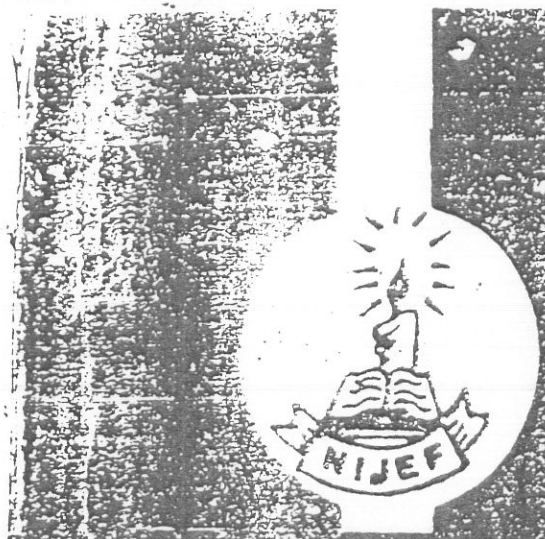

NIGERIAN Journal of Educational Foundations

Volume 4, No. 1 ISSN 1116-0381 March, 1993

CONTENTS

	Pages
Notes on Contributors	iii
General Information and notes to contributors ...	iv
Editorial Board and subscription rates	v
Crisis in Nigerian education: Issues at stake - A.A. Adeyinka ...	1
Current Literature on examination malpractices in Nigeria - C.A. Adekale ...	18
Cheating in examinations in the University of Ilorin; styles, causes and remedies - F.A.O. Olasehinde ...	42
Efficacy of continuous assessment practice in Nigerian tertiary institution - T.A. Popoola ...	54
Science teachers' views on the problems of implementing continuous assessment in secondary schools -E.T.Daramola	64
The concept of temptation and its solutions in Islam - Z.I. Oseni	72
The language problem in Colonial Western education within the mandated territories of British and French Togo, 1919-1939 - R. O. Lasisi	88
Government policy on technical education in Nigeria 1960-1980 - A. O. Adetuyibi	98
Colonial education policy and the consolidation of the British rule in Northern Nigeria, 1905-1922- O. Mowoiye and O. Akinsumi	113
The development and management of University education in Nigeria - E.O. Ibukun	120
Historical basis for health education in the schools - E.A. Ogunsakin	133
Effects of child abuse on the academic performance of secondary school students in Oyo State - Irene Durosaro	141
The relationship between cost and goal achievement of secondary education in Edo and Kwara States - D.O. Durosaro	148
Role of teachers, administrators and government in meaningful Social Studies instruction in contemporary Nigerian	155

NIJEF 4 (1), March 1993

GENERAL INFORMATION AND NOTES TO CONTRIBUTORS

(a) General Information

Name of Journal: Nigerian Journal of Educational Foundations

Address: Department of Educational Foundations,
Faculty of Education,
University of Ilorin,
Ilorin, Kwara State.Nigeria.

Editorial Description: The Journal publishes theoretical papers and results of original investigations (analytical, descriptive or experimental) in all areas of educational foundations - History Philosophy, Psychology, Sociology, Economics, Anthropology, Comm-parative Education, Statistics and Methodology of Educational Research and Teaching at all levels of Education.

Target Audience : Academics, students of education in institutions of higher learning, general practitioners in education, policy makers and the general public.

Language : The Journal is published in English.

Frequency of Publication : The Journal is published twice a year, in March and Septemeber.

(b) Notes to Contributors

1. Contributors are asked to adopt the APA (American Psychological Association) writing style and referencing pattern. Details of these are contained on the preliminary pages of all previous issues of this journal i.e. Pp vi - xi or vii -xii of Volume 1, Nos 1 & 2; Volume 2, Nos. 1 & 2; Volume 3, Nos. 1 & 2.
2. Manuscripts are to be typed on white quarto sheets, double-spaced, on one side only.
3. Each paper must have an abstract (100 - 150 words), an introduction, body of paper, conclusion and references.
4. The paper, which must be between 10 and 20 pages in length (including the abstract and references), should be submitted in triplicate.
5. All correspondence should be addressed to:

   The Managing Editor,
   Nigerian Journal of Educational Foundations,
   Department of Educational Foundations,
   University of Ilorin, Nigeria.

NIGERIAN JOURNAL OF EDUCATIONAL FOUNDATIONS

EDITORIAL BOARD

Editor-in-Chief

Professor Augustus Adeleke Adeyinka

Editors

Dr. E.A. Abe
Dr. D.O. Durosaro
Dr. R.O. Lasisi
Dr. Don Nwosu
Dr. M.O. Awoyemi
Dr. Adeyemi Idowu
Dr. A.A. Mordi
Dr. Afolabi Popoola

Assistant Editors

Dr. C.O. Daramola
Dr. O.O.Obiyemi
Dr. A.A. Mansaray
Dr. A.A. Ogunlade

Consulting Editors

Prof. Aliyu Adbullahi
Prof. Olu. Makinde
Prof. M. A. Omolewa
Prof.Peter Asuni
Prof. J.A. Akinpelu
Prof. J.B. Ipaye
Prof. O.A. Nduka
Prof. D.O. Owuamanam

Subscription Rates

A. Nigeria

Institutions: ₦100 per volume of two issues, plus postage.

