code have been issued in several other jurisdictions. This has been done in jurisdictions like England[46], USA[47]and Northern Australia.[48]The ABA defined the Prosecutors Code as a guide to professional conduct and performance[49].They are not intended to be used as criteria for the judicial evaluation of alleged misconduct of the prosecutor to determine the validity of a conviction although they may be relevant in such judicial evaluation, depending on all the circumstances. They argued that its many benefits would include providing not just a guide for prosecutors but an objective standard of assessment of the ethics and skill deployed. In South Africa, there is a Code of Conduct for the members of the National Prosecuting Authority of South Africa[50]. In it's preamble, the Code acknowledges the crucial role of prosecutors in the administration of criminal justice and emphasizes the essential need for prosecutors to be fair and just and to act without fear or favour[51]. It is to ensure that justice is done that a code of conduct is imperative and needful. In South Australia, the Prosecution Policy was first issued upon the establishment of the Office in 1992 and since that time has been reviewed regularly[52]. Further guidance is provided to staff in the form of guidelines for their important decision making processes and to maintain the highest ethical standards. In Ghana, there exists a code for prosecutors, first published in 2001[53]. Aside from this, is the Guidelines for Prosecutors published in 2001 and it works along with the code[54].

The aim & objectives of the Code though not so stated explicitly is stated to be for the guidance of all prosecutors. It states thus[55]:

i. Public confidence in the integrity of the criminal justice system;
ii. That all prosecutors play a crucial role in the administration of criminal justice;

[43] Tuyo, Olayinka & Shajobi-Ibikunle, Gloria. 'The Role of the Bar & Bench In Assuring A Fair Trial For the Offender in the Nigerian Criminal Justice System', Port –Harcourt Law Journal, Rivers State University of Science & Technology, 2017, Vol 6, p256-257

[44] CJN Panel Blames Prosecutors, Others For Corruption Trial Delays, Ade Adesomoju, The Punch, Monday 21st May 2018, p12 & 13

[45] ibid

[46] The Code for Crown Prosecutors issued by the Director Of Public Prosecutions under section 10 of the Prosecutions of Offences Act, 1985, 7th Edition. See http:www.cps.gov.Uk /publications/docs/code_2013. Last accessed 3rd February 2015.

[47] The American Bar Association(ABA) House of Delegates approved In February 1992, the "black letter" standards later known as the ABA Standards for Criminal Justice: Prosecutors and Defense Functions. See http://www.abanet.org. Last accessed 10th February 2015.

[48] Roles and Duties of Prosecutors for Northern Territory, Australia. See http;//www. Nt.gov.au/justice/dpp/index.shtml. Last accessed 4th February, 2015.

[49] Standard 3-1.1 "The Function of the Standards", GENERAL STANDARDS PART 1, http://www.abanet.org. Last accessed April 2015.

[50] Code of Conduct for SA prosecutors, http://constitutionally speaking.co.za/code-of –conduct for-sa-prosecutors. Last accessed 20th February 2015.

[51] section 22(6) of the National Prosecuting Authority Act, 1998.

[52] www. prosecutions_policy_guidelines_south Australia. Lat accessed 23rd October, 2017

[53] https://www.modernghana.com/news/273353/code-of conduct-for-prosecutors.html.Accessed 28th May 2018.

[54] http//www.dppireland/…/Guidelines_For_Prosecutors_(Revised_October 2007. Accessed 27th April 2018.

[55] Preamble to the Code of Conduct for Prosecutors, 2016. In *Ochor v Ojo* (2008) 13 NWLR (Pt. 1105) 524 at 538, the court held that justice is a double carriage way in a judicial process and that traffic must flow both ways. Thus one party should not put obstacles on the part of the other. Consequently, the prosecutor should never be seen to put

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iii. That the degree of involvement, if any, of prosecutors at the investigative stage varies from one case to another;
iv. That the responsibility entailed in the exercise of prosecutorial discretion is consistent with personal rights, sensitive to the need not to re-victimize victims and should be conducted in an objective and impartial manner; and
v. Observance of applicable professional codes/rules governing the conduct of lawyers and public servants.

These goals are commendable especially sub-paragraph iv.

b) Functions of A Prosecutor

The functions of a prosecutor are quite crucial. These functions are imperative for the reinforcement of the administration of criminal justice. However, where these functions are trifled with, justice is trampled upon and thus denied. These functions include:

c) The Duty to Seek Justice

The CCP in its preamble categorically stated that a prosecutor plays a crucial role in the administration of criminal justice.[56]The principal function of the prosecutor is to seek justice and not merely to seek conviction. It is far from the intention of the law to punish anybody who is alleged to have committed an offence but rather to ensure the conviction of only those who are guilty of any offence. To seek justice transcends mere speculations; however, in the face of seeking justice, justice must be done to all the parties involved in a criminal trial[57]. Part of the duty to seek justice to all concerned, i.e. the victim, state and accused is the burden on the prosecutor to respect the defendant's right to a fair trial, and in particular ensure that evidence favour able to the defendant is disclosed in accordance with law[58].This is critical as prosecutors are to put forward all evidence relevant in a trial whether or not it is prejudicial to the state interests or exculpating of the accused person.

IV. Furthermore, a Prosecutor is to

(7)In accordance with laws or the principles of fair trial, seek to ensure that all necessary and reasonable enquires are made and the result disclosed, whether that points towards the guilt or the innocence of the suspect or defendant;

(8)Always search for truth and assist the court to arrive at the truth and to do justice between the State, the victim and the offender according to law and the dictates of fairness[59].

Similarly, section 2.4 of the England and WalesCode states that prosecutors must always act in the interest of justice and not solely for the purpose of obtaining a conviction. This point was stated as far back as the early nineteenth century in the decision of the Supreme Court of the United States of America in *Berger United States*[60] thus:

'The [prosecutor] is the representative not of the ordinary party to a controversy but of a sovereignty whose obligation to govern impartially is as compelling as its obligation to govern at all, and whose interest, therefore, in a criminal prosecution is not that it should win a case, but that justice should be done. As such, he is in a peculiar and very definite sense the servant of the law, the twofold aim of which is that the guilty shall not escape or the innocent suffer. He may prosecute with earnestness and vigor--indeed, he should do so. But, while he may strike hard blows, he is not at liberty to strike foul ones. It is as much his duty to refrain from improper methods calculated to produce a wrongful conviction as it is to use every legitimate means to bring about a just one.'

Nothing can be truer than theabove scholarly exposition of the function of the prosecutor to seek justice.The cornerstone of this function is that those entrusted to seek justice must conscientiously seek it at all cost by ensuring that no injustice is occasioned. At this point, it is proper to state that a call to duty for prosecutor is a call to seek justice. As a matter of fact, seeking justice is the bedrock of the administration of criminal justice.

i. Duty To Ensure Proper Functioning of the Administration of Criminal Justice.The prosecutor plays a fundamental role in the proper running of prosecution process.

When inadequacies or injustices in the substantive[61]or procedural law[62] come to the notice of the prosecutor, concerted efforts towards aremedial action are expedient. Article 4 of the CCP is instructive thus:

obstacle on the part of the defence no matter the gravity of the alleged offence.

[56] See *Usen v State* (2015) LPELR, 40247.
[57] Part A, Article3, sub-section (8) CCP.
[58] Part A, Article 1, sub-section 6, CCP
[59] sub-sections 6 & 7, section3, CCP
[60] *Berger v United States*, 295 U.S. 78 (1935).
[61] When constitutional provisions for human rights of citizens are abused in the guise of prosecuting alleged offenders, it is the duty of the prosecutor to ensure protection of the rights. See *Suleman v COP* (2008) 8 NWLR (Pt. 1089) 299 as an instance of inordinate amount of time for the detention of accused persons without charging them to court.
[62] In *Onu v State* (1981) 2 NCLR 420 at 422, it was emphasised that the reason for grant of bail is to allow those who might be wrongly accused to escape punishment which any period of imprisonment would inflict. Where the procedure for the grant of bail is cumbersome resulting in denial of bail, the prosecutor is expected to be proactive in such instances.

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V. Role Incriminal Proceedings

1. The prosecutor shall perform his duties in accordance with the law and prosecutorial policy and guidelines.
2. The prosecutor shall perform an active role in criminal proceedings as follows:

(a) Where authorized by law or practice to participate in the investigation of crime, or to exercise supervision over the police or other investigators he shall do so objectively, impartially and professionally;
(b) While supervising the investigation of crime, he shall ensure that the investigator respects legal precepts and fundamental human rights;
(c) The prosecutor shall when giving advice, do so impartially and objectively;
(d) In the institution of criminal proceedings, the prosecutor shall proceed only where there is *prima facie* evidence and shall not continue with the prosecution in the absence of such evidence;
(e) Throughout the course of the proceedings, the case shall be firmly and fairly prosecuted and not beyond what is indicated by the evidence;
(f) Where the prosecutor exercises a supervisory function in relation to the execution of a court decision or performs other non-prosecutorial functions, he shall act in the public interest and in the interest of justice.

i. Duty of Fairness

Additionally, another fundamental duty of the prosecutor is fairness[63]. Fairness in this context includes the duty to bring to the knowledge of the court all material facts or pieces of evidence that may even be adverse to the prosecutor's case[64].The Rules of Professional Conduct for Legal Practitioners 2007 (RPC) place a high standard of fairness on parties in the conduct of criminal cases brought before the courts[65].

The prosecutor is not a persecutor[66].He is required to place before the court all evidence submitted by the Police. He is not on a mission to convict but to help impartially in the administration of justice[67].Thus, it is unprofessional to suppress facts or secret a witness capable of establishing the innocence of the accused person[68]. In order to ensure the fairness and effectiveness of prosecution, the prosecutor shall[69]:

1) Co-operate with the police, the courts, defence counsel, public defenders and other agencies, whether nationally or internationally; and
2) Render assistance to the prosecution services and colleagues of other jurisdictions, in accordance with the law and in the spirit of mutual co-operation within defined limits as maybe set-out by the Attorney General of the Federation.

Therefore, the CCP has widened the ambit of fairness requirement to include the prosecutor's interaction with other agencies relevant to the proper execution of the job. While seeking to ensure that guilty does not escape and the innocent suffer[70], it is imperative that a prosecutor should disclose all material evidence at his disposal[71]. At no time should the prosecutor conceal any unfavourable facts or evidence from the defence or the court. Adegoke submits that the prosecution is required to make all legitimate disclosure to the defence. Any misleading deception stands criticised. In all trial cases, to do justice is the focal point of all concerned, hence the objective must be to ascertain the truth. Hence, the prosecutor is expected to properly pursue and conscientiously prosecute his case whilst ensuring fairness irrespective of the final verdict.

ii. Duty To Desist From Indiscriminate Prosecution

The prosecutor is also under obligation to desist from indiscriminate prosecution. In the determination on whether or not to prosecute a criminal case, it is incumbent on the prosecutor to scrutinise the facts constituting the offence. It is not sufficient that a suspect is alleged to have committed an offence.

Napley stated that the successful outcome of a case must never be achieved by the chicanery of the advocate on whose integrity and assistance the court must at all times feel able to depend[72].In *Suleman v COP*[73] , the Supreme Court noted with regret that where the prosecution merely parades to court the word murder, it was insufficient for detention of the accused person without properly charging them to court. The crucial question is whether the facts reveal a *prima facie* case against the defendant or the facts constituting the alleged offence are supported by law. The prosecutor is

[63] See *Ogudo v State* (2011) 18 NWLR (Pt 1278) 1 at 52-53.
[64] The point is succinctly stated in Part A (Ethical Obligation) in the CCP thus: *The prosecutor shall respect the defendant's right to a fair trial and in particular ensure that evidence favourable to the defendant is disclosed in accordance with law.*
[65] Rule 32 (2) (a) RPC.
[66] Agaba *Op. cit.* pg 27
[67] *Atanda v Attorney-General W. N.* (1965)NMLR 225 at 232. See Rule 37(4)
[68] Rules 37(6) Rules of Professional Conduct(RPC). See also *Odofin Bello v State* (1967) (NMLR) 9
[69] Article 5,titled 'Co-operation', CCP
[70] In a plethora of cases particularly *Aikhadueki v State* (2014) 15 NWLR (Pt. 1431) 530 at 551, the court held that the two-fold aim of criminal justice is that the guilty should not escape and the innocent cannot be allowed to suffer injustice.
[71] Adegoke, O. A., et al, Law in Practice, Professional Responsibilities and Lawyering Skills in Nigeria (2014), University of Jos, Nigeria, 184.
[72] Napley, David, *The Technique of Persuasion,* (1991) Fourth Edition, Sweet and Maxwell, London, p 68.
[73] *Suleman v COP,*

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a minister of justice *par excellence* and adjudged a faithful servant of the Ministry of Justice, a ministry constituted and established to promote, protect and preserve justice. The constitutional mandate is that prior to the trial of an alleged offender, the offence must be written and penalty duly prescribed by the law[74]. The decision to prosecute must be without bias and prejudice and not in any way influence by public opinion. Worrey opined[75]

'The decision whether or not to prosecute a suspected person is not one that is lightly or casually made. It ought not to be a whimsical or arbitrary decision or one made without due and careful study of the facts or tied to the personal prejudices or mood of the appropriate officer. Nor should it be the result of a cowardly capitulation to public opinion.'

The prosecutor has discretion to prosecute. The decision to prosecute is a weighty exercise to be carried out with utmost circumspection. It has been said that the primary determinant is the pursuit of justice and the avoidance of the abuse of criminal process[76]. A prosecutor should eschew being stampeded by public pressure. Public sentiment should not override timeless judicial precedents and clear requirements of relevant statutes[77]. It should be noted that the law exists to serve the common good of society and not the other way around[78].

Political considerations also weigh heavily on the mind of prosecutors. Arthur-Worrey submits that criminal prosecution should be directed at acts of evil which threaten the foundations of society rather than acts which amount to no more than a strong difference of opinion with constituted authority. Where criminal prosecution is based on a political perspective or a class difference rather than the need to seek justice, the basis of prosecution is defeated. Where criminal prosecution is based on a political perspective or a class difference rather than the need to seek justice, the basis of prosecution is defeated. Article 3, sub-section 3 of the CCP requires a prosecutor to remain unaffected by individual or sectional interests and public or media pressures: and to have regard only to the law and public interest.

In England and Wales, the decision to prosecute is mandatorily based on whether the facts of the case pass the evidential test followed by the public interest test[79]. The prosecutor must be satisfied that there is sufficient evidence to provide a realistic prospect of conviction against each suspect on each charge. They must consider what the defense case may be, and how it is likely to affect the prospects of conviction. A case which does not pass the evidential stage must not proceed, no matter how grievous or sensitive it may be. The finding that there is a realistic prospect of conviction is based on the prosecutor's objective assessment of the evidence, including the impact of any defense and any other information that the suspect has put forward or on which he or she might rely[80]. In every case where there is sufficient evidence to justify a prosecution, prosecutors must go on to consider whether or not a prosecution is required in the public interest. In other words, a prosecutor should be independent and be independent minded to take decisions to prosecute. The CCP provides for independence of the prosecutor[81]. It states that in exercising prosecutorial discretion, the prosecutor shall act independently without bias and be free from any form of interference. It has never been the rule that prosecution will automatically take place once the evidential requirement is met. A prosecution usually takes place only after the prosecutor is satisfied that there are public interest factors tending towards prosecution.

In some cases however, the prosecutor may be satisfied that the public interest can be properly served by offering the offender the opportunity to have the matter decided by an out-of-court disposal rather than bringing a prosecution[82].

iii. Duty To Know and Be Properly Guided By the Standards Of Professional Conduct.

It is the duty of the prosecutor to know and be properly guided by the standards of professional conduct as defined by applicable professional ethics, ethical codes, and law in the prosecutor's jurisdiction. Clearly, the CCP[83] provides for the ethical obligations of a prosecutor to include:

1. Maintenance of honour and dignity of the profession;
2. Conducting himself professionally, in accordance with the law, rules and ethics of the profession;
3. Exercising the highest standards of integrity;
4. Keeping himself well-informed and abreast of relevant legal developments;
5. Striving to be and to be seen to be consistent, independent and impartial;

[74] Section 36 (12) CFRN (as amended)
[75] Arthur-Wurrey, F, *The Prosecutor in Public Prosecution,* (2000) Josadeen Nigeria Ltd, Lagos State Ministry of Justice Law Review Series, Lagos,p 20. Arthur –Worrey was former DPP, Miistry of Justice, Lagos State.
[76] ibid p61
[77] Ibid p63
[78] Paragraph 4. 5, Prosecutors Code England & Wales
[79] Paragraph 4. 5, Prosecutors Code England & Wales.
[80] ABA Code *op cit* Standard 3 -2. 2 (d).
[81] Article 2 titled 'Independence', CCP.
[82] Paragraph 6.1-6. 3. See also s. 14(2) of the EFCC Act where the Commission is empowered to compound any offence punishable under the Act and accept such money as it deems fit without charging such offender to court.
[83] Part A, Article 1(sub –section1-7), CCP, titled 'Ethical Obligations.

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6. Respect the defendant's right to a fair trial, and in particular ensure that evidence favourable to the defendant is disclosed in accordance with law;
7. Serve public interest, respect, protect and uphold universal concept of human dignity and human rights, and decisions in the course of prosecution are.

To buttress this point, transparency, consistency with law and in accordance with the policy and guideline for prosecutors are key ethical considerations.One of the constraints of prosecutors in the State or Federal Ministries of Justice and specialised agencies in Nigeria however is the paucity of supporting facilities which has undermined the effective performance of their duties. This constraint has negative impact on the course of justice. Therefore, the prosecutor in Nigeria is compelled to rely on the police exclusively for evidence and intelligence to prosecute. More often than not, this does not meet the end of justice as all that is required to secure a non-conviction is poor investigation and evidence in a matter. On selection of Charges, Prosecutors are obliged to select charges which firstly reflect the gravity of the offence supported by the evidence. Secondly, the charges shouldgive the court adequate powers to sentence and to impose appropriate post-conviction orders and thirdly, enable the case to be presented in a clear and simple manner. This means that prosecutors may not always choose or proceed with the most serious charge where there is a choice. Prosecutors should never go ahead with more charges than are necessary just to encourage a defendant to plead guilty to a few. In the same vein, they should never go ahead with a more serious charge just to encourage a defendant to plead guilty to a less serious one.

v. Duty To Avoid Conflict of Interest

In accordance with the ABA code for prosecutors, as a prosecutor, every appearance of conflict of interest with respect to official duties should be avoided[84].This is imperative as it borders on the most fundamental and overriding duty of a prosecutor to the administration of criminal justice in particular and the state in general to which his or her loyalty lies at all times. Article 3 of the CCP enjoins the prosecutor to be impartial in the conduct of his functions[85]. More particularly, it states that:

VI. Impartiality

The prosecutor shall perform his duties without fear, favour or prejudice. In particular he shall:
Carry out his functions impartially;

a) Not engage in conduct that would give rise to a reasonable inference that the prosecutor's impartially, integrity, reputation or the reputation of the institution that he serves has been compromised;
b) Remain unaffected by individual or sectional interests and public or media pressures and shall have regard only to the law and public interest;
c) Act with objectivity;
d) Take special care to ensure that prosecutorial duties are unaffected by improper considerations or corrupt motives such as;

   a. financial gains or personal benefit; or
   b. benefits to family or friends.

Disciplinary measures are enshrined in Part B, Article 7 of the CCP and cover categories of prosecutors in the Nigerian criminal justice system. It states thus:

VII. Part B – Sanctions

Disciplinary Measures

(a) The prosecutor who breaches any of the provisions in this Code may be proceeded against by the Officer of the Attorney General for misconduct and where the prosecutor is a:
(b) law officer, disciplinary measures under the Public Service Rules shall apply:
(c) private legal practitioner, in addition to a withdrawal of any Fiat or authority to prosecute conferred by the Attorney General, the matter shall be referred to the Legal Practitioners Disciplinary Committee; or
(d) non-legal practitioner, disciplinary proceedings by his organization.

The above disciplinary measures are without prejudice to instituting an action or prosecution where the conduct of the prosecutor amounts to a civil wrong or criminal offence.

These provisos are adequate as a sanction because it is not exhaustive. Secondly, it is flexible in that it hands back to the organization with power to discipline such prosecutor.

VIII. Recommendations

a) Nigeria Police Force

It is our submission that the Nigerian Police Force should be divested of prosecutorial functions. In other words, the role of the police in criminal cases should be confined strictly to investigation only. This is in line with international best practices. In a jurisdiction whereby there is gross under policing resulting from shortage of personnel, inadequate facilities and under-training as is the case of Nigeria, it stretches resources too thin to deploy officers to prosecution even if they are qualified legal practitioners. The situation is dire as the nation grapples with rising security challenges[86]. A

[84] Standard 3-1. 3 (a) ABA Code.
[85] Part A, Article 3 of the CCP.
[86] The Boko haram insurgency in the North East, killer herdsmen murders in the north central states and roving cattle rustlers in Zamfara state, kidnappers etc are security challenges in Nigeria today.

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police officer who is also a legal practitioner should act in advisory capacity with respect to crime investigations. It is imperative that a central pool of supporting resource personnel, including crime scene units, investigators, forensic accountants and other experts relevant to police investigation be put in place. A budgetary allocation for such expenditure should be maintained. Without any doubt, prosecution is made increasingly easier in the nation's criminal justice system by thedirect input of the police, therefore they should be given due recognition and fittingly remunerated. It is worthy of note that while there are lapses in the police as far as prosecution is concerned and public and private prosecutors are not exactly above board, some police officers have distinguished themselves in the discharge of their prosecutorial duties.As stated earlier, even though, there is no code of conduct for police prosecutors, distinct from the CCP, it is submitted that as there is a CCP, policeprosecutors are bound to abide by it. This applies to private prosecutors as well.

b) Federal/State Counsels

It is importantthat on a state level, there should be coordination of the prosecutorial policies as obtains in other jurisdictions. In the USA, there exists a requirement for coordination of local prosecution offices on a state level in order to improve the administration of justice and to guarantee maximum practicable uniformity in the enforcement of the criminal law throughout a state. Furthermore, the ABA stipulates that a State Association of Prosecutors should be established in every state. This is desirable. In Nigeria, there exists presently a body of all State Attorneys General and the Federal Attorney General who meet regularly which may be said to play this role. However, actual prosecution is done by officers in the DPP and other specialized agencies of government. Thus, for effective networking and improvement of prosecuting skills, it is advised such a body be set up as an informal network distinct of meetings of Attorneys General. The CCP stipulates that a prosecutor should keep himself well-informed and abreast of relevant legal developments[87].Pprofessionalcompetence rather than regular administrative posting within the ministries of justice should be the basis for selection and prosecutorial posting as AB Acode stipulate[88].

c) Effective Reward System

In all the States and Federal Ministries of Justice, prosecutors in the office of the DPP are placed on the same salary scale as other legal officers. Meanwhile, private legal practitioners charge and are paid huge sums of money running into millions of Naira for the cases they handle on behalf of government especially cases of high profile accused persons or corruption cases.

This expectedly affects the morale of legal officers in the office of the DPP. Under the American jurisdiction, in order to accomplish the objective of professionalism and to encourage the aspiration of competent lawyers to such offices, compensation for prosecutors and their staff is commensurate with the magnitude of responsibility and comparable to what is accruable to their colleagues in the private sector[89]. While this may not be feasible in Nigeria nevertheless, it is submitted that enhanced or special allowances attached to those in the office of the DPP be pursued. This will serve as a booster and also hopefully distract them from corruption. Sometimes, the public may not be in support of this, but some form of incentive for a prosecutor especially in corruption cases is needful.

d) CCP

The Prosecutors Code in its current format is rather sparse though it endeavors to cover basic issues. However, it should be made more detailed or a separate document detailing procedural steps to be taken by a state attorney in response to trial issues like response to writ of *Habeas Corpus*, Request For Bail etc be developed to go alongside the Code. An example is the Ghana Code of Conduct for prosecutors drafted in 2010 by the then Attorney–General[90].In addition, a Standard Operating Procedure guidelines was rolled out to be used together with the Code[91]. The guidelines provide for detailed procedure in a step by step manner to guide state attorney on specific matters. This is a noteworthy example.

The Code is silent on duty of the state to protect prosecutors and their families where personal safety is required[92]. This is critical especially in drug related, corruption, trafficking etc trials. Furthermore, violations of the Code must be met with stiff sanctions. This way, the essence of the creation of the code for public prosecutors in the proper administration of criminal justice rather than constitute a nuisance, will indeed and truly be a necessity.

IX. Conclusion

'It is not sufficient to have laws. We need to also have reform centered minds to make progress. The bar must therefore change its conventional approach to criminal justice, one of which is the attitude of the

[87] Part A, Article 1, sub section (4) CCP

[88] Standard 3-2. 3(a-e), Assuring High Standards of Professional Skills.

[89] Standard 3-2. 2 substandard C, subsection (e) ABA Code.

[90] Code of Conduct for prosecutors-modern Ghana, https://www.mode.ghana.com/news//273353 code-of-conduct-for-prosecutors. Last accessed 29 May 2018.

[91] www. mojagd. gov. ghana standard operating proceedings division attorney. Last accessed 27th May 2018.

[92] Rec No. R(2000) 19 *On the Role of Public Prosecutors in the Criminal Justice System*. http://www.legislationline.org.documents. Last accessed 20 June 2018.

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prosecutors who regard themselves as purely advocates of the rights of the state, which they represent, and thus seek to make the criminal law as effective a weapon as possible in securing convictions of persons whom they adjudge to be guilty of a crime[93'].The above comment by the honorable Chief Judge strikes at the heart of the matter. Criminal justice is a complex system, administered at all levels of government and shaped by a range of actors. As such, other tiers and arms of government must be ready to play their part by providing the necessary funding and making adequate provisions for manpower especially in agencies that are charged with investigations and prosecution[94].Indeed, total commitment to ensuring justice delivery must be the avowed responsibility of all prosecutors. Furthermore, the function of public prosecution requires highly developed professional skills. This objective can best be achieved by promoting continuity of service and broad experience in all phases of the prosecution function[95].To ensure high standard of professional skill in the conduct of criminal cases, the prosecutor must be exposed to training. The Guidelines on Role of Prosecutors adopted by the 8th United Nations Congress on Prevention of Crime & Treatment of Offenders[96] as well as Recommendation No R (2000)19of Committee of Ministers of the Council of Europe on the Role of Public Prosecutors to member states both emphasise the importance of the role of prosecutors in criminal trials[97]. The preamble in the latter resolution further stated that the essential role of the public prosecutor also ensures security and liberty of thought of European society, no doubt a lofty ideal. This is equally applicable to the nascent democracy in Nigeria. Thus, to accomplish this in the Nigerian criminal justice system, the Code for Public Prosecutors should be a guide to assist in ensuring probity, sterling character and moral rectitude with highest standard of professional

To this end, the enactment of the CCP is a welcome development and a necessity to an orderly development of the Nigerian criminal justice system.

[93] Keynote Address by I.U Bello, Chief Judge, Federal Capital Territory, at the 5th Nigeria Bar Association Criminal Justice Reform Conference,p33, 24-27 April, 2018, Asaba, Delta State.
[94] ibid p35. An example is the EFCC, ICPC, NDLEA , NAPTTP.
[95] Standard 3-2.2 substandard C, subsection (e) ABA Code.
[96] *OHCHR, Guidelines On the Role of Prosecutors*, https://www.ohchr.org. last accessed 20th June 2018.
[97] *Role of The Public Prosecutor In A Democratic Society Governed By the Rule of Law*.www.assembly.coe.int.xmlsxRef-Doc9776of 24/4/2003. In the preamble, it was stated that the aim of the Council of Ministers was not to provide a single model-te idea of harmonization would have been premature.But to reflect a European consensus on the issue.

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Preference of Social Networking Sites for Uncertainty Reduction: Case of two Nationalities In Tertiary Institution

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Abstract- The computer mediated communication is shrouded in uncertainty and as a result, users tend to consider other social networking sites to clarify their uncertainty. This paper tries to find out the number of social media platforms employed by students in reducing their uncertainty during communication when in North Cyprus. Questionnaire of about 310 were administered but 300 retrieved for the analysis among two nationalities Nigerian and Palestinian in North Cyprus amidst male and female of different educational level. Choice seems to be a mediating factor, because students are open to different platforms in reducing their uncertainty. Out of the 300 that participated about 164 are using more than one platform which implies that students in Eastern Mediterranean University (EMU), don't depend on a platform in reducing uncertainty. Female dominates with about 200 and male 100.

Keywords: uncertainty reduction, preference, social networking sites, nationalities, north Cyprus.

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Preference of Social Networking Sites for Uncertainty Reduction: Case of two Nationalities in Tertiary Institution

Sarahgambo [α] & Prof. Dr. Dahireözad [σ]

Abstract- The computer mediated communication is shrouded in uncertainty and as a result, users tend to consider other social networking sites to clarify their uncertainty. This paper tries to find out the number of social media platforms employed by students in reducing their uncertainty during communication when in North Cyprus. Questionnaire of about 310 were administered but 300 retrieved for the analysis among two nationalities Nigerian and Palestinian in North Cyprus amidst male and female of different educational level. Choice seems to be a mediating factor, because students are open to different platforms in reducing their uncertainty. Out of the 300 that participated about 164 are using more than one platform which implies that students in Eastern Mediterranean University (EMU), don't depend on a platform in reducing uncertainty. Female dominates with about 200 and male 100. Descriptive and Inferential statistics was used for the analysis as results revealed that one way sample t-test with age and level of uncertainty are significant while preference and nationalities when correlated are positively correlated and also statistically significant at .000. Students' nationalities have positive influence on their choices of social networking sites they use in reducing their uncertainty in communication thereby promoting social capital. This means uncertainty reduction leads to information seeking which in turn improves rate of communication and strengthen social capital.

Keywords: uncertainty reduction, preference, social networking sites, nationalities, north cyprus.

I. Introduction

Social networking sites (SNSs) are significant part of our lives in our society today;as a result, there is never a day that passes without its application, (Bozkurt, Karadeniz, & Kocdar, 2017)

These have made some authors to say that the use of SNSs such as Whats App, Twitter, Facebook and Instagram is enjoyed all over the world because of how paramount it has been (Hashim & Kutbi, 2015; Gracia-Domingo, Aranda, & Fuentus, 2017).

Users have enjoyed from this type of communication because of benefit they derived for example, the interactive and collaborative nature of the means of communication it offers (Faizi, Afia, & Chiheb, 2013). Research revealed that all over the world over 1 billion users are engaged in usage and this have propel researchers to continually involve researchers in conducting research on how people use the sites(Jin, Diego, & Chen, 2013; Subramani, 2015).

Thus there a lot of research interest on how international students also use the platforms available for their needs gartification(Rahman, 2014; Binsahl, Chang, & Bosua, 2015).

It is as a result of these availability and the engagement of usage that the present work tend to consider which networking sites do students prefer to use in EMU, North Cyprus and also to find out why they prefer some sites to others thereby considering the correlation that exist by nationality.

It is worth knowing that not communication online is now a days utilized as a single entity rather users are trying as much as possible to apply two or three for better results, while some are aimed at quaranteeing privacy sucha s Facebook, some like Instagram gives details using pictures with lots of attention from other, while some other prefer the use Twitter for intellectual stimulation, hence they are all aimed atsocial connection but having different communication modalities and such appeal to individuals in their own different ways (De Wall, et al. 2011; Hughes, et al. 2012).

Is not the availability but how students are managing their time to read and also the time they have for other things: the questions how often do they use the social media platform and which one do they frequently prefer to use since there are a lot of platforms. Based on this there may be some reasons that prompt them in choosing a platform to the other thus they are refered to as the reasons why people reduce their uncertainty if so how many platforms and the likely reasons for reducing their uncertainty.

II. Objectives of the Study

1. To ascertain if students use just one platform or prefer to use more than 1 social networking sites for their communication.
2. To ascertain if the reasons given are effective for a relationship to hold by students when using social networking sites in reducing their uncertainty.
3. To know the number of platforms needed to reduce uncertainty in communication by students.

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4. To know if there is positive or negative relationship between the nationality=ies use nad the preference of usage by users.
5. These are some of the questions that are posed for the research

III. Research Questions

RQ.1 Do you use just a network or you prefer to use more than one since there are other networks?

RQ.2 What are some of the reasons students consider before relating with other students before they reduce their uncertainty?

RQ.3 How many platforms do students need to reduced their uncertainty in a communication?

RQ4. What is the correlation between nationality and preference of usage among users?

IV. Literature Review

a) History of Uncertainty reduction Theory

The uncertainty reduction theory was said to be theorized by Berger and Calabrese with the aimed at reducing any form of uncertainty in initial interaction theory in 1975 from the post- positive perspective, being the only theory that considers communication before engaging in a communication. This hinges on the fact that when people wants to interact they need some information about their interlocutor partners those information acquire will help them reduce their uncertainty about one another.

The Uncertainty Reduction Theory which is said to be initial communication in reducing doubt in communication based on the axiom posed by Berger and Calabrese, in an interpersonal communication is being utilized on SNSs too by users as buttressed that media users make use of media in an interpersonal way to satisfy their communication need (Eginli &Tas 2018). Vijayalakshmi and Lawrence (2018), in an empirical studies emphasize that there is interpersonal relationship among middle age on social media with about 390 sample, which was related to different social networking platforms with the aim of ascertaining the impact of the use of platforms among students.

This is because present communication is dominated by SNSs for interaction, collaboration and also regarded as the fastest means of communication which turns out to be a global means of communication, people cannot stay a day without using or applying it to their daily functions hence SNSs are inevitable in our daily lives (Yao & Cao, 2017; Luna & Pennock, 2018).

b) SNS and their different Historical background

The history of Social networking sites are believe to be in stages which can be traced back to the time that human begin to use the computer for their interaction (Linke, 2011). In 1997, the SNS began with the "sixdegrees.com" model which witness advancement in communication to be call (SNSs) this advancement, ease the manner people interact (Boyd & Ellison, 2007).

In supporting this, Chae(2018), observed that there are different SNSs with different functionality and applicability. Prominent among the sites are Facebook, Twitter, Instagram and Snapchat use for communication purposes, blogging and forming of communities as submitted by (Faruq, Rahman, & Alam, 2017). For example detailed information are done with Facebook, Pictures of things happening and other event are carried out with other platforms like snapchat and others.

WhatsApp are refered to as instant messaging thus, seen as secretive but very effective where users can upload, pictures and video,audio and also described as a selective instant messaging service for selected phones which can be connected to the internet hence its services are subscribe to, for smart phones and some selected phones with the features that WhatsApp, can be downloaded and function on

This is confirmed by the Pew Research Center's Internet & American Life Project who chooses to examine SNS in a research to establish a fact that people all over the world depend on the use of social networking sites for their communication needs (Hampton, Goulet, Rainie, & Purcell, 2011).

All these are based on the gratification users derived from the use of their media. The Uses and Gratification Theory (UGT), consider how individual deliberately apply their media to fulfil certain needs. Some of the satisfactions users derive are itemize as: pastime, affection, fashion, share problems, sociability, and social information as given by (Quan-Haase & Young, 2010).

There are different reasons why people use specific media, while others are of the opinion that they use the Facebook to get in touch with friends some are of the opinion that they use it to pass time and to be entertained (Pempek, Yermolayeva, & Calvert, 2009). According to Ancu & Cozma (2009), their research revealed that users are after desire for social interaction, Information seeking and Entertainment on SNSs, while to Clark, Lee, & Boyer, (2009), SNS is use to be specific for passing time and meant to entertain.

In a recent research the use of SNSs was seen to be in different category in satisfying interpersonal need of connecting people, self discovery, entertainment value and social enhancement Ifinedo, (2016), thus we can say that SNSs are employed differently by different users and the users have choice of a platform.

In a similar vein, users also reduced their uncertainty using the SNSs too, as one of the means through which they can solve their problems as stated by Quan-Haase & Young, (2010). One of the uses and gratification obtain by user is to seek answer to those

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pressing issues or those things that motivate seeking for explanation in their relationship one to another.

This present paper argues that female students in Eastern Mediterranean University, North Cyprus, among Nigeria and Palestine have different preference on SNSs in reducing their uncertainty, since there are availability of platforms to be use in communication, Yao & Cao; Luna & Pennock).

Ascertaining this by age, category among the students which group seems to be the avid users of reducing their uncertainty with a specific SNS, if more than one SNSs is put to use.

Secondly, age seems to be a factor that influences the choice of a network by preference, so the correlation between age and the preference will also be considered, since all the two nationalities use Facebook being the dominant of all the SNSs.

A lot of people have made some research inline the way people tend to prefer one network to the other but in Eastern Mediterranean University, there is little research with respect to case preference of a social media platform used by students, thus this will add to existing literature. For example, thesis on "Use of Social Media as an Alternative News Sources Among University Students" and the other on "Instagratification": Uses and Gratification of Instagram by University Students for Interpersonal Communication all conducted in the EMU, Faculty of Communication and Media studies between 2014 and 2013 respectively (Mesole 2014;Oloo 2013).

c) Research Methodology and Design

The method use for this study is the quantitative research method which is based on measuring the strength in relationship between the variables. The questionnaires that were administered to the two nationalities were 310 but only 300 was successfully filled and returned with about 96.77% response rate.

The quantitative research methodology is said to be reliable because other researchers have employed this method in collecting data theses are:(Manasijevic, Zivkovic, Arsi, & Milosevic, 2016; Rousseau, Eggermont, & Frison, 2017). The research is aimed at conducting a survey on international students restricted to two nationalities (Nigerian and Palestinian) students in North Cyprus of their preference of SNSs by use.

d) Sampling and data Collection

Data were collected from 300 respondents studying at the Eastern Mediterranean University North Cyprus by using a probability sampling technique. Based on agreement from the Ethics committee, to carry out the research, the questionnaires were designed by the researchers. After administering the questionnaire it was collected back as they filled, the need to use the two countries is to give a reflection of not being restricted to a particular region hence Nigerians from Africa and the Palestinian from the Middle-East all in EMU, North Cyprus.

e) Measures

The questionnaire administered contains Demographics questions, Background information of the users. Others questions are those that concerns the users number of hours and reasons for using a particular social networking sites additionally the students level of uncertainty based on behavior exhibited on social networking sites were put into consideration and questions on their preference reasons for preferring a particular platform was also posed.

9-28 questions are divided into questions on Likert scale of use of platform, uncertainty and preference of a platform. Each group uses the Likert scales ranging from strongly disagree to strongly agree on a scale of 5 points. And in all the questions posed to answer the questions are in statements form in accordance with (Froget, Baghestan and Asfaranjan 2013).

V. Reliability and Validity

The computed Crombach alpha is at .818 and on standardized item, .837, thus meeting the required measurement scale as reliable to be qualified as given by Nunnally(1978) thus for the questions under preference on friendship and reduction of uncertainty, the result is seen on the tables below.

Considering *table 1* below the questions are mixed with those on friendship and how their uncertainty in those relationship are establish and which one is most preferred. The outcome is the crombach alpha of each question, thus based on the table they can be used since it is quantitative results and can be generalized:

Table 1: Showing the result for each variable crombach alpha as computes

Statement	Mean if item deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I relate with peers better because of age	11.0167	9.749	.598	.361	.790
I reduced uncertainty based on pictures I see even if there is no word	11.1800	10.683	.701	.580	.766
I relate faster with	11.4167	7.929	.615	.385	.806

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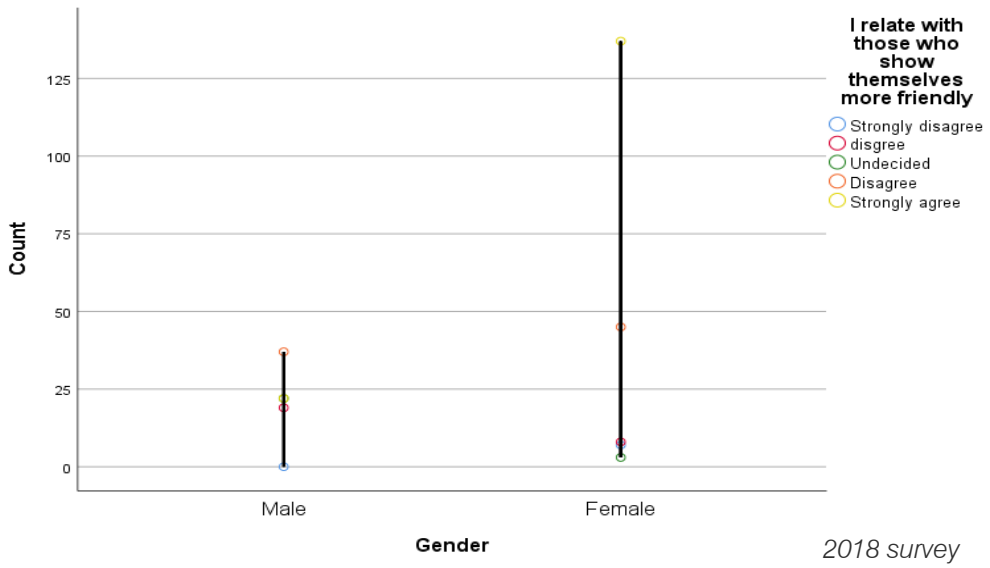
people think they can easily accept my friend's request					
I reduced uncertainty based on words I read attached to pictures because they explain better	11.3767	8.985	.734	.619	.727

VI. Data Analysis and Results

Data collected were analyzed with the help of the Statistical Package for Social Science version 25.Descriptive statistics were used to for the description of the samples and the Pearson's bivariate correlation, one-tailed significance criterion to determine the correlation of the variables age and usage for inferential statistics. Aside that, correlation for the two nationalities by preference, and that of level of uncertainty by gender, a one sample t-test (one tailed test) was used to ascertain if women reduced uncertainty more or their male counter parts

Graph as table 2



2018 survey

Using point graph for the plotting friendship on social networking sites among international students in EMU, North Cyprus is based on how they show themselves friendly one to another. The number of men tend to be shorter as female dominate. On part of the female it depicts that the plotting is not directly on the lines which means it is not fully with strongly disagree but then also disagree to some extend that is not up to 10 counts that and below 50 also said they disagree and above 125 agree that students that show themselves friendly are those they relate with on side of the female respondents only since their points seems to be higher.

a) Ethical considerations

The research was guided and approved by the university Ethical Committee after fulfilling their requirement of submission of the consent letter to carry out a research on this topic, with the sample of the questions attached (reference number: ETK00-2019-0019) for the approval on the 21.02.2019. Participants were assured of the anonymity and the confidentiality of their rights and pre-inform of their willingness to withdraw from the study if they felt when they felt to withdraw.

b) Results

The result of the present study will be grouped into descriptive, Graph on points and inferential statistics to determine whether the questions posed are well answered based on this we can know the position of the questions if hypothesis posed can be accepted.

c) Descriptive results

Descriptive data analysis of the demographics respondents showed that age bracket between 22-27are the majority of the respondents with (n=159)53%, while age between 16-21 made up (n=81)27% and age 28-33 constitute (n=60)20%of the respondents. Based on gender more than half of the sample size are female constituting (n=200) 66.7% and the male are (n=100)33.3%.Regarding educational background,

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(n=225)75% for undergraduate while (n=75)25% for the graduate students. Lastly the result revealed that the majority of the respondents by Nationality are Nigerians (n=200)66.7% and Palestinians (33.3%, n=100).

With use of platforms as students the result reveal that the use of 2 platforms by students is the highest (n= 164, 54.7%), platforms (n= 74, 24.7%), the use of four platforms (n=42, 14%)while the use of one (1) platform, (n=20, 6.7%).

Table 1(a): Number of Platform use by students when they want to reduce uncertainty

Number of platform used to reduce uncertainty	Frequency	Percentage
1only	20	6.7
2only	164	54.7
3only	74	24.7
4 and above	42	14.0
Total	300	100.0

Field survey 2018

Results revealed that those who use more than one platforms are the majority about 164 out of 300 students use2 platform 54.7% and it is followed by students that uses 3 only with 74(24.7%) which is a clear indication that students have more than one social media platform for their communication for their gratification. On two different submissions Facebook as a platform is still leading in communication with about 85% and in place of business with 2 billion users making use of it as these two authors revealed with effect from January 1 to 10 that Facebook is still effective in all spheres (Ahmad 2019; Lua 2019).