Students and General Readers: ₦50 per issue, plus postage.

B. Other Countries : Equivalent of ₦120 per issue, plus postage as appropriate.

Subscription Cheques

Draw your Cheques/Money Orders/Bank Drafts in favour of *Nigerian Journal of Educational Foundations* (or simply NIJEF) and send it by Registered post to:

The Editor-in-Chief,
Nigerian Journal of Educational Foundations,
Department of Educational Foundations,
University of Ilorin.
ILORIN, KWARA STATE, NIGERIA.

NIJEF, Volume 4 No. 1, March 1993

COLONIAL EDUCATION POLICY AND THE CONSOLIDATION OF THE BRITISH RULE IN NORTHERN NIGERIA, 1905-1922

BY

Olufunmilayo Mowaiye
and
Olayemi Akinwumi

ABSTRACT

The paper focuses on colonial educational policy, and how it was used to consolidate colonial rule in Northern Nigeria. The consolidation was made possible as a result of the emphasis on the education of the sons of emirs and their officials. Also, the curriculum was designed such that products of the different schools would not become agitators and critics of the Colonial Government. In effect, loyalty to the Colonial Government was stressed in schools and was regarded as part of the curriculum. The result was that the graduates of these schools, some of whom were to become emirs, district heads, village heads, and others who were later employed by the various Native Authorities in Northern Nigeria and in other areas of the public service could not but be absolutely loyal to the Colonial Administration.

INTRODUCTION

"The future native rulers of Nigeria should acquire a knowledge of English, they should acquire the standard of truth and honour which is taught in our public schools, a sense of duty and responsibility in their dealings with their people and of loyalty to the Government and an understanding of its methods and policy" (NAK/SNP7/4399/1906), and thus, this became part of what was to be entrenched as part of the curriculum of schools in Northern Nigeria during the Colonial period.

Though much has been written on western education in Northern Nigeria (Graham, 1966; Boyas, 1975; Ogunsola, 1977; Mustapha, 1987), one area that many writers have tended to overlook boarders on the education of the sons of the Northern emirs by the British Colonial Administration and the purpose it was meant to serve. The present paper shows that the emphasis on the education of the sons of northern emirs was to serve a purpose. It therefore focuses on the British educational policy and how it was used to consolidate the colonial administration. The paper examines the colonial educational policy, its implementation

NIGERIAN JOURNAL OF EDUCATIONAL FOUNDATIONS
Volume 4 No. 1 March 1993

CONTENTS

	Pages
Notes on Contributors	iii
General Information and notes to contributors ...	iv
Editorial Board and subscription rates	v
Crisis in Nigerian education: Issues at stake - A.A. Adeyinka	1
Current Literature on examination malpractices in Nigeria - C.A. Adekale	18
Cheating in examinations in the University of Ilorin; styles, causes and remedies - F.A.O. Olasehinde ...	42
Efficacy of continuous assessment practice in Nigerian tertiary institution - T.A. Popoola ...	54
Science teachers' views on the problems of implementing continuous assessment in secondary schools - B.T. Danmole	64
The concept of temptation and its solutions in Islam - Z.I. Oseni	72
The language problem in Colonial Western education within the mandated territories of British and French Togo, 1919-1939 - R. O. Lasisi	88
Government policy on technical education in Nigeria 1960-1980 - A. O. Adetuyibi	98
Colonial education policy and the consolidation of the British rule in Northern Nigeria, 1905-1922- O. Mowaiye and O. Akinwumi	113
The development and management of University education in Nigeria - W.O. Ibukun	120
Historical basis for health education in the schools - E.A. Ogunsakin	133
Effects of child abuse on the academic performance of secondary school students in Oyo State - Irene Durosaro	141
The relationship between cost and goal achievement of secondary education in Edo and Kwara States - D.O. Durosaro	148
Role of teachers, administrators and government in meaningful Social Studies instruction in contemporary Nigerian classrooms - M.O. Adekunle	158
Evaluation of science instructional materials S. A. Olorundare	170
Effects of instructional resources on the academic performance of students in History - A.A. Jekayinfa	184

NJEP, Volume 4 No. 1, March 1993

COLONIAL EDUCATION POLICY AND THE CONSOLIDATION OF THE BRITISH RULE IN NORTHERN NIGERIA, 1905-1922

BY

Olufunmilayo Mowaiye
and
Olayemi Akinwumi

ABSTRACT

The paper focuses on colonial educational policy, and how it was used to consolidate colonial rule in Northern Nigeria. The consolidation was made possible as a result of the emphasis on the education of the sons of emirs and their officials. Also, the curriculum was designed such that products of the different schools would not become agitators and critics of the Colonial Government. In effect, loyalty to the Colonial Government was stressed in schools and was regarded as part of the curriculum. The result was that the graduates of these schools, some of whom were to become emirs, district heads, village heads, and others who were later employed by the various Native Authorities in Northern Nigeria and in other areas of the public service could not but be absolutely loyal to the Colonial Administration.