Table 2: Descriptive Demographics information of the respondents

Variables	Categories	Frequency	Percentage
Age of respondents	16-21	81	27.0%
	22-27	159	53.0%
	28-33	60	20.0%
	Total	300	100.0%
Gender	Male	100	33.3%
	Female	200	66.7%
	Total	300	100.0%
Level of Education	Graduate	75	25.0%
	Undergraduate	225	75.0%
	Total	300	100.0%
Nationality	Nigerian	200	66.7%
	Palestinian	100	33.3%
	Total	300	100.0%

Table 3: Depicting the reasons for reducing uncertainty for relationship to take place with the crombach alpha of each question

S.No.	Statements on reducing uncertainty in relationship	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1.	I relate with those that I have had prior face to face contact	.564	.762
2.	I relate with those who show themselves friendlier.	.560	.762
3.	I relate with people based on lifestyle.	.649	.730
4.	I relate faster with people I think they can easily accept my friend request.	.546	.774
5.	I relate with my peers better because of age.	.605	.746

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d) Inferential statistical results

Correlation analysis and one sample test ANOVA were performed to test the questions posed if they are truly answered.

Table 4: One- sample Test

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Age	48.935	299	.000	1.93000	1.8524	2.0076
Uncertainty	59.418	299	.000	1.98571	1.9199	2.0515

Also on sample t-test results revealed that age and level of uncertainty are significant. Therefore the degree of freedom is at 299 while the mean is 1.93 for age and mean for uncertainty when computed is 2.00 based on this it is significant.

Table 5: Correlation Analysis

Correlations			
		Nationality	Preference
Nationality	Pearson Correlation	1	.687**
	Sig. (2-tailed)		.000
	N	300	300
Preference	Pearson Correlation	.687**	1
	Sig. (2-tailed)	.000	
	N	300	300
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on the result above when all questions under preference are pull together they are given a name "preference of social media platform"(I prefer to use Instagram because it is Instant, "I prefer to use Facebook because you can write and share with other people," I prefer snapchat because you can snap and chat at the same time, Sometimes I use two to three platforms for my clarification, "I prefer to use Twitter because of less words, " I use LinkedIn as a professional, " I combined platforms because it reduced my uncertainty better, " On SNS I prefer to relate with my friends) "(α= .751, M=3.93, all questions are on 5 Likert square, thus given "P"which is used to do the correlation and the since there are two items they are bivariate, result shows they nationalities and the preference of social media platform have positive correlation at 1 level of significant .000 is statistically significant at 2 tailed. Hence there is relationship between nationality and the user's preference of their social media platform.

VII. Discussion

Based on the question posed for this very research, result revealed that students will prefer to use more than a particular platform for their communication thus the use of at least two is the most preferred. This supports the notion that when there is high level of uncertainty information seeking behavior increases (AXIOM 3). *See table 1a above*.

Students are always willing to know something new based on research conducted in a school, results revealed that students use the different platforms based on their motivation thus they prefer one platform to the other therefore not using just 1 but 2 platforms, 3 platforms and 4 is an indication that students are inquisitive to source for information through other platforms (Alhabash and Ma 2017). See table 1a above too.

Correlation and the t-test sample shows that all nationality and preference of the platform are positively correlated and also age and level of uncertainty are significant statistically. Thus, the two based on inferential statistics they are positively related and also significant when computed.

Table 4 depicts some reasons for relationship to take place in other to reduce level of uncertainty, which the highest .776 "I relate with those that I think they can accept my friends request" which is faster.

Relationship usually is faster with those we think we know in a natural setting agreeing with the notion

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that for a relationship, " Results confirmed that Facebook as a platform which is agree to be the most popular of the platforms; facilitates spread-out social networks that grow excessively through distant kinds of relationship (acquaintances and activity connections), while also expanding the number of close relationships and stranger relationships, albeit at slower rates" (Manago, Taylor and Greenfieeld 2012).

Therefore since the place of uncertainty reduction is aimed at reducing uncertainty possibly it is worth knowing that the place of perceived Outcome value (POV) too is taken into consideration the rational steps of considering the goal during initial stage of meeting is targeted at interpersonal outcome,(Berger & Calabrese, 1975).

But the perspective of the POV individual at the beginning is for interactive friends to gain more information about their partner to enable them antedate the outcome in future interaction. In other words individual may choose to lay off the relationship if there is no need to have a close connection with their associates, (Sunnafrank 1986; 1990). Consideration is given in the place of how to the conversational partners meeting and exchanging ideas that could open up for more interaction by way of information seeking thereby reducing uncertainty.

VIII. Recommendation

This very research was conducted in an institution of learning therefore a similar research can be carried out in a work place where we also have different people of different background. Although the work took place in Turkish Republic of North Cyprus a replication of the work can be conducted in Greece Cyprus to ascertain the result by nationalities that are there if it will yield same result. Additionally the need for longitudinal study to be conducted can also be carried out. More nationalities can also be used when next the researcher wants to conduct a similar research but with different nationalities.

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The Role of Technical and Vocational Education in National Development

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Abstract- Education, especially technical and vocational education is central to national development of fast developing countries such as the "Asian Tigers ". In Africa and Nigeria in particular, the adoption of technical and vocational education has not been given environmental recognition. This paper argues that the acquisition of technical and vocational skills education system propelling self reliant development. This paper seeks to understand the role of technical and vocational educations have in national development. The paper examines the problems of technical and vocational education in Nigeria. The paper recommended among others, the following: providing enough facilities and materials for teaching and learning; improvement of the working conditions of teacher and craftsmen so that they will be adequately motivated to stay longer on the job.

Keywords: *education, development, skills, technical, vocational.*

GJHSS-H Classification: *FOR Code: 130199*



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The Role of Technical and Vocational Education in National Development

Melaiye, O. Rufus Ph. D.[α], Amuchie Austine A.[σ] & Glory Joseph K. [ρ]

Abstract- Education, especially technical and vocational education is central to national development of fast developing countries such as the "Asian Tigers ". In Africa and Nigeria in particular, the adoption of technical and vocational education has not been given environmental recognition. This paper argues that the acquisition of technical and vocational skills education system propelling self reliant development. This paper seeks to understand the role of technical and vocational educations have in national development. The paper examines the problems of technical and vocational education in Nigeria. The paper recommended among others, the following: providing enough facilities and materials for teaching and learning; improvement of the working conditions of teacher and craftsmen so that they will be adequately motivated to stay longer on the job.

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I. Introduction

Generally, education has become the basis for economic growth, political stability and social harmony. Shehu (1997) opined that the level of development of any society depends on its intellectual, scientific and technological achievements. He further stressed that technology has become a critical factor of economic growth and social development as it is through their application that the natural resources of the country could be transformed into goods and services for better quality of life of the majority of the country's citizens.

In his contribution Akerejola (2001) asserted that the country's economic future depends to a large extent on its ability to adopt training strategies that will ensure the creation of adequate technically skilled development. However, technical and vocational education is a sure way to the desired development. Technical and vocational education empowers individuals by equipping them with skills and knowledge which would enable them to fit into the labour market and earn a successful living.

This type of education would help their products to use the knowledge and skill acquired to transform the nations environment politically, socially, technologically, and economically. Despite the contribution made by this type of education in National Development, a lot of problems are hindering the production of low level manpower in technical colleges and other similar institutions. Ama (2000) observed that technical and vocational education in Nigeria is fraught with problems which militate against its ability to produce adequate qualified skilled and technical manpower required to lift the nation from abyss of technological irrelevance, and economic depression. For a proper understanding of this paper, two outstanding concepts that are rather significant to the title of this paper need to be clarified. The concepts are technical and vocational education and national development.

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II. Concept of Technical & Vocational Education

Technical and vocational education is a multifaceted, multidisciplinary and pragmatic field of study, whose aim is to equipped individual with requisite technical and vocational education literary skills which will enhance their relevance and functionality in the society. As a result, it plays a vital and indispensable role in the development of society.

Unatu (2008) asserted that technical and vocational education is the acquisition of skill and techniques in chosen occupation or profession to enable an individual earn a living. The federal government of Nigeria (FGN, 2004) viewed technical educational and vocation education as the aspect of the educational process involving in addition to general education the study of technologies and related science and the acquisition of practical skills, attitude, understanding and knowledge relating to occupations in various sectors of economy and social life.

Osuala (2004) stated that technical and vocational education in a training intended to prepare a student to earn a living in an occupation in which success in dependent largely on technical information and an understanding of the laws of science and technology as applied to modern design, production, distribution and services, it is conducted as a part of a programme designed to prepare individual gainful employment as a semi-skilled workers, technician or sub- professions in recognized occupations as well as new emerging occupation.

Joshua (2002) viewed technical and vocational education as a type of education made up of theoretical and practical introduction given to those wishing to be employed in commerce and industry or any type of enterprise that requires the use of tools and machinery

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for the operation, production, preservation and distribution of goods and services.

Ocufirwa (2008) stated that technical and vocational education is result oriented. It brings about technological advancement and aimed at fitting new manpower for employment and providing continuous training for those already qualified so that they can keep up with modem working methods. As a matter of fact, technical and vocational education is aimed at developing not only practical skills but also developing a creative innovator and resourceful person.

The development of economy for self reliance and self-sustainability is the main driving force for acquisition of this type of programme. Several attempts have been made to define Technical and vocational Education. National Policy on Education, Federal Republic of Nigeria (2004) defined it as compressive term referring to the educational process involving the study of technologies and the related sciences, and acquisition of practical attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.

Similarly, Okonkwo (2008) defined it as that aspect of education and training that bothers on the acquisition of practical skills as well as basic scientific knowledge which are vital to the Improvement of man's material well being. In the same view Sallah (2008) stated that Technical and Vocational Education is an educational aspect that prepares individuals for saleable skills arid takes one fit into the society to make effective contributions for its development. This implies -that practical skills acquisition in various areas or vocation leads to economic stimulation in a dynamic society where individuals who are vocationally knowledgeable embark on production saleable items

The National Policy on Education of the Federal Republic of Nigeria (2004) postulated the goals of technical and vocational education as to:

- Provide trained man power in applied science, technology and business, particularly at craft advance craft and technician levels
- Provide the technical knowledge and vocational skills necessary for Agricultural commercial and economic development; and
- Give training and impart the necessary skills to individuals, who would be self- reliance economically.

To accomplish these goal at science and technical college level, programs of activities have been grouped in the policy document (FRN, 2004). The groups for each programme comprise general education theory and related courses, workshop practice and industrial training/production work. It is thus, expected that graduates from technical and vocational institutions will be equipped with practical manipulative skill/service competencies, basic scientific knowledge and proper work habit/attitudes. The programme of study at technical and vocational institutions have been clustered into Agricultural, Building craft, Electrical engineering trade, Mechanical engineering trades, wood trades, business trades, computer trades, textile trades, hospitality.

The products of technical and vocational education, after they have, passed through assessment criteria (examination) are certified as having acquired the skills set out by the curriculum. Certificates are awarded to them as National technical Craft (NTC) and Advanced National Technical Craft (ANTC).

The form of training received by the graduates of this form of education involves lectures and tutorials (for acquisition of factual knowledge) the theoretical knowledge will help them have a firm understanding of their subject area for problem-solving in a work related environment. The practical knowledge helps them learn the skills of hand and leg to do the productive work necessary for the welfare of the nation. The graduates also acquired knowledge industrial based training where real life technical environment and procedures are encountered. The candidates also acquire general knowledge to do the work of the socialization of individuals in the social environment. The professional preparation enables them to know the ethics of their profession. The main focus is to make the trainee fully equipped to meet the varied challenges in his chosen profession after the course of study.

III. The Concept of National Development

Development in the context of this discussion means many things to many people but since our theme is related to National development normally means faster and greater economic growth leading to the enhancement of the wealth of the nation, higher level of Medicare and faster and greater improvement in the quality of living environment of the people (Ejike, 1998) All these processes lead to enhancement of National image, stability and power for the government and nation at home and abroad. Power mentioned here is the ability to influence events in other parts of the globe and to be taken seriously by friends and foes alike. Development could also mean enhanced performance scope in various fields of human Endeavour derived from superstitions culture. It involves empowerment of individuals to earn a successful living, and contribute to the economy. It also involves transformation of our environment. The transformation could be social, physical, political, and economical, change of value system, among others.

It is the belief of the average Nigerian that technological knowledge acquired from Technical and Vocational education could be used to solve the

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problems of poverty, unhealthy environment and diseases which plague this nation. According to Isoun (2001) the developed nations of the world have, through technology, transformed their economies to industrialize their societies, eradicate diseases, create wealth and National affluence, and assured political stability and global dominance.

The Role of Technical and Vocational Education has a significant role to play in shaping the socio economic future of Nigeria. Enebe (2002) highlighted the roles Technical and Vocational Education can play in curbing unemployment and in providing the needed skilled labour for industries. These individuals help to transform our environment. The transformation can be social, physical, economical or political. That is to say that this type of education equips individuals with vocational skills which would enable them to be gainfully employed with the empowerment so that they can earn a successful living. Later they would use the skills acquired to contribute to technological and economic development.

Nature has given every nation natural resources but the extent to which each nations utilizes these gifts depends upon the level of that country's technological advancement. It is through the application of vocational skills and knowledge that natural resources could be transformed into goods and services. In education, progress is made through science which is the foundation of technological development. Technology generates skills for production.

Material production itself consists of the action of men taken upon nature in their efforts to humanize it. For instance Agricultural skills obtain through Technical and Vocational Education could be used to produce more yields. Increased productivity therefore, enhances better standard of living which is the desire of many individuals. If the products of this vocational education (e.g. Agricultural Science) could venture into farming or take farming as their life career and apply the scientific knowledge acquired during their training, they can produce: enough food to feed her teeming population and local industries. The excess could be exported to others countries.

A developed Nigeria according to Esen (2000) is a Nigeria that produces what it consumes with substantial left over to sell to other nations. For Nigeria to belong to the club of developed nations she must change from consumer to producer nation. This means that the country should be able to process her raw materials such as hides and skin cotton, cocoa, palm oil, Palm kernel oil, crude oil and pulp into finished product she should be able to manufacture the cars the citizen use as well as fabricate the spare parts instead of importing them from the western world. Nigeria should be able to use her engineers, technologists arid technician in building houses, roads, railways, ships, drill crude oil rather than using foreigners. The much echoed local content i.e. involving Nigerians in the manufacture of goods can only be achieved when more craftsmen and technicians are trained in Technical Colleges. It is only the relevant technological skills that are derived from technical and vocational education that will change raw materials into finish products.

Products of technical and vocational programmes become wage earners and self employed in some instance thus assets to the society rather than dependants on society. Preparation for useful employment contributes indirectly to many social benefits. Trained workers contribute to the general upliftment of the masses standard of living as well as theirs. There should be many and varied job training programmes by government and industries in the hope of improving the lot of the deprived and the disadvantaged members of the society (and therefore concluded that vocational education is the answer to many of them).

Aina (2000) asserted that technical and vocational skills empowers young people and adults to play active roles in a development paradigm that seeks to narrow economic and gender disparities while preserving the integrity of the environment. He further said that in future, the backbone of robust social and economic development in a nation will be the technical professionals.

Suleiman (2002) viewed technical and vocational education as the salvation for the unemployed, juvenile designates, criminals, unstable, and unsatisfactory home etc. sociologist perceived vocational education as the salvation of civilization because they ascribe most social ills to vocational incompetence.

IV. Prospects of Technical Vocational Education in Nigeria

The prospects of improving the current state of Technical and Vocational Education may be found in the Federal Government master plan 2000 2010 for Technical and Vocational Education.

According to Sani (2002) the Federal Government of Nigeria through the Federal Ministry of Education intends to address some of the limitations and failures of the Technical and Vocational Education System.

Sowade (2006) reported that UNESCO's department for technical and vocational education in cooperation with the National Board for Technical Education (NBTE) in Nigeria is currently implementing a project that aims to equip large number of individual for work. Technology is essential to normal living if Technical and vocational Education produces technologist and craftsmen who transforms natural resources into goods and services. According to Tower (2001) Technology is likely to dominate most parts of the

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21st century. For a country like Nigeria to fully benefit from technical and vocational education it must be given the highest priority that is deserved. Our technical colleges must be restricted, revamped and fully developed to provide the leadership required to grow.

On the side of the products of technical and vocational education a brighter future awaits them. They could as well set up their own business and become self- employed and be able to employ others. Those of them that do not want to work immediately after graduation could go for further studies in colleges of Education, Polytechnics or Universities.

V. Problems of Technical and Vocational Education in Nigeria

Many educationists regard technical and vocational education as the basis of industrial and economic development, and indeed as the pillars of prosperity. Yet, most of the problems hindering effective teaching and learning are not solved.

Awotunde (1993) observed that most of the institutions that engage in vocational and technical colleges lack enough facilities, some lack enough workshops and laboratories. Where workshops and laboratories are available, they are ill equipped with tools and equipment because vocational and technical education is capital intensive. Some institutions are not able to purchase appropriate tools, machines and other equipment for the training of manpower. They make use of obsolete machines and equipment to train people.

Consumable items such as wood, iron and steel, plastics are often related to the background. Curriculum is a major requirement for carrying training in Technical colleges and other institutions. This consists of the list of courses and activities for the trainees and the general objectives of the courses. The nature of the curriculum affects the product. In other words the quality of the products from technical colleges depends on the type of curriculum of the institutions among others. The curriculum of the Technical and Vocational Education has not been updated for long to march development in commerce, science and technology. This affects the quality and relevance of the Technical and Vocational Education. Onwuchekwa (2001) stated that any worthwhile programme is never static but dynamic and therefore, liable to constant changes in the aims of the nation.

Class sizes are abnormally large a situation that adversely affects teaching efficacy. The ideal classroom should accommodate only about 20 students. This class size enhances and facilitates thorough supervision and assessment of the extent of practice of skills. Also it gives room for the teacher to sufficiently access the students.

Unfortunately most classes in Technical colleges are large. Often 50 or more students are found in a class, this affects the quality of learning. Another source of worry is that the industrial Training Programme was designed to familiarize trainees with the world of work. Olaintan (1996) observed that this programme has become a formality and no longer serves effectively the purpose for which it was set. For one reason or the other, the responsibility for placement has been shifted to students. Students often scramble for places of industrial training. Even some of them that secure places complain of redundancy. While some spent half of the time allocated for the programme looking for places that would suit their selfish interests. Some are even rejected by Government establishment and private sectors (industries).

A major problem facing technical institutions is the epileptic nature of power supply where it exists. According to Tower (2001) no technical and vocational subject can be offered anywhere and at any level without regular electricity supply. Some technical and vocational schools are located in rural areas that have no standby generators.

Okonkwo (2008) asserted that the human resources situation has not been favourable for technical and vocational education. Some professional that would have made excellent teachers only had a brief stay in schools and then leave for other sectors of the economy. According to Nwosu (2003) the comparatively poor working conditions of teachers is gradually transforming the teaching profession as a stepping stone to other highly esteemed and more attractive professions and other jobs. Teaching therefore has become a professions for fresh graduates as well as unqualified graduates who are ever ready to quit their position as soon as they find greener pasture elsewhere. In support of this statement, the Enugu State Government in 2009 recruited all graduates who have no job into the teaching professions in order to fill vacancies created by those who left their jobs. Those recruited include holders of NCE, First Degree and Masters Degree and those without teaching qualification such as B. Sc., B. Tech., HND. These categories of teachers are likely to leave teaching prematurely since they do not possess teaching qualifications and; they may decide to leave as soon as they secure more lucrative jobs or business. So it is no longer the issue of production of teachers, rather, it is the problem of how to retain the existing ones.

VI. Conclusion

Technical and vocational education is education with a strong job orientations and which, a result is imbued with such job-relevant practical content that its products emerge with marketable physical and mental skills. Despite the present economic meltdown, technical and vocational education has the potential to develop our economy. But the problems against the

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development of technical and vocational education are many. They range from inadequate provision of tools and materials to none retention of personnel and inadequate facilities. For technical and vocation education to be of benefit to the country, therefore, those problems need to be attended squarely.

VII. Recommendations

Based on the problems discussed, the following recommendations are proffered:

- Good operational environment and educational facilities should be provided to promote the efficiency of the teaching process.
- The relevant bodies should be review or update the curriculum of technical colleges from time to time in order to update knowledge and skill for development
- Government should set up centre for work experience in each Local Government and involve students in consumption and maintenance of school building to accommodate those who could not for any reason get a place for SIWES.
- Government should enforce the implementation of 1:20 teacher/student ratio in technical colleges.
- Improve the working conditions of teachers and craftsmen so that they will be adequately motivated to stay longer on the job.
- Strengthen the technical and vocational education component of the UBE through a massive and comprehensive rehabilitation of existing technical colleges.
- Provide standby generator for each training institutions. - It would seem that technical and vocational education has not adequately been given the priority it deserves by Government, since adequate facilities, training equipment and personnel have not been made available to the training institutions.

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Stupidity in the Age of Reason

By James F. Welles, Ph.D

Abstract- The Age of Reason was marked by a decline in the theological basis of knowledge due to a rise of scientific explanations of natural phenomena—trends which reflected the application of reason to philosophy, astronomy (where it was most effective) and biology. However during this era, the political life of nations continued to be shaped by power while the cognitive life of people continued to be shaped by religion, tradition and emotion, which combined to make this period as unreasonable as any other.

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Stupidity in the Age of Reason

James F. Welles, Ph.D

Abstract- **The Age of Reason was marked by a decline in the theological basis of knowledge due to a rise of scientific explanations of natural phenomena—trends which reflected the application of reason to philosophy, astronomy (where it was most effective) and biology. However during this era, the political life of nations continued to be shaped by power while the cognitive life of people continued to be shaped by religion, tradition and emotion, which combined to make this period as unreasonable as any other.**

I. Introduction

Unofficially, the Age of Reason began in 1555, when the Diet of Augsburg brought a truce in the religious strife consuming Europe. The new rule was "Whose region, his religion", with dissidents emigrating to a region ruled by a prince with a belief compatible with if not identical to their own. An accepted fact of the era was that neither Catholicism nor Protestantism in its many forms would triumph and dominate completely, and a corollary was that the Christian sects would have to learn to live together. It seemed that reason might be the means by which this process of religious accommodation would occur—that religious differences might be reconciled by Catholics and Protestants holding rational discussions about theology. Although that was a justifiable hope, the result was that people found intolerance was immune to logic. There are limits as to when and where reason can be applied, and after involved parties argued, albeit seldom reasonably, in dialogues of the deaf past each other, hostilities were inevitable.

One of the early manifestations of this was the St. Bartholomew Day massacre of about 7,500 Protestants by loving Catholics in France on Aug. 23, 1572. When the pope heard the news, he was overjoyed and organized a festive prayer to celebrate the blessed event. While we are properly appalled at contemporary Muslim sects devouring each other, we should bear in mind that on that one day about 450 years ago, Christians killed more Christians than had the Romans in all their persecutions spanning three centuries.[1]

However, the spirit of religious intolerance which had sparked and sustained the various inquisitions earlier was directed at first not into military actions against other Christian sects but toward legal action against heretics and witches. One of the few things upon which Catholics and Protestants agreed was that heresy and especially witchcraft had to be rooted out and expunged. As it turned out, concern with heresy faded in a morass of subjectivity while witch-mania continued to develop, and eventually, in this Age of Prejudice, even some of the especially devout were burned as witches.[2]

Witch hunting had its origins in the days of Rome,[3] festered in Middle Ages, grew as the medieval world crumbled in the 1400's[4] and became an obsession in the sixteenth century. Surprisingly, the zeal of the hunters seemed evenly matched by the number of witches: The more witches were hunted, the more there apparently were. Actually, the efforts to root out this evil seemed to increase it because, although officials could not see it at the time, the methods of investigation used were designed to produce confessions if not witches. With some 40,000 souls executed in Europe over three centuries,[5] the mania finally peaked in the mid-seventeenth century as a growing number of people became disturbed by the excessive cruelty used to elicit confessions from suspects and convinced that such admissions should not be used to justify the execution of the accused.[6]

When the ashes finally settled, it became clear that not only witches but facts had been tortured so that people could create and support an idiotic belief they wished to hold. The more people thought about witchcraft, the more they believed in it, and as the resultant positive feedback system went to excess, a mania went to madness. Indeed, in the American colonies, the insanity reached the point that a presumably innocent dog was tried and executed.

As insidious as it sounds, a sceptic who would not blindly swallow any storied allegation could be suspected of being in league with the devil,[7] and on this point it is noteworthy that canon law forbid *belief* in night flights: Apparently night flights on broomsticks themselves were OK; it was belief in them that was taboo.[8] If there was any irony in this whole tragedy, it was that the witch hunters, while they were inflicting agony on their victims, thought they were doing good. Fortunately, by the end of the 1600's this reign of goodness tapered off, and people were left more often alone with their private beliefs.[9]

Ironic or not, the witch hunts provided a tragic marker for the age, in that these grotesque persecutions in the cause of orthodoxy and the name of goodness were actually logically justified to those people who believed in witches. It is really quite reasonable for people who know what is right to want to stamp out

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evil,[10] and, further, it is logical to extend righteousness to the nth degree. While we marvel at the use of scientific logic and math as means to help us unravel the mysteries of nature, we must not forget that rationalism can be so destructive when used by witch hunters and their ilk to dismiss or override basic human values.[a]

However, in the seventeenth century, rationalists thought these values were fixed: They did not have to be created and could not be destroyed.[11] Correct beliefs simply were to be applied, and people who had already discovered them felt morally justified in imposing them immediately[12] on others.[b] Those who were still searching for eternal (destructive?) truths, on the other hand, were convinced that logic by itself would lead the sane, rational intelligencia to discover the proper standards for judging right and wrong for everyone.[13] Hence, the guiding principle for the educated, informed, elitist leader in the Age of Reason might well have been, "I think, therefore, you don't have to". With theological disputes gradually being found to be basically unresolvable by any means—mental or military, intellectual elites shifted their focus to philosophy and science.

Although this new rationalism was a belief system (i.e., a belief in logic), it constituted a departure from religion in that it denied the supernatural and reduced God to the role of Logician Supreme. In addition, rationalism went beyond science, which limited itself to the objective, logical study of factual nature. Scientists did not ask the big questions about human values—what was right or wrong or good or bad—but restricted their concerns to the validation of their data and theories. However, rationalists believed they could find valid answers to questions about cultural intangibles like epistemology and ethics through logic. They usually based their reasoning on knowledge gained from Scripture, tradition and superstition, but an increas-ing number of thinkers included in their considerations scientific facts based on actual, physical, Lockian experience.[14] Unfortunately, they never came up with a defining righteousness, so, while the West became powerful, it remained amoral.

At the most abstract level, the general interest in both reason and fact resulted in the false but long-lived philosophical dispute between the rationalists and empiricists. Actually, these were not really opposites, as the rationalists merely emphasized the mental world while empiricists emphasized the material world. "Rationalists" like Descartes, Leibnitz and Hobbes all[c] thought the world made sense and assumed the universe was reasonable[15] as did liberal empiricist John Locke and natural philosopher Francis Bacon.

First and foremost among the rationalists was Rene Descartes (1596-1650), who attempted to build a completely new philosophy based on reason. His mathematical, mechanistic views were modified for people, who presumably had souls in their pineal glands (see below), but this fabrication notwithstanding, inve-terate Catholic Descartes was attacked because his ideas led to atheism. While he was living in Holland, the Prince of Orange saved him from persecution, and when the University of Leyden forbade all mention of him, he was again aided by the Prince, who told the University not to be silly.[16]

Nevertheless, the general message was clear: Reason would do well to compromise and accommodate itself to religion. Descartes might actually have changed his famous maxim to *Cognito ergo stupido–or Fatuo*[d] *ergo sum*–had he known his atheistic cosmology would be supplanted by Newton's not because that system was superior mathematically or provided a better theoretical framework for factual knowledge but because it required God to set the planets in motion. This was a classic example of how appeal can supersede logic when competing ideas confronted, confirmed or conformed to entrenched be-liefs.[17] Generally, a system of thought is judged not on its extrinsic merit (i.e., consistency with known facts) but to the degree that it supports or undercuts established, orthodox, popular doctrines.

Although Descartes was a devout Catholic who refused to publish anything that would disturb the Church,[18] his universe was hardly that of the Bible, in which a meddlesome God concocted unpredictable miracles. It was a chemist's nightmare of vast numbers of particles whirling around and combining to fool us with false common sense notions about the way they interact. He embodied the conflict between the rationalists's contempt for facts and the analyst's contention that the way to understand nature was by

a. This kind of thinking provides the basis for contemporary laws designed to protect immoral people from themselves. (McWillaims. 297.) It provided the logic for the totalitarian exterminations of the 20th cen-tury (Judt. 226. And see endnote 142.) and characterizes contemporary squabblers in Congress who know they are right and their opponents wrong, (Judt. p, 197.) Another example would be the neoconservatives (aka "The crazies". R. McGovern.) of the 1970's who imposed them-selves on everyone else. (Seahill. p. 8.)

b. This attitude is alive and well today in the form of those enthralled by big government. There was a time when the government had a very limited right to know what citizens did, and the citizens had an absolute right to know what the government did. Now it is the reverse: The government has a nearly unlimited right to know what the people are doing while they have at most only a limited right to know what it is doing for them–or more likely for itself. (E. Epstein. p. 47. re: knowledge elites.) The current idea is that the big grab of data will lead to an end of terrorism and crime. The danger is that the grabbers cannot perceive them-selves as threats to everyone else's right to be left alone. (Friedman, B. 259.)

c. All these were considered rationalists although, in all cases, their commitment to reason was qualified.

e. The Latin "F" word for sexual intercourse. Actually, any verb would do: E.g.,"I _ therefore I am." If you do anything, you must exist, as Augustine had noted–and traceable bac to the later Greek stoics.(See the Metaphysics of Herennios. Footnote on p. 277 of Windelband.)

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divining its underlying principles through the application of math to quantifiable measurements. That may have led to an understanding of nature and God, but as for appeal, people preferred a *just* God to a universe of amoral chaos.[19]

A throwback to Pythagoras, Rene led the mind away from the senses but not from God as the guarantor of cognition.[20] He sought the clarity and logical consistency of a mathematically perfect system[21] and was a naturist in the "Nature/nurture" battle–that is, knowledge is structured in our doubting brains.[22] Further, he transcended Plato's preoccupation with morality and established purely intellectual standards of clarity of thought and mental discipline for the sacred pursuit of truth.[23]

While Descartes was really something more than a misplaced Greek philosopher, he was also less than a modern scientist. Rivaling Aristotle as a polymath, he sought results which would confirm his mechanistic hypothesis for nature but was not disposed to adjust his ideas to conform to his findings and did not reason from experimental evidence to scientific conclusions. Knowledge of external things was to be attained by the conscious mind—not the senses, and truth was in the mind alone, with the body dismissed as a life support system for the brain.[24] In his love of mechanics, mathematics and the mind, he was both so extreme and so extremely successful that he threw doubt on the very existence of everything but doubt[e] and questioned even the existence of his probable, mechanistic world.[25]

Descartes was not so extreme, however, that he could not make a mockery of his whole system. He allowed the human soul in the pineal gland to alter material states by volition, thereby introducing free will (and stupidity) into his otherwise purely mechanical system. Thus, even the great rationalist could not bring himself to be consistent.[26] He had to have freedom, so although he retained God as Architect Supreme,[27] worshiped the goddess Reason in public and worked assiduously to overcome the limitations of classical (i. e., Aristotelean) and scholastic thought,[28] Catholicism's free will was the sacred idol he would not surrender.

More an extremist than anything else, Gottfried Leibnitz (1646-1716) went Descartes one better in that he did not just cast doubt on the existence of matter—he denied it altogether. A polymath[29] like Descartes, as a latter-day Parmenides, he was the great anti-empiricist of all time, although this did not make him a rationalist: He was a rationalist because he attempted to use reason to support whatever point he wanted to make. In this regard, his attempts to prove the existence of God are amusing examples of how even a great intellect can be perverted by a commitment to proving a favored assumption:[f] To wit, God must exist because it would be better if He did than if He did not, and abstract truths (like 2+2=4)[g] are always true, therefore God must exist.[30]

If Leibnitz's use of logic in cosmology and theology was odd to the point of being suspect, his application of reason to ethics and epistemology was bizarre if not insane. He conceded there is good and bad in the world but was certain God had created the best possible world with more good than evil.[31] The commonplace observation that there are more serfs suffering evil than nobles and kings enjoying good in no way affected his logic of values perhaps because he denied the real world existed. On such metaphysical issues, Leibnitz was all rationalist in favoring truths known by logic over those learned by experience. In epistemological matters, he was likewise quite willing to draw inferences from syntax to the real world to the point that "Naming a thing completes its essence",[32] so calling one-self a king creates a kingdom. Fortunately, with the growth of empiricism, this approach fell into disrepute as scientists reversed this process and reasoned from fact to theory[33] and from reality to words or, better yet, thoughts.

For all his abuse and misuse of logic, Leibnitz firmly believed in its importance and would have been the founder of mathematical logic had he but published his work. However, he abstained from publishing and retarded development in this field for 150 years for two reasons. First, he could not believe Aristotle was wrong on some points in his doctrine of the syllogism. In addition, since his philosophy was deterministic and considered incompatible with the Catholic doctrine of free will, he, like Descartes, refrained from publishing lest he offend someone. Once again, reason paled before reverence and deferred to orthodoxy.[34]

Only slightly less the rationalist was anti-democrat Thomas Hobbes (1588-1679), best known for his Leviathan (1651)–a generalization based on Thucydides' History of the Peloponnesian War.[35] Eschewing Divine intervention,[36] he rationalized a repressive, authoritarian government which derived its le-gitimacy from an implicit political contract which obligated the ruler to protect the lives of the citizens and

f. Anticipating Hume's commitment to certainty, he rejected as absolutely false anything about which he could entertain any doubt what so ever. Oddly, he trumped Newton and anticipated Einstein by asserting time and space are relative. (Bronowski p. 241.)

f. A couple of other gems were provided by Cicero's mouthpiece Balbus (45 B.C.<) in The Nature of the Gods. To wit (paraphrased) only a fool would imagine there is nothing in the world greater than himself. Therefore, there must be something greater than Man, who certainly is no fool, and that something must be God. And–arguing from design–someone better than us (i.e. God) must have made us. (McGregor translation: p.124.)

g. On the other hand, Pliny the Elder used the same kind of fact to demonstrate a limit to God's power–that He cannot make 2+2 equal anything but 4. (Natural History.) So, He exists but is limited. Btw the underlying assumption that 1+1=2 proves Russell and Whitehead existed.

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save them from the "Solitary, poor, nasty, brutish and short" lives[37] they created for themselves [38] Reacting to the chaos of civil war, Hobbes saw a strong ruler as humanity's salvation[39] and opined it could not only prevent unruly, power-driven people from hurting each other but might encourage them to help each other against common enemies [40] like hunger, disease and stupidity.[h] He regarded churchmen as a "Confederacy of Deceivers" who would control men "By dark, and erroneous Doctrines...."[41] Frederick the Great's Prussia in the mid-18th century brought this ideal[42] to life by providing Germanic order to counter the tendency of citizens to engage in Hobbes's presumed universal war of all-against-all–which the Treaty of Westphalia (1648) had rendered obsolete just before Hobbes enunciated it. He nevertheless is credited with providing the intellectual foundation for the emerging, strong, centralized modern state.[43] Unfortunately, Catholic Latin America historically has provided models of Hobbesian extremes anarchy topped by repressive, religious states.[44]

Nominally an English empiricist, Hobbes actually was an absolutist who came down on the side of reason, which presumably separated men from beasts.[45] He appreciated both empiricism and mathematics but clearly favored the logical certainty of math to the imprecise knowledge gained through the senses. Ideas to his mind were like meat to a cleaver so, as he was impatient with subtleties, his thinking was crude at best. Worse yet, he was always ready to sacrifice facts to his rough logic if they were in any way obstacles to a predetermined, desired conclusion.[46]

At the same time, Hobbes recognized the uncertain significance of the names for virtues and vices. As he so quaintly put it, "For one calleth wisdom, what another calleth fear; and one cruelty what another justice; one prodigality, what another magnanimity..." [47] Using whatever terms were at hand, he did his best to bury superstition, embraced rationalism[48] and was a rigid determinist to the point that he was suspected of atheism. After superstitions were aroused by the plague of 1665 and the Great Fire in London in 1666, the House of Commons appointed a committee to investigate atheistic writings, specifically mentioning Leviathan if not Hobbes. Thereafter, he could not have anything on controversial issues published in England.[49]

Meanwhile, as an antidote to Hobbes's absolutism, John Locke (1632-1704) was concocting a non-philosophy of liberal empiricism. Usually more sensible than rational, he could be open-minded, reasonable and sometimes both. Unlike Erasmus, he was so open-minded, he believed any nonsense reported by travelers to the new worlds then being discovered[50] but reasonable enough to find a consoling hiding place in the subjective nature and multiplicity of truths[51] Indeed, he introduced a new kind of personality on to the intellectual scene–the non-dogmatic, open-minded liberal: the progenitor of democracy. [52] Out-stripping even Plato as the least systematic of all major philosophers[53] and victimized to the point of impenetrability by his absurdly long sentences, he found peace with a diversity of opinions based on probable knowledge rather than in absolute certainty based on implacable logic.[54] None of his conclusions was new nor had their exposition demonstrated any originality or independence of thought. Agreeably transparant and eschewing all scholastic form and learned terminology, he glided skillfully away from or over all deep philosophical problems. [55]

Actually, the peace Locke found was partially due to his refusal to draw logical conclusions he did not like. As a cautious, middle-of-the-roader[56] and inveterate empiricist who was even more liberal than empirical, he could accept reason so long as it avoided paradoxes and led to conclusions which passed his personal acid test of common sense, but otherwise, he considered it expendable. Indeed, Locke rescued logic from the bin of metaphysics into which Descartes had consigned it and returned it to the common sensical people. [57] Basically, *he grounded knowledge in experience rather than reason*[58] but also showed awareness that sensual stimuli could be distorted to misperceptions by a mind biased by language. [59] His emphasis on experience nevertheless had immense implications for democracy and progress, in that everyone could learn from experience,[i] and by altering the environment, people could improve themselves and their institutions through education.[60] He hyped logic when opining, "Reason must be our judge and guide in all things"[61] but noted people use it when it promotes their particular cause; otherwise, it was expendable.[62] In his case, he avoided dogmatic thought and was willing to enunciate a general principle which would lead to some disturbing conclusion and then, rather than draw it, he would simply stop concluding. This aggravated logicians, but it showed sound judgment and a practical sense rare in intellectuals. While other philosophers were bending logic to desired conclusions, Locke ceased

h.This sentiment was echoed in the next century by David Hume, who espoused that, in framing government,"Every man ought to be supposed a *knave* and to have no other end in all his actions but *private interests* ". The task of government was not to stop selfishness but to harness it and turn it toward the general public good. (Chernow. p.60.) All this is, in turn, consistent with the thesis that people are born bad due to original sin. God's experiment of granting humans free will had gone awry when they followed his dictum to be fruitful and multiply. (Genesis. 1:28.)

i. In this regard, he was the philosophical descendant of Aristotle who regarded the brain of an infant as a blank slate/*tabula rasa*. The only modification I would make in this model is allowing for perfect pitch, a diamond cutter's eye and a predisposition for learning languages. JFW.

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philosophizing and bending if he was heading somewhere he would rather not go.[63]

When Locke did reach conclusions, he lucked out in that not only were his valid opinions useful but occasionally his errors as well.[64] For example, his philosophy as presented in his Essay Concerning Human Understanding (continually rewritten: 1670-1700) had merits as well as demerits, but most were functionally of value. The merits were untheological in that he unwittingly invented psychology by describing the mind as a collection of worldly experiences without reference to divine intervention:[65] People were held equal in ability to learn, with differences attributed to education. This profoundly undermined the church/state establishment which, with English alacrity, within 100 years, was promoting public education.[66]

Locke's demerits were theoretical, but as a sensible (i.e., pragmatic) empiricist, he was always willing to forgo logic rather than become paradoxical. On the issue of epistemology, for example, he defined (Bk IV, Chap I) and then redefined (Bk IV, Chap III) knowledge so as to allow empiricism. Pushing Aquinas, who averred everything in the mind was in the senses, Locke's key belief was that sensations have external causes,[67] but this was just a belief and was not known. In fact, a psychotic may perceive an object which does not exist (except in his own fevered imagination). The belief that sensations have outside causes can be maintained only on grounds independent of experience, and since Locke could not face the paradox that an empiricist cannot know how[j] he knows, he did not draw that conclusion and let his commitment to common sense blind him to his inconsistency[68] (i.e., that an empiricist must take his knowledge of reality on faith the way deists take their alleged knowledge of God).

Oddly enough, he then turned around and made knowledge a self-centered enterprise by denying, for example, that if a tree fell, it made no sound unless someone heard it.[69] The crux of this issue is the definition of sound–which is a noise that is heard. The crux of that issue is "Heard by whom or what"! Suppose a bear or woodpecker hears the tree fall. Does that count or not? Are we so self-centered that we define reality by what we know of it? Was he blind to the fact that we know something about the universe but not everything, and that trees have fallen for thousands of years without us knowing?

He was also presumably blind to the fact that in his Second Treatise on Government (1690), which was written/spun to rationalize the Dubious Revolution of 1688, he incongruously declared both the legislature and executive supreme. Apparently, the executive was the supremer of the two for he defined executive prerogative (read privilege) as "The power of doing public good without a rule" (e.g., Thomas Jefferson's extra-constitutional purchase of the Louisiana Territory from France in 1803)[k] and even "Sometimes too against the direct letter of the law"[70] (E.g., illegal wire tapping of Americans during WWII.)[71]. Continuing, "...a strict and rigid observation of the laws may do harm", so that "....the laws themselves should in some cases give way to the executive power", and [The executive must have] the power to act without the prescription of the law [and] *sometimes even against it*."[72] (Italics added) All[l] of this is covered by Publilius Synus's maxim: *Honesta turpitudo est pro causa bona*–"For a good cause, wrongdoing is virtuous" or in street parlance, "The end justifies being mean".[73]

About the only thing the executive could not do, according to Locke, was legislate because the legislature presumably had no power to transfer by subcontracting its authority to make laws to other hands. That may be a convincing, rational argument but nevertheless it is exactly what the parliament did in Mussolini's Italy[74] in the 1920's and the Reichstag in Hitler's Germany and Congress in FDR's New Deal did in the 1930's–although in that case, the move was slapped down by the Lockean Supreme Court. [75]

An unfortunate example of an error by Locke impeding understanding is his assertion in his Essay Concerning Human Understanding of what is now known as "Intelligent design".[m] He attributed the miracles of eyes and ears to an omniscient creator, to the later chagrin of Darwin *et al*. Taking this a step farther, he regarded atheists as irrational,[76] whereas they regarded him as merely psychotic–his evidence being, essentially, fantasy. On the other hand, atheists aside, he did establish the principle that religiously based truths were all equally unworthy and there were therefor no reasonable grounds for religious intolerance.[77] The

j. Nor what he knows. When you "Touch" something, there is no direct contact at all but separation by tiny atomic forces. (Kaku. p. 176.) To blur matters further, about 4% of the population are Fantasy-Prone personalities whose fantasy sensory experiences are as vivid as the real equivalent–sight, sound, smell, etc. (Wilson and Barber.)

k. Not only was it extra constitutional, but it saddled every person in the country with a debt of $4.36. (Johnson and Johnson. p. 7.) It ballooned to $11 per person by 1912 (Ibid. p. 69.) and $57,000 by 2016.

l. Fortunately, these principles did not find their way into our written laws. Jefferson and Madison cherry-picked Locke, who may* have inspired the Declaration of Independence but not the Constitution, not that it mattered. In the early 21st century, Attorney General Alberto Gonzalez bestowed upon the president the authority to break the law in the national interest. (Bazelon.)* The ideas attributed to Locke may have come from the Scottish Enlightenment. (Wills. 1978.)

m. Locke's fallacy lay in attributing the capacity for organizing and arranging the Creator's products to an intelligence rather than their nature. Things were created by a Big Bang (i.e., the collapse of matter of a previous universe) into energy which was instantaneously reformed anew into matter which then interacted according to its physical characteristics to form bigger bits of matter. Particles formed atoms forming molecules forming cells etc. There is no *need* to have a creator much less anintelligent one if we have a repeatedly expanding/collapsing universe.

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idea that a state should not be based on the dictates of a specific religion constitutes a defining dividing line between most Western and Eastern (i.e., Muslim) nations.

Although Locke's Second Treatise[78] provided the philosophical rationale for governmental repression as well as political revolutions galore, it is based on a monumentally fallacious assumption–perhaps adopted from Hobbes[79]–that equal people in a state of nature originally set their rulers over themselves. Contrary to Hobbes, who viewed primitive man engaged in constant strife, Locke saw him–like a Shoshone found as by Meriwether Lewis on his transcontinental trek in the early 19th century[80]–in a happy state of natural liberty.[81] Both agreed, however, all political societies began with a voluntary union of cave*men*–women had no standing in Locke's political philosphy [82]–freely acting in the choice of their governors and forms of government. No ruler should impose himself on others nor could anyone legally deprived others of their natural rights, and if a king presumed to deprive the people of their rights, they had the right to resist.[83]

The king was not God's representative on earth but rather all the philosophically disposed democrats sat around a fire and methodically and logically discussed the pros and cons of all possible forms of government before settling on the fact that the tribe needed a leader who would be selected by secret ballot from among the party nominees. This may be a reasonable account of events as befitting the age, but its Confucian smugness and Platonic idealism not only anticipates Rousseau's romanticism but makes anyone wonder as to its absurd imagery if not the certainty of its inaccuracy.

Equally confounding was his assertion that we are capable of knowing there is a God. If we are capable of knowing it, then how is it that we do NOT *know* it? Many believe it; some claim to know it (although when pressed, their "Knowledge" is always reducible to wishful belief) but no one can prove it. Is it because He does not exist or that Locke was wrong? Bertrand Russell pointed out the important thing is not what we believe but why we believe it,[84] and perhaps this falls in the intellectual neverland between knowledge and proof–that we can know something we cannot prove. However, this still begs the question, are we capable of knowing that God does not exist? The answer is, at best, uncertain, but we may have invented Him because it makes us if not Him feel good.

On the other hand, we owe to Locke the principle of "Tolerance" in our system of government. In an age when Protestants and Catholics were beating up on each other like so many 21st century Muslims in inter- and intrastate confrontations, he posited that what an individual believes is no business of the state's, which should limit itself to civil affairs and leave citizens alone to believe privately whatever they want to so long as they obey the law.[85] These private beliefs were to be enriched by pursuit of the truth, which would naturally lead to understanding. [86]

In more specific, concrete terms, when drawing up the constitution for Carolina, Locke, as secretary to one of the colony's "Lords Proprietor", had an opportunity for practical political impact and endorsed aristocracy, slavery and serfdom.[87] Echoing More, he wisely sought to ban lawyers–only to have this reasonable stricture ignored by the colonists.[88] Anticipating or contributing to the development of the enlightenment, he wrote "Rules of a Society which Met Once a Week for the Improvement of Useful Knowledge"[89]–the Franklinesque goal of promoting practical knowledge.

However, well before rationalists put their stamp on the age or liberals took refuge in uncertainty, Francis Bacon (1561-1626) laid out the course the Western mind would follow. Neither a good nor kindly man, he thirsted for wealth and power and as Lord Chancellor, he lacked scruples to the point of impeachment. He was a poor scientist but came as close as anyone to systematizing a natural philosophy,[90] and if he under-valued mathematics, at least he hated Aristotle who started with conclusions and then sought support for them[91]–and felt philosophy should be separate from theology and ancient texts. Indeed, he opined philosophy suffered from the "Blindness of tradition, the swirling bluster of arguments, or the turbulent waves of chance ".[92] Specifically, he made a summary statement of stupidity by attributing errors of the day in science to the fact that, "...men of capacity and intellect above the vulgar had been fain, for reputation's sake, to bow to the judgment of the time and the multitude".[93] Since the classics could no longer tell people what they needed to know,[94] he presumed to replace Scholastic abstractions with hard science.[95] This he did by developing a functional synthesis of empirical knowledge and reason based on evidence gathered by sense perception and organized by induction—i.e., building generalizations from observed facts.[96] Overcoming the intellectual snobishness of the Greeks, he eschewed top down knowledge and welcomed practical information gained by workers in the crafts and trades which would lead to an understanding of how things actually are rather than how we fancy them to be.[97] Anticipating Hegel, he envisaged logic building on facts[n] until reaching an ultimate truth.[98] If there was any weakness in his approach, it was his belief that accurately perceived

n. Not much of a case can be made for ignorance, but it does leave one "Open minded". With this in mind, Robert Boyle (1627-1691) deliberately delayed reading Descartes and Bacon until he was thirty lest their theories interfere with what his own experiences might lead him to conclude. (Boorstin. 1998. p. 181.) Likewise, Freud refrained from reading poets and philosophers lest they influence him. (Erickson. 2; p. 52.)

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facts would arrange themselves into knowledge if an observer just let them.[99]

On the other hand, the facts never had a chance if the observer was ignorant of or undervalued them, and, like Erasmus and Machiavelli, Bacon was unaware of or failed to appreciate some of the major breakthroughs of his time despite his universal interests. For example, he took no note of the invention of logarithms by John Napier and knew nothing of Gilbert's work on magnetism nor even Vesalius's in anatomy, which had been published well before his birth.[100] In addition, Bacon was animated by an "Anti-nature" attitude which amounted to a biblically sanctioned[101] attack on resources of the world–later reinforced by Locke's view that nature is a waste[102] and that the way to happiness was via its logical negation.[103]

Facts and attacks aside, purely as a theoretician, Bacon's devotion to induction unfortunately led him to slight deduction—the process by which a scientist reasons from a hypothesis to a consequence that is testable.[104] Actually, a scientist really needs both induction and deduction as (s)he usually gathers facts and frames a hypothesis from them via induction and then deduces a way to test that idea and perhaps then revises it in light of new data gathered by experimentation. The resultant idea then prevails until a better one, developed by the same intellectual process, comes along.

If Bacon came up short of appreciating and completely codifying the scientific circle (or spiral), at least he did identify five "Idols", or bad habits of mind, which contribute to if not cause stupidity. Idols of the tribe are inherent in human nature, with the example given being the human tendency to expect more of nature than can be found. Idols of the cave are personal prejudices. Idols of the market place are words, which can have a tyrannical hold on the mind. Idols of the theater are systems of thought like those of Aristotle or the Scholastics. Last, idols of the schools are blind rules, like syllogisms, which replace rational judgment.[105]

Although we continue to honor these idols,[o] we have since learned to temper our beliefs with experience thanks to the approach which Bacon advocated and which scientists developed and codified during this period. Known as the Age of Reason, this was also the Age of Fact—a time when knowledge was pitted against superstition (i.e., religion), the ancients or even reason as, for example, when Kepler realized planetary orbits were not circular but elliptical. (See below) Science combined reason and fact and progressed not by confirming everyday notions but by exposing paradoxes and advancing beyond innocent ignorance into the unknown.[106] It did so by evolving as a system of scientific discovery which permitted intellectual progress through the refinement and revision of rational theories according to factual discoveries.[107] Novelty became prized, and more and more often, science provided apparently "Peachable" truths which proved things were not always what they had seemed to be.[108]

This modern development of science was due to a number of liberating factors starting with the growth of capitalism. Business not only rewarded innovators who successfully applied knowledge to practical enterprises but provided the financial base for the seventeenth century equivalent of "Research and Development". A related psychological factor was the disposition of intellectuals to turn from religion and philosophy toward reality and science[p]—from the dignified, literary, world of theological pursuits and philosophical disputes to the grubby, dirty, sordid, factual world of weights, measures, fire and iron.[109] Specifically, Bacon noted in his time that, in the best tradition of Greece, the descent into mere practical matters was considered a "Dishonor unto learning".[110]

In addition, the new intellectuals willingly renounced their medieval respect for previous authority, especially Aristotle. Scientists in particular instituted the habit of checking their own ideas by experimental verification of theoretical explanations, and most thinkers were freed of the worst of the taboos, traditions and customs of the Middle Ages.[111] Consistent with this, Bacon called for sharing of information among scientists,[112] in contrast to the policy of physicians and German philosophers who kept their professional secrets to themselves.[113]

Pioneers in science were the astronomers and anatomists, who ironically made the greatest intellectual advances of this age while being circumscribed by theological authorities and criticized by medical "Experts" respectively for presuming to reshape classical and Biblical beliefs according to mere empirical facts.

Actually, the Ptolemaic schema of the universe had served quite well for a long time, with its minor irregularities easily explained away[q] by astronomers, who became adept at the practice. However, as facts gradually accrued, these explanations became increasingly complex until Copernicus opened the door to modern science unlatched by Nicholas of Cusa (1401-1464) and Regiomontanus (1436-1476) with the

o. A correlated consequence was that metaphysics was shelved as learned minds focused their attention on nature and ignored ethical issues like good and bad, right and wrong. Put another way, teleology was replaced by mechanics as "How?" replaced "Why?" (Booth. 2008. p. 30.) This trend was taken to the terrifying extreme that during WWII, a guard at Auschwitz informed an inquisitive prisoner, "There is no 'Why' here."(Rosenbaum. p. 252.)

p. When scientists linked up with artisans and craftsmen in England in the 18th century, they produced the Industrial Revolution. (Burns. 2013.p. 167. And Fukuyama. 2014. p. 44.)

q. This same kind of thinking–jimmy the system around rather than junk it–characterized the reaction of power companies ca. 1980 to accruing evidence conservation was the cost-effective way to go. (Roe. p. 188.)

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heliocentric hypothesis of planetary motion.[r] Conforming to factual observations and axioms of physics if not Aristotle and theology,[114] its basic tenets were that the earth revolved around the sun once a year and rotated on its axis once a day.[115]

Nicholas was educated at Padua and published numerous mathematical and scientific studies. There, he was exposed to Plato, who, along with Pythagoras, Aristarchus and Archimedes, believed the earth went around the sun.[116] He was cagy enough never to admit he believed the earth was not the center of the universe or was not at rest, nor that celestial bodies were perfect spheres which moved in circular orbits: He claimed he just found such a model useful for calculations.[117] His disciple, Regiomontanus (nee Johan Müller) knew the Ptolemaic system was nonsense. The intellectual equivalent of Newton, he anticipated Galileo in making telescopes to view the heavens and went beyond his mentor in declaring what Nicholas had suggested that the sun, not the earth, was the center of the universe (i.e., solar system) around which the planets dutifully revolved.[118]

Copernicus appropriated Regiomontanus's work when framing "His" system,[119] which gave rise to our modern term "Revolutionary". However, when his book Concerning Revolutions of the Heavenly Bodies was published in 1543, it caused little commotion. It was dedicated to the pope (Paul XIII), and for years before the Catholic Church attacked it, and even before it was published, the ideas contained in it had been denounced by leading Protestants.[s] In fact, even before 1530, Luther had dismissed Copernicus, whose views were already well known, as "An upstart astronomer" and a "Fool (who) wished to reverse the entire science of astronomy".[120] Just as Luther's antagonist, Leo X, had been half right about his monkish quarrel, Luther was half right about Copernicus: He did not want to reverse astronomy so much as correct it. He did not even claim his system to be true; rather, he maintained only that *it made better sense* of the facts than the orthodox model.[121] Further, Calvin joined Luther in dismissing the Copernican view of the heavens as unbiblical, citing Psalms 96 : 10 "The world also shall be established that it cannot be moved." (King James)[122] or, if you prefer The New English Bible, "He has fixed the earth firm, immovable."

Initially, Copernicus found his hypothesis scoffed at not only by the Protestant Bible clergy for lack of supporting biblical citations but also by astronomers for lack of supporting scientific evidence. For one thing, there was the absence of stellar parallax —i.e., the stars did not appear to shift positions as the earth moved in its orbit. Copernicus presumed correctly, as had Regiomontanus,[123] that the stars were too far away for this to be observed, and it was not until the nineteenth century that scientific instruments were refined enough to permit the confirming observations.[124]

In addition, critics alleged that an object propelled directly upward would land west of its starting point if the earth were rotating eastward. Copernicus's rebuttal[t] was that such an object would be "Part of the earth" (as are clouds, which critics also noted did not lag behind the spinning earth) and carried along with it.[125] Not until Newton framed his law of inertia was this issue was resolved[126] and the Copernican hypothesis accepted by the scientific community—about 150 years after its publication. However belated, this acceptance was a result of the greatest intellectual reformation of all: The realizations that ancient beliefs might be wrong and that truth could be established by the collection and rational analysis of empirical facts.[127]

The patient collector of facts who dispelled the ancient belief in Aristotelian dogma and provided the hard evidence for the Copernican hypothesis was Tycho Brahe (1546-1601), although he did not subscribe to that system himself. Aristotle had declared that change and decay were confined to earthly things, and like almost everything else he said about scientific matters, this became an obstacle to intellectual progress. However, Brahe's discovery of a supernova in 1572[128] and his observations on comets first undermined and then shattered this particular stumbling block to learning and understanding. In addition, his precise observations of heavenly bodies and careful record keeping provided Kepler with the data he would need to make his calculations and formulate his laws.[129]

Johannes Kepler (1571-1630) was the first to step through the door Copernicus had set a jar if not thrown open, and he sort of backed through with only one foot while the other remained firmly planted in Greek mysticism. His acceptance of Copernicanism was not the result of a reasonable analysis of facts but due to his view, anticipated by Regiomontanus,[130] of a symbolic analogy between the roles that the sun and the Divine Mind played in giving light.[131] Thus, by a fortuitous blind leap of faithakin to Copernicus's Platonic idea that the sun might be central because it was the ultimate good–he established his basic assumption that the sun must be the center of the universe (i.e., solar system) because it emits light.

If mysticism led Kepler to Copernicus, it was the sometimes silly but finally fruitful application of geometry which provided him with both a defense for and explanation of the heliocentric system. He was the first astronomer of any merit to defend this system, but he did so like a displaced Greek, recalling and then

r. Originally proposed by a number of ancients. (Montaigne. p. 429f.)

s. During the 1540's, the Catholic Church was working through the Counter-Reformation and was not yet as invincibly entrenched in dogma as it would be in the early seventeenth century.

t. Although Copernicus never admitted believing in his own system, he certainly did defend it.

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dismissing regular polyhedra and reviving and reveling in Pythagorean "Harmony of the spheres". [132] His abiding conviction throughout all his attendant intellectual travails was that truth (i.e., proof of his beliefs) would take the form of mathematical laws, and his particular truths eventually took the form of laws which delineated planetary motion in terms of ellipses.

Copernicus had also been a misplaced Pythagorean whose battle cry might well have been "Mathematics for the mathematicians",[133] and as a belated victim of Platonic ideals[134] (and in the absence of any data compelling him to do otherwise), he had made orbits circular. In order to compensate for resulting irregularities, he introduced "Loops"–his equivalents of Ptolemy's epicycle–into his system.[135] However, Kepler had Brahe's data which could not be made to fit a circular pattern at regular speeds. Rather, for each planet, they described an ellipse—an irregular pattern he referred to as a "Cartfull of dung" in a fit of disgust at its irrationality[136]–at irregular speeds. *This willingness to abandon a theory which failed to conform to facts distinguished Kepler, the scientist, from earlier philosophers.* Data had never restricted theorizing by the Greek rationalists nor the Scholastics, all of whom were given to analyzing words, thought or analysis itself and quite willing to bend logic and ignore inconvenient facts in order to reach culturally desired correct conclusions. Mathematics did not allow that. ☺

Although partially a prisoner of the past, Kepler was also a pioneer of modern physics in that by reducing Copernicus to mathematics,[137] he replaced celestial intelligence with forces, distances and speeds. This was the first major step in the shift of Western thought from immeasurable qualities (like will, perfection, etc.) to measurable quantities (like mass, velocity, etc.). After him, the solar system, at least, was quantified and found to obey the mathematical laws which he had discovered and described.[138]

The next to step through the door to the world of modern thought was Galileo Galilei (1564-1642). He was, at first, a closet Copernican, having adopted the heliocentric view because it explained the causes of many natural phenomena which were incomprehensible according to the prevailing homocentric theory. In his efforts to reduce the universe to reason, he collected many proofs of the new system but was deterred from publishing them because of the fate of Copernicus, who had been, as Galileo noted in a letter to Kepler in 1596, "Ridiculed and condemned by countless people (for very great is the number of the stupid)". [139]

Perhaps partly because there were, back in those days, so many stupid people, awareness of the Copernican system had not penetrated the public mind nor disturbed theologians. Over fifty years since Copernicus had published and perished, his hypothesis was still regarded as nonsense specifically, non-Aristotelian nonsense. Even in 1597, the year after Galileo wrote Kepler of his belief in the heliocentric system, he publicly professed support of the Ptolemaic system in a series of lectures at Padua. By the next year, he was a convert. He found Kepler's version of the Copernican system[u] even more appealing than the original as it passed well with his ideas of the tides.[140] Hence, in 1604, he went public with an explicit declaration of faith in the heliocentric hypothesis in a lecture at Pisa.[141]

Galileo finally became an out and out champion of the heliocentric hypothesis when his observations through his own 20X eventually stepped up to 30[142]–telescope, not rational thinking nor arguments, provided him with convincing evidence that Copernicus was right. Along with his heretical observation that the moon was not a perfect sphere but had mountains and valleys like the imperfect earth, his most astonishing discover[v] and revelation was that Jupiter had four moons. Although this did not prove the Copernican system, it did provide a miniature model of the solar system. In addition, the phases of Venus, which Galileo observed, lent plausibility to the cause, as they suggested that the planet revolved around the sun.[143]

While Galileo found his observations convincing, the learned world found them troubling. They failed to make as many converts as he expected, but their publication in March, 1610, shook the Ptolemaic view of the cosmos to its foundations and by echoing the Ionian cant that "Things above" could be interpreted in terms of "Things below", he cast doubt on traditional, Aristotelian scientific and religious dogma.[144]

One of the major obstacles Galileo faced in attempting to prove his case was the refusal of adherents of the old order to look through his telescope and view the evidence for themselves, although their position was theologically justified: What he was asking them to view could not, according to Scripture, existso why look at it to see that it did?[145] At best, the viewer would have to admit the Holy Bible was wrong, which was hardly a pleasing prospect to the clergy: "Well, I guess God blew it."

It is noteworthy that in this endeavor he had more difficulty with the professed intellectuals of the day than with the clergy. For example, at Padua, the principal professor of philosophy, Guilio Libri, was repeatedly requested and urged to look through Galileo's telescope but persistently refused to do so. In a letter to Kepler relating this affair, Galileo wrote, "Why are you not here? What shouts of laughter we should have at this glorious folly! And to hear the professor of

u. Astrophysicist Hamlet (ca. 1600) regarded the sun's stability as a given: "Doubt that the sun doth move".(II, 2, 115.)

v. Or"Rediscovery", as they had originally been observed by Chinese astronomer Gan De in 364 B.C. (Menzies, G. 2008. pp. 26 and 250.)

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philosophy at Pisa laboring before the grand duke with logical arguments, as if with magical incantations to charm the new planets (i.e., moons) out of the sky".[146] Thus, the Age of Reason was just beginning when logic, which had so recently been used by critics of the Church to refute dogma, was used by the opponents of learning to refute facts. It seems the great appeal of reason was not that it automatically led to truth but that anyone could use it in support of any cause whatsoever.[147]

In terms of getting opponents to use his telescope, Galileo had more success with Catholic authorities in Rome than he had with professor Libri but still to no effect. In April, 1611, he persuaded some of the them to look through his telescope, and they enjoyed what they saw but would not accept his interpretation of what their observations meant.[148] Ranking just below Socrates' discovery of ignorance, one of Galileo's greatest discoveries was that subjectivity is as intractable a foe of learning as are ignorance and agnosticism, and he never did persuade the Church to accept the obvious.

For all Galileo's brilliance in science, he lacked political acumen. [149] Talk about PC: he went from Florence to Rome in 1616 to find out what views were "Suitable"[150] and would have found his view acceptable had the matter been simply one of astronomy, but the Church considered it in terms of theological politics rather than scientific validity,[151] so he became a belated casualty of the Counter-Reformation. Protestant attacks on the Church had obliged Catholic officials to impress everyone with their commitment to the faith, and they presumed they could do this by preserving the purity of Christian dogma. As a Jesuit noted in 1624, "Faith must take first place among all the other laws of philosophy so that.....the word of God may not be exposed to falsity."[152]

Galileo, on the other hand, spoke for the primacy of the senses[153] and, presumably, reason, even when counter to orthodox authority. Hence, the Church mustered all the proper self-deprecating zeal it could in persecuting him: He had no copy of the charges or evidence against him and had no counsel to defend him.[154] In the finest fundamentalist tradition, the Church forbade him to write and publish a book comparing the Ptolemaic and Copernican doctrines unless his conclusion was consistent with Church doctrine–which was that *man cannot know how the world is made* because to do so would restrict God's omniscience[155]–which really is not strictly true: It would just be a matter of knowing God's methods not of limiting Her or them.

When, in 1632, Galileo published a book of dialogues honoring the Church's mandate but making the defender of Ptolemy a simpleton if not an idiot, it was a best seller which threatened to cause more harm than Luther and Calvin combined. The Church countered by "Discovering" a document which forbade Galileo from teaching or discussing Copernicanism in any way".[156] He was convicted in a show trial and on June 22, 1633 having been threatened with physical torture, was forced to abjure and curse his past errors in supporting Copernicus[157] and abandon publicly the "False opinion" that the earth is not the center of the universe.[158] Specifically, the Church denounced his views as "foolish, absurd, false in theology and heretical".[159] In thus stopping Galileo–who obediently maintained a loud silence–from teaching the Copernican theory by its stupid recourse to authority and force to counter an interpretation of indisputable scientific facts, the Church not only stunted the development of Italian science but damaged itself[160] by becoming the chief anti-intellectual antagonist to learning in Western Civilization.[w] E.g, on Aug. 1, 1632, it warned Jesuit professors not to teach atomic physics[161] so by 1670, atoms were out.[162]

With or without atoms, Galileo's greatest triumph was that of motion. The earth moved; things accelerated. The age-old model of constants no longer sufficed in a world now prepared for dynamic change, evolution and progress.[163]

Although Galileo, the champion of observation and reason, is well remembered for his battles against the stupidity of those who clung to the Aristotelian/Ptolemaic universe, he was not immune to the condition.[x] He had been captivated by Copernicus, so the earth remained the center of motion, if not the cosmos. For Galileo, natural "Inertial" motion was movement that neither rose nor fell: It was always equidistant from the center of the earth and therefore circular. Incredibly, even though he had Kepler's work on elliptical orbits at hand and admired it, he ignored it. Had he but dwelt on the "Dungcart", he might have overcome his love affair with the circle and realized that without gravity, rectilinear motion would carry objects off the face of the earth in straight lines to infinity.[164]

This failure is all the more surprising because he knew that forces act independently upon a body—e.g., that horizontal and vertical forces can be treated as vector quantities which do not modify each other. Despite this knowledge, which implied that an object moving along the earth's surface would take off on a tangent into space, Galileo rejected straight lines presumably because they would disrupt the beautiful order of things, meaning circles.[165] Perhaps he took gravity for granted, but because he ignored Kepler's

w. Never let it be said the Church is intransigent in its idiotic positions: It is just a bit slow to adapt. In 1822, the earth was given papal permission to revolve around the sun, and in Oct. 1992, the Church admitted Galileo had been right all along. Perhaps someday it will, in the cause of improved quality of life, adjust its current retropolicy on birth control.

x. Nor was Einstein, who created a fudge factor to keep an actually expanding universe static–consistent with his belief in it. (Novella. p. 130)

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dungcart, he left the unification of the universe to Sir Isaac Newton (1642-1727).

Newton was a mediocre student who was not well taught,[166] afrustrated alchemist,[167] and lousy teacher[y]–his students stayed away in droves while he lectured to empty rooms.[168] This may reflected his all but isolated, unloving rearing by his grandmother,[169] and he is rumored to have died a virgin. At the same time, as a scientist, he personified the ultimate in reason applied to the presumably flat universe.[170] He demonstrated an apparently divine order in astronomy and physics by analyzing observations of reality rather than reasoning from the Bible or asserting faith in God[171] or Aristotle. He unified the cosmos under mathematical laws and reduced God to the role of Prime Mover–aka, the inventor of the physical universal, gravity.[172] His overwhelming success in both regards was due to the fact that at least nonhuman objects behave reasonably, so the divine yielded itself to earthly research. God no longer reigned in heaven but in the human mind, and his laws could be discovered by deductive reason. Logic replaced faith, ushering in the modern era as old ideas were questioned and new possibilities deftly explored.[173]

Newton's three laws of motion (the first two of which are due to Galileo) showed that Kepler's laws are consistent with the proposition that every planet, at every moment, has anacceleration toward the sun which varies inversely as the square of its distance from the sun. He made Kepler's laws universal and made calculations to prove them.[174] His universal law of gravitation explained everything in planetary motion (except the perturbations of Mercury–which is so small and moves so fast that it is affected by the other planets). The only drawback to his success was that it was so encompassing and total that he became, like Aristotle and Galen, a barrier to further scientific progress. As it was, it took England one hundred years to free itself of his authority and resume creative work in astronomy and physics.[175]

Part of his appeal was that he bridged the ethereal Greek heavens with the reality-corrupted earth[176] by showing that everything behaves like a falling apple.[177] On the other hand, as he thought we would always be ignorant of the inner essence of bodies, he shied away from fundamental explanations of "Whys", which tend to imply not only causes but a perhaps divine purpose.

In his own professional experience, Newton also found that reason was usually misapplied when used as a means to convert opponents[z] to one's point of view.[aa] He learned this lesson the hard way when trying to persuade the scientific community that his theory about sunlight being a combination of colors was correct. For centuries, the axiom had been that light was simple and primary. His critics, including some of the greats in science of this era, found his attempted explanations more confusing than convincing, and they persisted in their dubius belief that the colors he saw were modifications light suffered as it passed through his prism.[178] Their tenacious commitment to cerebral habit left him thoroughly frustrated, and he therefor resolved not to publish anything until he could prove it conclusively, thus delaying the dissemination of some of his contributions for years.

When Newton finally did get his message (Principia) out in 1687, it was so overwhelmingly convincing that it reshaped the philosophical basis of Western Civilization. It drew Descartes's law of inertia, Galileo's ideas on acceleration and Kepler's laws of planetary motion into one, grand mathematical synthesis,[179] and its effects were as profound as its sources were varied. First of all, animism was removed from physics: Movement was no longer taken as a sign of life but eternally inherent in material objects as they interacted with each other so, most profoundly of all, Aristotle's Prime Mover (i.e., God) was unnecessary[180]–although most diplomatically and gratuitously retained Him to start things off. Second, the idea of purpose changed in that it had no place in scientific explanations of the universe: No divine force intervened in the workings of the solar system nor had a place in astronomical calculations. Nor could God be expected to concern Himself greatly over the doings of "An advanced breed of monkeys on a minor planet of a very average star"[181] so at most, human purpose was self-generated. Last, although our place in the Copernican system was humbling, our discovery of its mechanics was construed as a triumph of the human mind and contributed to a growing sense of pride in European culture and faith not so much in God and religion as in scientific analysis and reason.[182] If there was any drawback to all of this, it was the minimizing of non-quan-tifiable but very human emotions, feelings and spiritual values in a barren universe.[183]

Not only did he apply reason with great success to the solar system, but he set a limit on its scientific application and discovered a further limitation on the range of mathematics when his extended study of the Bible proved to be a fruitless effort to quantify Divine

y. Just as, fifty years later, Rousseau was a lousy tutor. (Purnell. p. 33.)

z. A notable exception was Father Ignatius Pardies, who remains one of the few people in history ever to have understood an opponent's argument and therefore changed his mind. Another was Senator Arthur Vandenberg of Michigan–an ardent "America Firster" who, in 1945, converted to internationalism.(Slaughter. p. 160.)

aa. Beyond mere obtuseness, censorship and fear of reprisals were such concerns that some writers wrote at two levels: one for the average reader and one for insiders, who understood the "Meta-meaning". (Toland.1720. p. 95) For those few who eschewed subtlety, the price could be high: Thomas Aiken head was executed in Edinburgh, in 1697, for, among other things, expressly admiring the stupidity of the world for being deluded by the nonsense of the scriptures. (Hunter.)

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Will.[184] Newton's writings in theology exceed his scientific works in bulk but not in brilliance, as he misapplied mathematics to theology. Certainly reason can be applied in theological and philosophical arguments, but neither theology nor metaphysics can be quantified and analyzed mathematically because they cannot be measured. Nevertheless, as an orthodox, fundamentalist mystic, Newton attempted to prove the date of the Second Coming mathematically and tried to determine the ratio between the highest attainable earthly happiness and a believer's reward of bliss in Paradise.[185]

Not surprisingly, in the same way physicists had to overcome preconceptions in order to understand the universe, biologist had to overcome folk a theological taboo against curiosity and extent "Wisdom" about life in order to learn about ourselves. The Church considered curiosity a sin to be resisted.[186] Further, accumulated folklore constituted a barrier to knowledge in general, and this was especially true in anatomy—a matter in which everyone had some first hand knowledge. Before the sixteenth century, professional ignorance in general was stored in learned languages and surrounded by an aura of the occult,[187] and in the field of medicine in particular, it was stored in the works of Claudius Galen (130?-201?), who was deified to the point that his works became obstacles to further learning. This happened to both Aristotle and Newton in the mechanics of motion and happened to Galen: For almost 1400 years, his work stood as a barrier to real knowledge of human anatomy.[188] This occurred despite his warning to readers of his works to be wary of pedantic medicine."If anyone wishes to observe the works of Nature, he should put his trust not in books on anatomy but in his own eyes...", he wrote, and he thought himself an experimental physician who constantly appealed to experience. Unfortunately, the Church thought humans should rise above the body,[189] so the customs of his day forbade the dissection of humans. Ergo, the main source of Galen's experience was not the human body but those of monkeys, pigs[190] and, in one grand case, an elephant.[191]

Not until about 1300 were human bodies dissected for learning and teaching anatomy. Around 1490, Leonardo turned his attention to anatomy,[192] although at that time, the world of medicine was dichotomic: Books were separated from bodies, knowledge from experience and healers from the ill. Actually, this was based on a happy cultural confluence: Professors had a vested interest in protecting traditional lore and accepted dogma while the public had a vested interest in assurance that they did not practice any of it. The situation could hardly improve while those on the inside who knew the trade secrets remained committed to the status quo. The profession could advance only

When a pioneer would willingly defy convention and oppose the canons of his own guild. Such a person would have to be impassioned more for knowledge than popularity and be more daring than prudent. Such a person would have to be a reckless missionary who would shriek rather than speak. Such a person was Paracelsus.[193]

Aureolus Philippus Theophrastus Paracelsus (1493-1541) was a self-taught physician who succeeded in getting appointed to the medical faculty at the University of Basel but failed in his efforts to use that position to become the Luther of medicine. On June 24, 1527, he threw a copy of Galen's works into a student bonfire and announced that his courses would be based on his own experience with patients and taught in the local Schweizerdeutsch dialect. Although the book burning was, in this instance, almost justified, the medical community regarded it as an act of blasphemy and turned on him as a medical heretic.[194]

And well they should, for Paracelsus challenged everything that was academic–especially medicine.[195] Unfortunately, in turning against Paracelsus, the doctors and their hidebound allies were turning against progress in understanding disease. Indeed, as bad and misleading as Galen's work in anatomy was, his impact on physiology was even worse. The prevailing notion of disease at the time was that Galen's imbalance of four "Humors",[196]– black bile, yellow bile, blood and phlegm, all of which have nothing to do with health[197] could presumably be rectified by sweating, purging, bloodletting or induced vomiting. Into the 18th century, illness was attributed to an imbalance of these, and pregnancy was confused with rheumatism, consumption (TB) and pleurisy.[198] Paracelsus championed the radical theory that disease was caused by outside agents. How-ever, it was unfortunate for everyone that he saw these outside agents not as living germs but as minerals and poisons carried in the atmosphere from the stars.[199]

Paracelsus's commitment to medical astrology undoubtedly detracted from his potential impact and distracted attention from his historic contributions to the medial profession. He recognized that the causes of disease lay outside the body and insisted on uniformity of causes and specificity of diseases. Further, he believed there were no incurable diseases—only ignorant physicians[200]—and diplomatically noted uneducated peasants cured more people than all of them with their books and gowns.[201] Irksome by nature, he hurt his cause somewhat when, after announcing he would reveal the greatest secrets of medicine, he produced a bowl of shit.[202]

His own books were not published in his lifetime,[203] and his colleagues (whose pedagogical practices he questioned), the druggists (whose excessive profits and ignorance he denounced) and students (who ridiculed his passion for his cause) all joined forces against him and drove him out of the medical establishment.[204] The profession was not to be reformed by emotional appeals to the ethical principles of practitioners.

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A more effective professional reformer was Andreas Vesalius (1514-1564), who rewrote the books on anatomy. As a professor thereof, he dissected cadavers himself, thus departing from the custom of his day, which was to read to medical students from Galen while a barber-surgeon pulled organs out of the body. Students were told there were three chambers to the heart and that the liver had five lobes, but they were not close enough to the action[bb] to challenge such statements or question the authority of the teachers who were leading them[205] down the pathway of invalidity.

Vesalius introduced the use of drawings as study aids, thus engendering the opposition of professors who felt students should be reading rather than wasting time looking at pictures. For his part, Vesalius thought students could learn more anatomy at the butcher shop than from professors sitting in their high chairs talking about things they had never seen but simply memorized out of faulty books. He came to insist that students see, feel and learn for themselves what the human body really was, and it turned out that he was the greatest student of them all.[206]

At first, in his Six Anatomical Tables, Vesalius unwittingly continued the Galenic tradition of leaping from animal to human anatomy. However, in 1538, while teaching from Galen's text, he realized[cc] that what he was reading was really only a compendium of statements about animal anatomy in general. His greatest revelation was that "Anatomical dissection might be used to check speculation". His greatest work, On the Structure of the Human Body (1543—the same year as Copernicus's book) rectified Galen's most flagrant errors by honoring what he *actually saw*.[207] As he continued to learn from further dissections, he continually revised his own works, thus constantly upgrading his schema according to new discoveries and observations.

Unfortunately, one of his more pedestrian discoveries led him afoul of the Church. He found that, contrary to Genesis 2:22, all humans have the same number of ribs. According to the authoritative Bible, men have one less than women because Eve was created from one of Adam's. Not only may this sound like a rather dubious trade off–a whole rib for just a wife, but it does not happen to be true nor square with simple anatomical observation. This sent the Church atwerking and accusing Vesalius of being a revisionist heretic for twisting infallible scriptures to serve his own end–the truth. He narrowly escaped with his life for stating what anyone could have verified.[208] He was blasted not only for attacking the work of a revered, unerring God but for his irreverence toward the revered, if fallible Galen as well. Fortunately, his disciples carried on his commitment to produce accurate works on human anatomy.[209]

Although Galen's mistakes in anatomy were thus corrected, his errors in physiology remained. His physiological system was a *pneumatology*, built upon the three "Souls" which Plato had said governed the body: The rational brain, the emotional heart and the nutritional liver. The chief virtue of this system was that its vocabulary provided ample opportunity for debate among philosophically minded doctors. At its heart was the heart, and before doctors would discard their "Spirits" and *pneuma*, someone had to find something for it to do.[210] That someone was the king's physician William Harvey (1578-1657), another scientist who successfully coupled fact with reason albeit to the aggravation of the reigning cognoscenti.

Like any great student of life, Harvey sought his own unifying vital phenomenon. For Galen, it had been Plato's *pneuma*; for Harvey, it was the circulation of the blood. His conclusion that the heart pumped the blood in a circular movement throughout the body[211] was based not on biblical, Aristotelean, metaphysical or emotional argumentation but on reasoning from a number of anatomical and physiological observations and facts not all of which were his own.[212] These suggested Galen's notion that blood ebbed and flowed from both the heart and liver with a kind of tidal motion in the vessels was incorrect.[213] Circa 1615, Harvey finally freed himself from this idea by posing a simple quantitative question—i.e., how much blood flows through the heart (in a given time period)? The answer in, De Motu Cordus (1628), was "So much that it could not possibly be synthesized new from ingested food but had to be the same blood continually recycled in a circulatory system".[214]

Harvey correctly anticipated hostility from orthodox Galenists so was not surprised when he was denounced for overturning accepted dogma. He suffered the fate of any genius who, having overcome some fool idea, then was forced to endure violent opposition for having done so.[215] However, it is noteworthy he was criticized not because of his observations but because he reasoned and calculated from measurements. He was accused of sullying his reputation as an anatomist by playing mathematician. His pettifogging, quantitative approach was regarded as an attempt to pursue facts which could not be known by investigating things which were incalculable and inexplicable. Worse yet, he was charged with accusing Nature[dd] of stupidity.[216]

Although Harvey's temper was as sharp as his views were original, he was almost modest in insisting

bb. A scene recreated by T. Lester. 2012. p. 166.

cc. Almost fifty years earlier, Leonardo had realized what was taught as human anatomy was flat-out wrong, although he did not know why. (Lester, T. 2012. pp. 166-167.)

dd. Even I have not done that—JFW! ☺ (But for someone who did, see These. Williams. 1938.)

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what he described was only simple fact. If he was on firm ground scientifically in relying on observations rather than ancient writings as the starting point for reason, and despite the fact that his efforts to quantify medicine seemed as absurd to his colleagues as Newton's misguided efforts to quantify religion seem to us, he was vulnerable on one point: He failed to close the circle. Blood went from the veins to the heart and thence (after a refreshing side trip to the lungs) to the systemic arteries.[217] However, Harvey deduced a link between the arteries and veins would eventually be found,[218] and it was, three years after his death, when microscopist Marcello Malpighi (1628-1694) discovered capillaries.[219]

Malpighi not only squared Harvey's circle but discovered a vast array of anatomical details invisible to the naked eye. With his "Flea glass", he viewed taste buds on the tongue and the infrastructure of the brain and put his name on parts of the skin, spleen and kidney. As he did so, he founded microanatomy and checked the assertions of Aristotle and Galen by "Sensory criteria". Further, by studying insects and other animals (his work on the capillaries had been done on frogs and confirmed in turtles), he converted comparative anatomy from the field of errors it had been for Galen into a source of knowledge for everyone.[220]

Of course, those committed to errors did not give up without a fight, so Malpighi encountered resistance to the use of his microscope similar to that Galileo had encountered to the use of his telescope. In 1689, he found his works condemned and himself formally indicted by the same Church that had condemned Galileo and his works fifty-six years earlier. In this case, Malpighi's works were declared useless and false according to four criteria devised by one of his own open-minded students: 1.) His work was on so small scale as to be useless to physicians—so microscopes were out; 2.) humors were not separated by sieve-like structures—meaning capillaries and lungs did not exist; 3.) comparative anatomy would not help physicians—so it was unnecessary; and 4.) the *only* useful study of anatomy was directed toward learning about pathology—so general anatomical research was not necessary.[221]

Critics who did look through the microscope objected to the distortions of shapes, additions of colors and general counterfeiting of reality. [222] Although some of these criticisms were perhaps justified, they did not mean that all microscopic observations were false but just that care and caution were needed to promote accuracy when using such instruments.

Much of this medieval opposition to interjecting man-made devices between objects to be observed and God-given senses was overcome by Anton van Leeuwenhoek (1632-1723). A successful cloth merchant turned microsleuth, he made a 500X microscope with the power to resolve many disputes. Like Malpighi, he had no research program except to look at everything he could. It was a decided loss to science that, in the worst spirit of alchemy and instrument making, he kept his best microscopes and techniques to himself.[223]

While science was stirring up storms of controversy throughout the seventeenth century,[ee] nationalism was growing by the silent, continuous process of unconscious learning. It was education rather than reason that produced the Merrie Englishman and the Oedipal Russian. In each land, people took themselves and their views seriously as well as for granted and usually passed their ideas on to the next generation[224] along with some minor self-serving embellishments about obeying elders. In the process, God became a constitutional monarch[225] the stand in source for morality trumping both tradition and experience as the basis for obedience among the many.[226]

In the normal day-to-day functioning of society, most people centered their lives around their immediate acquaintances. A basic supposition was that all people were like their neighbors and would think and behave "Rationally", meaning "As expected". With the political establishment accepted as a "Given", very few people wondered much less asked *why* anything happened, and it was only when people became aroused that they would question and challenge their sacred governments and revered secular institutions.[227]

As faith in heaven was replaced by faith in the state, Unity, Hegemony and Glory became nationalism's Holy Trinity and Destiny the new Virgin Mother. With nations more committed to getting ahead than people were to getting to heaven, the "Ambitions of Prussia" and "Designs of France" came to preoccupy the minds of leaders, and monarchies came to dominate Europe in something akin to the not so holy spirit of Christian "Botherhood".[228]

It mattered little to ministers (of state) that the national entities that structured their thoughts in this Age of Confusion were largely fictitious. Russia was (and remains) an incongruous assembly of incompatible Cossacks, Tartars, Ukrainians, Muscovites, etc. France included Burgundy and German Alsace, suppressed the Huguenots and sweated its peasants. England created Great Britain by alienating the Scots, Welsh and Irish Catholics. Sweden,[229] Prussia, Poland and Austria expanded and contracted like gigantic amoebas

ee. As impressive as the advances in science in the 17th century were, the Western intellectual world in 1700 was one of confusion: Alchemy was mixed with chemistry; magic with medicine; astrology with astronomy; mysticism with mathematics. It took the Enlightenment to sort these out. (Grayling. p. 183.) By 1800, the distinctions were clear. More specifically, the language was not there. Leeuwenhoek was the first person to see spermatazoa, but he labeled them animals, because that is what critters viewed under a microscope were called. (Dolnick. P. 117.)

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sprawling across the map of Europe as transcendent power, not reason, imposed itself on the weak and meek.[230]

While civilization at least appeared to be advancing on every other front, on the political scene there was clear regression from the medieval ideal of a universally accepted supernatural law and divinely inspired order. Overall, the basic principle of political rule was absolutism. However, in Germany, the only absolute was chaos. In Holland and England, absolutism was compromised, while in France (and Russia and Italy too), it went to excess. In all cases, reason had less to do with the use than the abuse of power because while logic was essentially useless as a means of persuasion,[231] it tended to carry reasoning people to dangerous extremes.

It really cannot be said that in Germany nothing worked because there was no Germany: There was just chaos–some 2,000 dukedoms and duchies in 1650 (which consolidated through purchase and kinship to about 300 in 1800) peopled by Bavarians, Hanoverians, Saxons, Hessians, etc. who became Germans only when they traveled abroad.[232] The root cause of this condition was the failure of unification through Christianity, but the Protestant revolt had made that impossible. The various German states still might have unified behind a German king had there been one, but there was none. Charles V became Spanish in spirit, and the Austrian Hapsburgs were Catholics and often oriented toward Hungary and Turkey, thus having little in common with northern Germans, who were Protestant and oriented toward the Baltic and the west. The resultant Thirty Years' War between the Protestant nobles and Catholic Crown was a civil war which everyone lost,[233] with the prevailing form of government shifting from one of roving bandits during the war to one of stationary thieves in its aftermath.[234]

The first modern break in the absolutist tradition of domination by a personal prince who controlled both religion and politics occurred in Holland,[ff] where the Dutch successfully resisted their Spanish King, Philip II (1556-1598), when he sought support for his war against France. William the Silent, Prince of Orange, led the resistance, and Philip countered by dispatching 10,000 Spanish troops under the Duke of Alva—one of those ruthless "Strongmen" whose witless use of power wrecks everything. If all one's sympathy were not used up on his victims, one could almost feel sorry for him, as all his mur-dering of nobles, sacking and massacring was not only in vain but counter-productive. By 1567, the sensual carnage of his ironheaded rule had induced open revolt.[235]

As a paragon of Hispanic virtue, Alva was fanatical in his detestation of Protestant heresy and capable of great cruelty based on xenophobic bigotry. He was suspicious of Dutch nobility and viewed the general population with contempt.[236] Providing a perfect example of Newton's Third Law of History–that every action begets an equal but opposite reaction, popular revolts erupted in 1579 throughout the Netherlands. Alva's response was brutal retaliation "Justified" by a kangaroo court, the Council of Troubles, and characterized by devastating massacres which stretched on for four years.

Ironically, it was at this time (1579) that the Dutch discovered the advantages of tolerance and enshrined the principle of religious freedom–later espoused by Locke–in the Republic's founding charter, the Union of Utrecht, which mandated that "Each person shall remain free in his religion, and...no one shall be investigated or persecuted because of his religion." Thus, as Alva's fanaticism ended, Holland became a refuge for industrious immigrants from all over and sprang on their upwardly mobile backs to become the richest nation in the world.[237]

Throughout the struggle and with William as their *de facto* king, the rebels maintained the myth that Philip was their *de jure* king, if only he would be a reasonable, limited king. However, the idea of being a reasonable and limited monarch was generally unacceptable to the royalty of the day as it would spoil both the fun and idea of being royal, so Philip tactlessly proceeded to drive Holland (i.e., the United Provinces) to their republican independence effective as of 1609.[238]

In the emerging modern world, Philip personified the power of belief in oneself as a major source of stupidity. No failure of his regal policy like that in Holland could shake his faith in its essential excellence.[239] He firmly believed that, as king, he could do no wrong, since he was convinced that all his labors were for the service of God.[240] His selection of the Duke of Medina-Sidonia as Admiral of the Armada was done against the Duke's protestations of his own ill-health, inexperience and lack of qualifications.[241] Philip disregarded these protests and, in 1588, the fleet suffered the disaster he courted. For his role in the debacle, the Duke was promoted to rank of Supreme Commander in Politics and War by his headstrong king.

While the English triumphed over the Spanish Armada, absolute idiocy continued its successful reign in England, where the throne had never been more powerful than it was at the start of the seventeenth century. Achieving cultural heights known to but a few since the days of Greece,[242] Elizabethans were limited only by their imagination. Trying to outdo Shakespeare, Hamlet spoke for the age when lauding man as "....noble in reason".[243] A new world all but begged for regal imperialism,[244] but, in their long-standing battle against private property at home, the reason-able English kings had to contend with Parliament and could not accept the fact that England had become a legal rather than a regal state. Hence, when James I

ff. The special case of Iceland 's Althinig excepted.

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ascended to the throne in 1603, he saw himself as a king with a divine right to do as he pleased because, as he wrote, "The king was above the law".[245] During his reign, the confrontation between the Crown and Parliament was conducted reasonably by everyone but to no avail as nothing basic was settled[246] by parties who persistently reasoned past each other.

His son and successor, Charles I (1625-1649), was not only probably the meanest and most treacherous but also the stupidest of all English monarchs[247]–which is really saying something.☺ He did not know his subjects (although he had lived in England since the age of four), was generally narrow-minded and clung obstinately to any course of action once embarked upon it. On the issue of kingship, his ideas were more exalted than those of his father,[248] and he acted upon them.[249] In this and practically every way, he was unprepared to cope with the situations which confronted him. If he was prepared to do anything, it was to take such situations and make them worse.

He proceeded to do so when he had to go to Parliament for funds to conduct a war against France and Spain. It refused support so he dismissed it in 1629 and raised some money illegally. Later, when war in Scotland broke out, Charles once again had to call a Parliament, but by this time (1640), the principle of accountability in government had developed in legislative guise[250] that no amount of reason could save England from itself (i.e., civil war).[251] Once the fighting started, both sides were hampered by moderates who subscribed to the "Virgin strategy" of warfare —they did not want to go too far. However, when Oliver Crom-well proved to be a consummate general, the king became a pri-soner of the parliamentary forces.[252]

At this point, Charles might still have remained a compromised monarch, but he could not perceive himself as sort of king. Doomed by his character, he could neither see that his own excesses had caused the conflict nor control much less stop his incessant scheming. He continued his policy of driving to extremes people who wanted to be secure in their rights under a modern (i.e., reasonable) ruler who himself accepted and lived by English rules.[253]

The problem once the king had been subdued was that there no longer were any rules. However, the pursuit of liberty and triumph of anarchy led to political slavery. The puritanical hypocrites who imposed their rigid rule upon the land considered themselves to be the elect rather than the elected—chosen by God rather than the people, predisposing us to forgive God. As agents of God's will, they peppered their iniquities with fervent prayers, somehow refrained from blushing in their piety and tried to disguise, in the Lord's name, the violent cruelty they visited on their countrymen.[254]

Not only was the king beheaded, but vengeance was visited upon a number of peers, many of whom were imprisoned and some of whom were executed. Soldiers who mutinied in the causes of popular sovereignty or manhood suffrage were hunted down and dispatched without mercy. Would-be cultivators of the common lands were chased away, and echoing Calvin in the cause of virtue, sports were banned on Sundays. It was a crime on any day to dance around a maypole or to swear, and a child under twelve caught swearing could be whipped. Fornicators were imprisoned, and adultery was a capital offense.[255] In a fit of righteousness, Cromwell led an inglorious crusade against Catholic Ireland which has left a legacy of bitterness and hatred down to the present day. [256]

By the time Cromwell died in 1658, England had suffered all the righteousness it could endure and wanted to be merrie again, so, after dancing in the streets to celebrate King Oliver Killjoy's passing,[257] Englishmen welcomed back Charles II, son of the "Martyr". He cannily sold English foreign policy to Louis XIV for a pension of £100,000. However, when his brother James II ascended to the throne in 1685, the issue between Parliament and Crown flared again[gg] because once again the king was too stupid to recognize the limitations of the English monarchy. In 1688, the nobles staged a proper, dignified and terribly English revolution and RSVPed another king—William of Orange —to replace the tyrannical, Catholic James,[258] who had enough sense to flee to France, where absolutism reigned extreme. [259]

In fact, Louis XIV (1643-1715) carried the dogma of the divine right of kings to absolute excess.[260] Although somewhat restricted by tradition and a commitment to consistency, he ruled arbitrarily by a word or a smile[261] and recklessly by frittering away the tax money wrung from his oppressed subjects on his lavish court and exhaustive wars–deemed to be means to regal glory.[262] These expenditures created an insurmountable public debt which his descendants would parlay into the French Revolution.[263] This reaction against absolutism was all the more devastating when it came because it had been pent up by the fatal alignment of the nobles and clergy with the crown.

Louis's legacy of bitter poverty to the people of France was a consequence of his indulgence in splendor and his pursuit of the image of the Holy Roman Empire. In the sunlight, he lavished the money on his supporters everywhere while in the shadows, hatred was building and waiting.[264] In the cause of national unity, he opposed the spirit of independence, and throughout the 1660's and into the 1680's, intolerance became persecution as he made legal war on French Protestants.[265] This drove many diligent Huguenots

gg. Democratic ideas that the Levellers proposed–rule by consent, extended suffrage, equality before the law and religious tolerance–were 200 years ahead of themselves but lay like buried seeds waiting to sprout when conditions were right for cultivation. (J. Bartlett. p. 310.)

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abroad, to the economic detriment of the mother country and benefit of her competitors and opponents.[266]

To his credit, in his commitment to gaudy unity, Louis did not neglect the intellectuals as he did the common man. However, this was at best a mixed blessing in that while the arts and sciences were patronized, most cultural life was centered around the court, so French writers were self-consciously obliged to kiss the hand that fed them. Thus, there was no French Bunyan nor dissenting spirit to liberate a French Milton. Intellectual life was correct and limited under the eye of the clerical schoolmaster and the scholarly critic. The French Academy (incorporated in 1635) remained the bastion of cultural orthodoxy, and if anything went to excess, it was intellectual restraint, as substance was subordinated to style.[267]

The court thus became the major, artificial, tragic drama of the age as Louis–a better evaluator of information than a judge of character[268]–and his chosen supporting characters played out their superficial roles as misplaced Romans writ small suffering from the education and cultural mentality of an exclusive caste totally out of touch with the heart and soul of the people.[269] The irony of France's greatest ruler was that he concentrated on being a great ruler and forgot his subjects. He was justified in believing (although he did not say), "*L'état, c'est moi*",[270] but if it was not, he nevertheless referred to himself as if it were.[271]

The philosophical antidote to such political absolutism was not reason—for even despots can be reasonable—but liberalism. Born in the limited monarchies of Holland and England, liberalism began with religious toleration and became the philosophy of parliamentary democracy and laissez faire capitalism. Its vocabulary was that of resistence to arbitrary authority and its appeal to the individual's right to make up his own mind. It opposed everything medieval, especially theories used to sanction the powers of the Church and Crown. It encouraged permissiveness, discouraged fanaticism and regarded religious wars as silly. At the expense of the monarchy and aristocracy, it favored commerce, industry and the rising middle class. It respected the rights of property and directed energy toward business as well as science. With prosperity increasing, optimism was the order of the new day, and narrow-minded bigotry was gradually replaced by open-minded individualism.[272]

The seventeenth century was characterized more by faith in reason rather than by reason itself. Although organized religions declined in influence during this era, stupidity remained by shifting to a secular base. This was aptly expressed by Locke, who flouted his commitment to common sense and dismissed Hobbes by he idealizing, "Men living together according to reason...is properly the state of nature." This was his description not of life among savages but his conjured Eden of Rousseauian virtuous "Anarchrists" who needed neither police nor courts of law because reason was presumably superegoish natural law.[273]

The age was likewise less an age of reason than of restraint. It produced no great martyr willing to burn for his conscience, and although Galileo came close, he had enough sense to swallow his pride and lie about being wrong. As the witch hunters burned themselves out, humanity embarked on no great efforts to improve itself or the future. Stability was assumed by everyone even while the Thirty Years' War raged in Germany and England suffered the throes of a civil war and political revolution. Despite such disruptions, kings were still monarchial, nobles privileged, merchants suspect, bankers despised and the poor oppressed. In a word, everything remained "Natural" if not reasonable.

While reason remained mostly a theoretical ideal, it was primarily science—the application of logical analysis to facts— which transformed the outlook of the educated people of this era into something like the modern mentality. Although the rise in knowledge seemed to be accompanied by a decline in morality to the point that, in 1697, Leibnitz hoped the stoic Chinese might send some missionaries to Europe to save the West,[274] most thoughtful people at that time still looked to science as the means to salvation. Liberalism was nice and democratic, but because it made everyone's answer equally good, it settled nothing. Science alone seemed to hold the hope of bringing certainty back into Western life. If the methodology of the natural sciences (i.e., reason) could but be applied to society, understanding would come, corruption end and perfection begin as logical people would then behave properly and despots benignly.

Notes

1. Harari, Y. Sapiens. Harper; New York. 2015. p. 216.
2. Mackay, C. Extraordinary Popular Delusions and the Madness of Crowds. 1852. [Republished by Harmony Books; New York. 1980. pp. 479-480.] One of the few other issues on which Protestants and Catholics agreed was that the Anabaptists had to go. (Cahill. 2013. p. 265.) Lost on nearly everyone was Shakespeare's insight that the one who lit the fire was the heretic. (The Winter's Tale. 1611. II, 3, 115.) Equally lost was the subtlety that the Hebrew word "Chasapah"–translated as "Witch"–also means "Poisoner".☹ (Rooney. p. 179.)
3. Demos, J. The Enemy Within. Viking; New York. 2008. Chap. 1.
4. Watson, B. Salem's dark hour: Did the Devil make them do it? Smithsonian; 23, #1, 119. Apr. 1992. Floyd. pp. 115-117.
5. Blanning, T. The Pursuit of Glory. Penguin; New York. 2007. p. 464.

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6. Mackay. op. cit. p. 540.
7. Keysler, J. 1729<. Cited on page 466 of Blanning.
8. Roberts, J. The New History of the World. Oxford University Press; New York. 2003. p. 674.
9. Mackay. op. cit. pp. 552-555. The last witchecution in Europe was in Ireland in 1895. (Blanning. p. 465.) Sad to say,on Aug. 8, 2015, five women accused of witchcraft were beaten to death by mobs in India. (AOL. AP.)
10. Sagan, C. The Demon-Haunted World: Science as a Candle in the Dark. Ballantine Books; New York. 1996. p. 413. Sagan is a bit given to hype here. A biblical injunction against witches is found in Exodus 22:18. In a more general sense, this is the Christian version of Islam's Mu'tazilism, which rationalizes the use of force in the cause of righteousness (Bauer. 2010. pp. 450-451.)–boding ill for heretics.
11. Blackstone, W. Commentaries on the Laws of England. 1: 59-60.
12. Frank, A. Ca. 1944. A quotation on page 773 of P. McWilliams's Ain't Nobody's Business If You Do. Prelude Press; Los Angeles, CA. 1993. The ill-fated Ms. Frank noted that no one need wait to begin improving the world, but it is too bad for her that Hitler did not wait a little longer to do so.
13. Brinton, C. The Shaping of the Modern Mind. Mentor; New York. 1953. p. 110.
14. Hales, J. Quoted in English Political Thought, 1603 to 1660 by J. Allen. London. 1938. p. 237.
15. Brinton. op. cit. p. 99.
16. Russell, B. A History of Western Philosophy. Simon and Schuster; New York. 1945. pp. 557-560. Descartes actually agreed with the Church, which objected to his method of agree ment rather than his findings. The Church saw itself as right because it said so and did not like a rationalist coming along proving it was right by logic. In this regard, the Church was carrying on its venerable anti-logic tradition begun in the 6th century when it found itself ill at ease with newly translated Aristotle, who offered a way without God to truth. (Bauer. 2013. p. 6.) However, by the mid-18th century, French censors sometimes condemned books not only for heresies but for weak logic, especially if it undermined otherwise acceptable conclusions. (Darnton. p. 51.) Btw, re the pineal gland, ancient Chinese called it the Celestial Eye, and Hindus regard it as the window of Brahma, whatever that means. (Rooney. pp 76-77) The facts that it is buried deep in the center of the brain and had no known function probably had something to do with various cultures attributing special properties to it. It is now known to respond to light levels (Burnett. p. 19.) and secrete hormones which regulate sleep patterns and daily and seasonal cycles. (Wikipedea.)
17. Russell. op. cit. p. 563.
18. Fischer, K. Descartes and His School. Unwin; London. 1887. p. 231.
19. Bartels, L. Unequal Democracy. Princeton University Press; Princeton, NJ. 2016. p. 124.
20. Blanning. op. cit. p. 457.
21. Brinton. op. cit. p. 97.
22. Roberts. op. cit. p. 687. The original "Naturist" was Greek poet Pindar–ca. 500 B.C. (McMahon. p. 16.) Descartes anticipated Kant.
23. Erickson, S. Philosophy as a Guide to Living. The Teaching Company; Chantilly, V A. 2006. Part 2; p. 33
24. Francis, G. Adventures in Being Human. Basic Books; New York. 2015. p. 85.
25. Russell. op. cit. pp. 565-567.
26. Ibid. p. 568.Descartes provided the first model of stupidity by alleging the pineal gland was an accidental crossover point for the dual corporal and metaphysical worlds producing perturpationes animi, leading to abuses of freedom attributed to the body rather than to God. (Windelband. pp. 413-414.)
27. McMahon. op. cit. p. 68.
28. Boorstin, D. 1998. The Seekers. Vintage; New York. p. 167. The Catholic Church had a problem with philosophy, the occult and science. Generally, these were protestant movements, with Catholic contributors reluctantly making compromises with their consciences. (Grayling. pp. 184-185.)
29. Hodgkinson, T and H. v. d. Bergh. How to Sound Cul-tured. 2015. Publishers Group West; Berkeley, CA. p. 131.
30. Russell. op. cit. pp. 585-588.
31. Ibid. p. 589. Leaving Voltaire to ponder, "If this is the best of possible worlds, what then are the others?" (Candide. Chap. 6. 1759.)
32. Leibniz, G. Undated quotation on page 229 of Blanning. op. cit.
33. Russell. op. cit. p. 595.
34. Ibid. pp. 591-593.
35. Walzer, M. Just and Unjust Wars. Basic Books; New York. 1977. p. 4.
36. Mortimer, I. Millennium. Pegasus; NY. 2016. p. 181.
37. Hecht, J. Doubt: A History. HarperOne; New York. 2003. p. 322.
38. Mansfield, H. Machiavelli's Virtue. University of Chicago Press; Chicago, IL. 1996. pp. 281-294.

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39. Lacey, R. Great Tales from English History. Back Bay Books; New York. 2007. p. 271.
40. Hobbes, T. Leviathan. Chap. 26. 1651.
41. Ibid. Chap. 44. pp. 33-34.
42. Ferguson, N. 2011. Civilization: The West and the Rest. Penguin. New York. p. 73.
43. Butler-Bowdon, T. 50 Politics Classics. Nicholas Brealey; Boston, MA. 2105. p. 198.
44. Ferguson. op. cit. p. 109.
45. Burns, J. Fire and Light. St. Martin's Press; New York. 2013. p. 12.
46. Russell. op. cit. p. 546.
47. Hobbes. op. cit. Chap. IV.
48. Middlekauff, R. The Glorious Cause. Oxford; New York. p. 15.
49. Russell. op. cit. p. 548.
50. Shaftesbury, A. Soliloquy, or Advice to an Author. In Characteristics of Men, Manners, Opinions, Times. (Ed.) L. Klein. Cambridge University Press; Cambridge, England. 1999. pp. 154-155n. Some of the stuff was pretty incredible. (See Chapter 2 of Morison. 1971.)
51. Russell. op. cit. 607. For Locke, truth meant a Protestant Parliament. (Simms. p. 70.)
52. Ebenstein, W. Modern Political Thought. Rinehart & Co.; New York. 1954. p. 5.
53. Boorstin. op. cit. p. 180.
54. Locke, J. Essay Concerning Human Understanding. 1690. Book IV, Chap. XVI, Sec. 4. Long sentences were in vogue at the time. (See Army Council. Agreement. Nov. 1647.)
55. Windelband, W. A History of Philosophy. [MacMillan. 1901.] Paper Tiger; Creskill, NJ. 2001. p. 452.
56. Brinton. op. cit. pp. 114-115.
57. Ibid. p. 113.
58. Wood, G. The Idea of America. Penguin; New York. 2011. p. 276.
59. Windelband. op. cit. p. 451.
60. Wood. op. cit. p. 277.
61. Locke, J. Undated. Quoted on p. 75 of Pocock, J. ed. Three British Revolutions: 1641, 1688, 1776. Princeton University Press; Princeton, NJ. 1980.
62. Locke, J. Quoted on p. 130 of John Locke: Resistance, Religion and Responsibility edited by J. Marshall. Cambridge University Press; Cambridge, England. 1994.
63. ssell. op. cit. p. 606.
64. Ibid.
65. Watson, P. The German Genius. HarperCollins; New York. 2010. p. 68.
66. Burns. op. cit. p. 35.
67. Cahill, T. Mysteries of the Middle Ages. Anchor Books; Random House, New York. 2006. p. 198n.
68. Russell. op. cit. pp. 611 612.
69. Rooney, A. The 15-Minute Philosopher. Arcturus; London. 2014. p. 23.
70. Mansfield, H. May 2, 2007. The Wall Street Journal (online version). The case for a strong executive.
71. Athan. G. and J. Cox. The Boss: J. Edgar Hoover and the Great American Inquisition. Temple University Press; Philadelphia, PA. 1988. pp. 169-171.
72. Locke, J. 1690. Second Treatise on Government. Self-published. (Bobbs-Merrill; Indianapolis, IN. 1952.) Chap. XIV: paragraphs 159 and 160. During WWII, Sept. 7, 1942, FDR claimed an invented right of executive nullification of the Constitution. Upon victory, the usurped powers would and presumably did revert to the people, (Leuchtenburg. p. 219.) as did powers assumed by Lincoln during the Civil War. A few years after the Watergate scandal, expresident Nixon asserted that whatever the president does is, by definition, legal. (The New York Times. 5/20/77.)
73. Syrus, P. Maxim 244. Ca 50 B. C.
74. Katznelson, I. Fear Itself. Liveright; New York. 2013. p. 109.
75. Leuchtenburg, W. The American President. Oxford University Press; New York. 2015. p. 184.
76. kousen, C. 5000 Year Leap. 1981. National Center for Constitutional Studies; Malta, ID. pp. 95-96.
77. Mortimer. op. cit. p. 182.
78. Locke, J. Two Treatises on Government. 1689. (Originally published anonymously.) Awnsham Churchill; London. The work had essentially no impact for about 80 years, when it was picked up by Voltaire, Rousseau, Jefferson and Madison. (Butler-Bowdon. p. 169.)
79. Burns. op. cit. p. 12.
80. Moulton, G. The Journals of the Lewis & Clark Expe-dition. University of Nebraska Press; Lincoln, NB. 1983-2001. 5, 119-120.
81. Ferguson. op. cit. p. 108. An image which morphed to one of savage brutes when he beheld some successful hunters tear into a freshly killed deer and eat the kidneys, spleen and liver raw on the spot while blood trickled down from the corners of their mouths. (Moultron. 5, pp. 95 and 103.)
82. Kerrison, C. Jefferson's Daughters. Ballantine; New York. 2018. p. 121. Ditto Thomas Jefferson. p. 122.
83. Butler-Bowdon, op. cit. p. 171.
84. Grayling, A. The Age of Genius. Bloomsbury; New York. 2016. p. 240.
85. Locke, J. A Letter Concerning Toleration. 1689.
86. Skousen. op. cit. p. 111.

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87. Walbert, D. 2008. A little kingdom in Carolina.
88. Locke, J. Mar. 1669. The Fundamental Constitutions of Carolina. In 1658, Virginia forced all lawyers to leave the colony, only stupidly rescinding the law in 1680. (Foster. 79.)
89. Isaacson, W. Benjamin Franklin. Simon & Schuster; New York. 2003. p. 59.
90. Brinton. op. cit. p. 89. He is also a serious contender to have written Shakespeare, (Brands. 2010. p. 494.) although it is more likely Shakespeare wrote Bacon. (Windelband. p. 380fn.)
91. Burns. op. cit. p. 13.
92. Bacon, F. Novum Organum. 1620.
93. Bacon, F. Preface to Instauratio Magna (The Great Renewal). 1620. Quoted on p. 173 of Durant, W & A. 1961.
94. Morris, I. Why the West Rules–For Now. Farrer, Straus and Giroux; New York. 2010. p. 469.
95. Burns. op. cit.
96. Bacon, F. op. cit. Unfortunately, fictional Sherlock Holmes misused the term "Deduction" in his cases. He should have said, "Induction, my dear Watson" when moving from observation to hypothesis.
97. Bacon, F. Great Instauration, 'Plan'. 1620. On the other hand, in real life, he had a successful political career under Elizabeth and James I serving as Lord High Chancellor until he was convicted of venality–i.e., corruptability. (Windelband. p. 380fn.)
98. Burns. op. cit.
99. Russell. op. cit. pp. 542-544. Mill, J. System of Logic. 1843. Bacon's commitment to practicality blinded him to mathematics as the ultimate language of science. (Windelband. 387)
100. Boorstin. op. cit. p. 161.
101. Genesis 1: 28-29. (Subdue the earth; rule over the ani-mals; own the plants.)
102. Locke, J. Second Treaties on Civil Government. Chap-ter V. Section 40. 1690. (Providing an anti-green philosphical rationale for exploitation.)
103. Strauss, L. Natural Right and History. University of Chicago; Chicago, IL. 1950. Quotation by Locke. p. 315. In this sense, he anticipated Schopenhauer.
104. Russell. op. cit. p. 545.
105. Durant, W. The Story of Philosophy. Simon and Schuster; New York. 1926/1961. pp. 100-102.
106. Boorstin, D. The Discoverers. Vintage; New York. 1983. p. 294.
107. Muller, H. J. The Uses of the Past. Mentor; New York. 1952. p. 295.
108. Boorstin. op. cit. p. 294.
109. Brinton. op. cit. pp. 86-87.
110. Bacon, F. Undated. In The Advancement of Learning and the New Atlantis. (Oxford University Press; New York. 1956. pp. 84-85.)
111. Brinton. op. cit. p. 87. Nevertheless, scientists were regarded with suspicion in this age of celestial miracles. (Manchester, W. A World Lit by Fire. Back Bay Books; Boston, MA. 1992. p. 291.)
112. Bacon, F. Advancement of Learning. 1605.
113. Grayling. op cit. p. 189. In this regard, physicians can be forgiven for abiding by the original Hippocratic Oath, which was directed primarily toward the retention of trade secrets within the guild. (There is now a modern version of the oath.)
114. Boorstin. op. cit. p. 295.
115. Russell. op. cit. p. 526.
116. Axelrod, A. Profiles in Audacity. Sterling; New York. 2006. p. 70.
117. Hecht. op. cit. p. 277.
118. Ibid. p. 145. For a thorough account of the whole Copenican/Church episode, see Grayling, pp. 242-253.
119. Swerdlow, N. The Derivation and First Draft of Copernicus's Planetary Theory". Proceedings of the American Philosophical Society; 117, #6. Dec. 31, 1973.
120. Luther, M. Table Talk (i.e., Tischrede. A collection of Luther's lectures/papers.) ca. 1530. # 69. In Fosdick, H. Great Voices of the Reformation. Modern Library; New York. 1952. p. xviii.
121. Grayling. op. cit. p. 239.
122. Ergang, R. Europe from the Renaissance to Waterloo. Heath; Boston, MA. 1954. p. 361. See also Psalm 104:5 and Joshua re the sun and moon standing still for a dayalthough if the sun stood still for a day, how would anyone know it? ☺
123. Menzies, G. 1434. HarperCollins; NY. 2008. p. 146.
124. Russell. op. cit. p. 527.
125. Durant, W. The Reformation. Simon and Schuster; New York. 1957. p. 861.
126. Russell. op. cit. p. 527. (Russell refers to Galileo's law of inertia but meant Newton's.)
127. Ibid. p. 528.
128. Ritter, M. Scientists Solve 16th Century Sky Mystery. Science News. New York. 1:05 PM, Dec. 4, 2008. AP. AOL. For some reason, eleven reports of comets in the Anglo Saxon Chronicle between 679 and 1114 (Collins, P. p. 338.) made no impact on prevailing astronomical theory.
129. Russell. op. cit. p. 529.
130. Regiomontanus. Folio 47 v. Ca. 1470. "Because the Sun is the source of heat and light, it must be at the centre of the planets, like the King in his Kingdom, like the heart in the body." One must

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wonder if Kepler got the idea from him. (Perhaps this is the origin of Louis XIII's appellation the "Sun King".)
131. Santillana, G. de. The Age of Adventure. Mentor; New York. 1956. p. 210.
132. Ibid. p. 205.
133. Boorstin. op. cit. p. 319.
134. Stark, R. How the West Won. ISI; Wilmington, DE. p. 37.
135. Ibid. p. 178.
136. Gillispie, C. The Edge of Objectivity. Princeton University Press; Princeton, NJ. 1960. p. 37. The difference between a circle and a planetary ellise can be minimal. In the case of earth, if you have a drawing with the sun at the (epi)center and earth's orbit approximately 4 inches in diameter, the variance for an ellipse fits within the thickness of the drawn orbital line. (E. Rogers. Lecture on Kepler. Fall, 1960.)
137. Bronowski, J. The Ascent of Man. Little, Brown & Co.; Boston, MA. 1973. p. 221.
138. Boorstin. op. cit. p. 311.
139. Kesten, H. Copernicus and His World. Ray; New York. 1945. p. 348.
140. Boorstin. op. cit. p. 319. In fact, Galileo was off in attributing tidal motion to the earth's relation to the sun rather than the moon. (Axelrod. op. cit. p. 71.)
141. Durant, W. and Durant, A. The Age of Reason Begins. Simon and Schuster; New York. 1961. p. 603.
142. Bronowski. op. cit. p. 204.
143. Boorstin. op. cit. pp. 320-321.
144. Ibid. p. 319. And Bronowski. op. cit. 212.
145. Grayling. op. cit. p. 76.
146. Rogers, E. Physics for the Inquiring Mind. Princeton University Press; Princeton, NJ. 1960. p. 281.
147. Montaigne, M. Ca. 1576. The Complete Essays of Montaigne. (Translated by D. Frame. Stanford University Press; Stanford, CA. 1958. pp. 320-321.) Mills, C. Wright. Culture and Politics in the Fourth Epoch. The Listener. Mar. 12, 1959. His point was that, in the 20th century, an excess of raw reason led to the Holocaust as well as the development of atomic weapons. That is, we became inhumanely reasonable.
148. Boorstin. op. cit. p. 321.
149. Bronowski. op. cit. p. 205.
150. Inquisitor [Vatican]. Apr. 12, 1633. Bronowski. p. 213.
151. Bronowski. op. cit. p. 198.
152. Redondi, P. Galileo Heretic. (Italian. 1983.) Translated by R. Rosenthal. Princeton University Press; Princeton, NJ. 1987. p. 132.
153. Greenblatt, S. The Swerve. Norton; New York. p. 254.
154. Bronowski. op. cit. p. 211.
155. Menzies. op. cit. p. 249.
156. Ibid.
157. Ibid. p. 250.
158. Boorstin. op. cit. pp. 323-325. Not only Galileo's conclusions, most of which the Church agreed with–although it had not yet worked out ways to square them with scripture, but his publishing them in vernacular Italian rather than lofty Latin undercut and thus really upset the religious establishment. (Firestein. p. 170.)
159. Inquisition of Galileo. (Quoted on pages 76 and 250 of
160. Grayling. See also: Sobel, D. A More Perfect Heaven. New York. 2011. Chap. 7; pp. 1-4.)
161. Russell. op. cit. p. 534. In the 19th century, Thomas Huxley denounced the Church as "The one great spiritual organization which is able to resist, and must resist, the progress of science and modern civilization". (Manchester. op. cit. p. 117.) I think Islam and maybe all theologies qualify as well. JFW.
162. Davidson, N. "Unbelief and Atheism in Italy, 1500-1700" in Atheism from the Reformation to the Enlightenment edited by M. Hunter and D. Wooton. Clarendon; Oxford, England. 1992. p. 61.
163. Ibid. pp. 83-84.
164. Russell, B. Philosophy and Politics. Cambridge University Press; London. 1947.
165. Gillispie. op. cit. p. 51.
166. Santillana. op. cit. p. 227.
167. Bronowski. op. cit. p. 222.
168. Grayling. op. cit. p. 143. It is striking to note that as brilliant as Newton was, he could not distinguish between genuine and spurious knowledge. Further, he was convinced the Bible was written in a code which he failed to crack.
169. Lacey. op. cit. pp. 291-292.
170. Bronowski. op. cit. p. 222.
171. Ibid. p. 240. In the 21st century, the man in the street still lives in a Newtonian universe. (Dr. Mark Young. Undated.)
172. Brinton. op. cit. p. 95.
173. Bronowski. op. cit. p. 222.
174. Lacey. op. cit. p. 292.
175. Boorstin. op. cit. p. 405.
176. Russell. 1945. op. cit. p. 535.
177. Blanning. op. cit. p. 470. Consistent with this, understanding is common sensicle: i. e., as A. Einstein (1936) ironically opined, science is refined, everyday thinking.
178. Gillispie. op. cit. p. 121.
179. 179. Ibid. pp. 124-125.
180. 180. Hecht. op. cit. p. 326.
181. 181. Ibid. p. 336.

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182. Hawking, S. Quoted on p. 12 of USMagazine.Com. Dec. 8, 2014.
183. Russell. op. cit. pp. 537-538.
184. Whitehead, A. Science and the Modern World. Free Press; New York. 1967.
185. Boorstin. op. cit. p. 407.
186. Clark, G. The Seventeenth Century. Oxford University Press; Oxford. 1929. p. 249. Failed predictions of the second coming include those in the fourth century, 1000, the Crusades, 17th century, prerevolutionary New England, the Civil War, WWI and 2000. (K. Phillips. 2006. p. 125.)
187. Dolnick, E. The Seeds of Life. Basic Books; New York 2017. p. 40.
188. Boorstin. op. cit. p. 338.
189. Saladin, K. Anatomy & Physiology. 6th Ed. McGraw-Hill; New York. 2012. p. 4.
190. Dolnick. op. cit. p. 40.
191. Boorstin. op. cit. pp. 344-348. Throw in some gladiators, although the great anatomist remained unconvinced that athletes had brains. (Claxton. p. 17.)
192. Dolnick. op. cit. p. 38. Something of a carnival barker showman, Galen often performed dissections in public in front of swarms of gawkers.
193. Ibid. p. 42.
194. Boorstin. op. cit. pp. 338-339.
195. . Ibid. pp. 339-340.
196. Bronowski. op. cit. p. 141.
197. Cantor, N. In the Wake of the Plague. Harper; New York. 2001. p. 119. Francis. op. cit. p. 2.
198. Johnson, Steven. Wonderland. Riverhead Books; New York. 2016. p. 134.
199. Kerrison. op. cit. p. 322.
200. Boorstin. op. cit. p. 342. As farfetched as it seems, this idea has been echoed in Diseases From Space (1979) and Our Place in the Cosmos (1993), both by Fred Hoyle and Chanadra Wickramasinghe.
201. Boorstin. op. cit. p. 342.
202. Ibid. p. 344.
203. Ball, P. The Devil's Doctor. London. 2006.
204. Boorstin. op. cit. p. 344.
205. Ibid. p. 340. (See also Durant, W. The Reformation. Simon & Schuster; New York. 1957. pp. 875-881.)
206. Mortimer. op. cit. p. 135.
207. Boorstin. op. cit. pp. 351-355.
208. Francis. op. cit. p. 134.
209. Hilton, B. Undated citation on page 337f of McWilliams.
210. Boorstin. op. cit. pp. 359-360.
211. Ibid. pp. 361-362. While names and labels are necessary for verbal communication, they can be misleading if not useless. The Greek pneuma corresponds roughly to the Chinese qi, the Nigerian ase, the Polynesian mana and the Algonkien [i.e., North American] manitou. All mean life or spirit of life. (C. Mann. p. 164.)
212. Dolnick. op. cit. p. 1.
213. Boorstin. op. cit. pp. 364-365. Likewise, Watson and Crick were led, in 1953, to their model of DNA by an X-ray defraction photo taken by Rosalind Franklin. She was working at the time with a Maurice Wilkins, who, without her permission, showed Watson and Crick the picture. For that indiscretion, he shared a Nobel Prize with them. She got nothing except end notes like this and a fatal dose of cancer probably induced by her work with X-rays. (Saladin. p. 117.)
214. Durant, W. and Durant, A. The Age of Reason Begins. Simon & Schuster; New York. 1961. p. 168.
215. Boorstin. op. cit. p. 366.
216. Einstein, A. Undated quotation on page 774 of McWilliams. op. cit.
217. Boorstin. op. cit. p. 368.
218. Doby, T. Discoverers of Blood Circulation. Schuman; NY. 1963. p. 194.
219. Dolnick. op. cit. p. 86.
220. Durant and Durant. op. cit. p. 169.
221. Boorstin. op. cit. pp. 380-381.
222. Ibid. p. 382.
223. Ibid. p. 381.
224. Ibid. p. 330.
225. Al-Ma'arri. Ca. 1025. Cited in Reynolds, A. Studies in Islamic Poetry. Cambridge University Press; Cambridge, England. 1920. p. 176.
226. Manchester. op. cit. p. 291.
227. Fichte, J. Versuch einer Kritik aller Offengarung. 1792.
228. Wells, H. G. The Outline of History. 1920. (Cassel; London. 4th ed. Revised by R. Postgate. 1961. p. 829.)
229. Ibid. pp. 827-828.
230. Terdoslavich, W. Charles the Mad vs. Peter the Great. Chap. 18 of Fawcett. 2016.
231. Wells. op. cit. p. 828.
232. Grayling. op. cit. p. 76.
233. Barzun. J. 2000. From Dawn to Decadence. Perennial; NY. pp. 393-395.
234. Wells. op. cit. p. 812.

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FELLOWS

FELLOW OF ASSOCIATION OF RESEARCH SOCIETY IN HUMAN SCIENCE (FARSHS)

Global Journals Incorporate (USA) is accredited by Open Association of Research Society (OARS), U.S.A and in turn, awards "FARSHS" title to individuals. The 'FARSHS' title is accorded to a selected professional after the approval of the Editor-in-Chief/Editorial Board Members/Dean.



- The "FARSHS" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSS or William Walldroff, M.S., FARSHS.

FARSHS accrediting is an honor. It authenticates your research activities. After recognition as FARSHS, you can add 'FARSHS' title with your name as you use this recognition as additional suffix to your status. This will definitely enhance and add more value and repute to your name. You may use it on your professional Counseling Materials such as CV, Resume, and Visiting Card etc.

The following benefits can be availed by you only for next three years from the date of certification:

FARSHS designated members are entitled to avail a 40% discount while publishing their research papers (of a single author) with Global Journals Incorporation (USA), if the same is accepted by Editorial Board/Peer Reviewers. If you are a main author or co-author in case of multiple authors, you will be entitled to avail discount of 10%.

Once FARSHS title is accorded, the Fellow is authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). The Fellow can also participate in conference/seminar/symposium organized by another institution as representative of Global Journal. In both the cases, it is mandatory for him to discuss with us and obtain our consent.





You may join as member of the Editorial Board of Global Journals Incorporation (USA) after successful completion of three years as Fellow and as Peer Reviewer. In addition, it is also desirable that you should organize seminar/symposium/conference at least once.

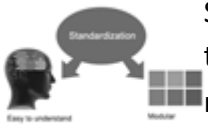
We shall provide you intimation regarding launching of e-version of journal of your stream time to time.This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.



The FARSHS can go through standards of OARS. You can also play vital role if you have any suggestions so that proper amendment can take place to improve the same for the benefit of entire research community.

As FARSHS, you will be given a renowned, secure and free professional email address with 100 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.





The FARSHS will be eligible for a free application of standardization of their researches. Standardization of research will be subject to acceptability within stipulated norms as the next step after publishing in a journal. We shall depute a team of specialized research professionals who will render their services for elevating your researches to next higher level, which is worldwide open standardization.

The FARSHS member can apply for grading and certification of standards of the educational and Institutional Degrees to Open Association of Research, Society U.S.A.
Once you are designated as FARSHS, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria. After certification of all your credentials by OARS, they will be published on your Fellow Profile link on website https://associationofresearch.org which will be helpful to upgrade the dignity.



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The FARSHS member is eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get remuneration of 15% of author fees, taken from the author of a respective paper. After reviewing 5 or more papers you can request to transfer the amount to your bank account.



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MARSHS accrediting is an honor. It authenticates your research activities. Afterbecoming MARSHS, you can add 'MARSHS' title with your name as you use this recognition as additional suffix to your status. This will definitely enhance and add more value and repute to your name. You may use it on your professional Counseling Materials such as CV, Resume, Visiting Card and Name Plate etc.

The following benefitscan be availed by you only for next three years from the date of certification.



MARSHS designated members are entitled to avail a 25% discount while publishing their research papers (of a single author) in Global Journals Inc., if the same is accepted by our Editorial Board and Peer Reviewers. If you are a main author or co-author of a group of authors, you will get discount of 10%.

As MARSHS, you willbegiven a renowned, secure and free professional email address with 30 GB of space e.g. johnhall@globaljournals.org. This will include Webmail, Spam Assassin, Email Forwarders,Auto-Responders, Email Delivery Route tracing, etc.





We shall provide you intimation regarding launching of e-version of journal of your stream time to time.This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.

The MARSHS member can apply for approval, grading and certification of standards of their educational and Institutional Degrees to Open Association of Research, Society U.S.A.





Once you are designated as MARSHS, you may send us a scanned copy of all of your credentials. OARS will verify, grade and certify them. This will be based on your academic records, quality of research papers published by you, and some more criteria.

It is mandatory to read all terms and conditions carefully.

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AUXILIARY MEMBERSHIPS

Institutional Fellow of Open Association of Research Society (USA) - OARS (USA)

Global Journals Incorporation (USA) is accredited by Open Association of Research Society, U.S.A (OARS) and in turn, affiliates research institutions as "Institutional Fellow of Open Association of Research Society" (IFOARS).



The "FARSC" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSC or William Walldroff, M.S., FARSC.

The IFOARS institution is entitled to form a Board comprised of one Chairperson and three to five board members preferably from different streams. The Board will be recognized as "Institutional Board of Open Association of Research Society"-(IBOARS).

The Institute will be entitled to following benefits:

The IBOARS can initially review research papers of their institute and recommend them to publish with respective journal of Global Journals. It can also review the papers of other institutions after obtaining our consent. The second review will be done by peer reviewer of Global Journals Incorporation (USA) The Board is at liberty to appoint a peer reviewer with the approval of chairperson after consulting us.

The author fees of such paper may be waived off up to 40%.

The Global Journals Incorporation (USA) at its discretion can also refer double blind peer reviewed paper at their end to the board for the verification and to get recommendation for final stage of acceptance of publication.





The IBOARS can organize symposium/seminar/conference in their country on behalf of Global Journals Incorporation (USA)-OARS (USA). The terms and conditions can be discussed separately.

The Board can also play vital role by exploring and giving valuable suggestions regarding the Standards of "Open Association of Research Society, U.S.A (OARS)" so that proper amendment can take place for the benefit of entire research community. We shall provide details of particular standard only on receipt of request from the Board.



The board members can also join us as Individual Fellow with 40% discount on total fees applicable to Individual Fellow. They will be entitled to avail all the benefits as declared. Please visit Individual Fellow-sub menu of GlobalJournals.org to have more relevant details.

We shall provide you intimation regarding launching of e-version of journal of your stream time to time. This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.



After nomination of your institution as "Institutional Fellow" and constantly functioning successfully for one year, we can consider giving recognition to your institute to function as Regional/Zonal office on our behalf.
The board can also take up the additional allied activities for betterment after our consultation.

The following entitlements are applicable to individual Fellows:



Open Association of Research Society, U.S.A (OARS) By-laws states that an individual Fellow may use the designations as applicable, or the corresponding initials. The Credentials of individual Fellow and Associate designations signify that the individual has gained knowledge of the fundamental concepts. One is magnanimous and proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice.

Open Association of Research Society (US)/ Global Journals Incorporation (USA), as described in Corporate Statements, are educational, research publishing and professional membership organizations. Achieving our individual Fellow or Associate status is based mainly on meeting stated educational research requirements.



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We shall provide print version of 12 issues of any three journals [as per your requirement] out of our 38 journals worth $ 2376 USD.

Other:

The individual Fellow and Associate designations accredited by Open Association of Research Society (US) credentials signify guarantees following achievements:

- The professional accredited with Fellow honor, is entitled to various benefits viz. name, fame, honor, regular flow of income, secured bright future, social status etc.

- In addition to above, if one is single author, then entitled to 40% discount on publishing research paper and can get 10%discount if one is co-author or main author among group of authors.
- The Fellow can organize symposium/seminar/conference on behalf of Global Journals Incorporation (USA) and he/she can also attend the same organized by other institutes on behalf of Global Journals.
- The Fellow can become member of Editorial Board Member after completing 3yrs.
- The Fellow can earn 60% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.
- Fellow can also join as paid peer reviewer and earn 15% remuneration of author charges and can also get an opportunity to join as member of the Editorial Board of Global Journals Incorporation (USA)
- • This individual has learned the basic methods of applying those concepts and techniques to common challenging situations. This individual has further demonstrated an in–depth understanding of the application of suitable techniques to a particular area of research practice.

Note :

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- In future, if the board feels the necessity to change any board member, the same can be done with the consent of the chairperson along with anyone board member without our approval.
- In case, the chairperson needs to be replaced then consent of 2/3rd board members are required and they are also required to jointly pass the resolution copy of which should be sent to us. In such case, it will be compulsory to obtain our approval before replacement.
- In case of "Difference of Opinion [if any]" among the Board members, our decision will be final and binding to everyone.

"

Preferred Author Guidelines

We accept the manuscript submissions in any standard (generic) format.

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

Before and during Submission

Authors must ensure the information provided during the submission of a paper is authentic. Please go through the following checklist before submitting:

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2. Authors must accept the privacy policy, terms, and conditions of Global Journals.
3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
5. Authors should submit paper in a ZIP archive if any supplementary files are required along with the paper.
6. Proper permissions must be acquired for the use of any copyrighted material.
7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

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It is required for authors to declare all financial, institutional, and personal relationships with other individuals and organizations that could influence (bias) their research.

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Authors are solely responsible for all the plagiarism that is found. The author must not fabricate, falsify or plagiarize existing research data. The following, if copied, will be considered plagiarism:

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- Writings
- Diagrams
- Graphs
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- Lectures

- Printed material
- Graphic representations
- Computer programs
- Electronic material
- Any other original work

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2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

Changes in Authorship

The corresponding author should mention the name and complete details of all co-authors during submission and in manuscript. We support addition, rearrangement, manipulation, and deletions in authors list till the early view publication of the journal. We expect that corresponding author will notify all co-authors of submission. We follow COPE guidelines for changes in authorship.

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Appealing Decisions

Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

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Preparing your Manuscript

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.



Format Structure

It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

All manuscripts submitted to Global Journals should include:

Title

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

Figures

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution at final image size ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs): >350 dpi; figures containing both halftone and line images: >650 dpi.

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

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6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

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Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



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Mistakes to avoid:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

The Administration Rules

Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

Please read the following rules and regulations carefully before submitting your research paper to Global Journals Inc. to avoid rejection.

Segment draft and final research paper: You have to strictly follow the template of a research paper, failing which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread your manuscript.

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Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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