INTRODUCTION

"The future native rulers of Nigeria should acquire a knowledge of English, they should acquire the standard of truth and honour which is taught in our public schools, a sense of duty and responsibility in their dealings with their people and of loyalty to the Government and an understanding of its methods and policy" (NAK/SNP7/4399/1906), and thus, this became part of what was to be entrenched as part of the curriculum of schools in Northern Nigeria during the Colonial period.

Though much has been written on western education in Northern Nigeria (Graham, 1966; Boyas, 1975; Ogunsola, 1977; Mustapha, 1987), one area that many writers have tended to overlook boarders on the education of the sons of the Northern emirs by the British Colonial Administration and the purpose it was meant to serve. The present paper shows that the emphasis on the education of the sons of northern emirs was to serve a purpose. It therefore focuses on the British educational policy and how it was used to consolidate the colonial administration. The paper examines the colonial educational policy, its implementation

and results. It explains why the agitations for many things, especially Nigeria's independence, came so late and almost very reluctantly from the northern part of the country.

The Purpose of British Educational Policy

By 1900, after much contest with France to acquire some parts of the country, a protectorate was finally declared on Northern Nigeria. As at the time of declaration, a greater proportion of Northern Nigeria was yet to accept any form of colonial rule. The British Government was left without any option than to enforce colonial rule through the use of arms. By a gradual process, one after another, beginning with Bida and Ilorin in 1901, Kontagora in 1902, Kano in 1903 and finally Sokoto in the same year, the Northern emirates were taken over by the British. With the final submission of Sokoto in 1903 the British Government was faced with another problem, that of administering the vast area that was now under them. There was shortage of British personnel and the British Government was not willing to expend much money to maintain the acquired areas. Lord Lugard was left without any option than to impose his policy of Indirect Rule on the new protectorate This was so, as Lord Lugard was fascinated with the structures of the defunct caliphate, which he believed could be useful for him. He therefore subjected the structures to the colonial rule through the agencies of the Residents and the District officers of the time.

For effective administration, the whole of northern protectorate was divided into provinces and also sub-divided into administrative divisions. The Provinces were under the British Resident, while the divisions were under the District Officers. All the British officers had their functions stipulated by the British administration. Above all, they were to supervise the conduct and political activities of the various Emirs, District Heads and Village Heads. The instruction was that they should not be seen by the populace as the rulers.

Having set up the administrative apparatus, there arose the need to consolidate it. It must be remembered that the subjugation of Northern Nigeria was possible through the use of arms and there was the need to placate the people, many of whom could not come to terms with the loss of their sovereignty to an alien government. The colonial administration therefore assured the emirs of non-interference with their religious beliefs and practices. In Kano, Lord Lugard categorically said that his government would not interfere with the people's religion and that their places of worship would be treated with respect (Margery Perharm, 1960). As a practical step, Christian missionaries were debarred from proselytizing in Northern Nigeria. The implication of this was that

Western education and the establishment of schools, from primary to secondary school levels, and the enlightenment resulting therefrom because of the missionaries activities in the South of Nigeria, could not take place concurrently in the North. Therefore, by the time, some semi-skilled workers and elites were rising against the colonial administration and agitating for certain rights and privileges, in the south of Nigeria.the people in the north remained silent and apparently law-abiding. In this unique circumstance, the British Colonial Administration was able to consolidate itself in the North.

However, the greatest "weapon" was yet to be used. This was to come through their educational policy. Primarily, emphasis was laid on the education of the sons of emirs, district heads, village heads and their various principal officials. Lord Lugard, as the Governor of the Protectorate, laid out the first educational policy, and in his 1905-1906 Annual Report, he proposed a four-point plan, as follows:

(1) Mallams should be taught the Roman character for writing Hausa, Colloquial English, Arithmetic and geography.
(2) A School or College for the sons of Chiefs should be established, where the pupils would be boarders and would receive primary education and be so trained in the virtues of patriotism, honesty, loyalty etc, so that they would become enlightened rulers. They were not to imbibe such Western ideas as would cause them to lose the respect of their subjects, nor should they necessarily forego their religion.
(3) Secular primary schools should be established throughtout the protectorate.
(4) Cantonment schools for the education of children of clerks and other government officials should be set up, such that coastal clerks would no longer have to send their children home for education (Report on Northern Nigeria for 1905-06).

These proposals, especially the education of sons of emirs in Northern Nigeria, were strictly adhered to by Lugard's successors. Sir Girouard, who was the governor between 1907 and 1909, went a step further than the others by deliberately preventing the missionaries from establishing the proposed schools for the sons of emirs because he felt they could be exposed to foreign ideas which would undermine colonial rule in the Protectorate (Adebola, 1979).

Implementation of the Policy

The implementation of the above educational policy began in 1905 with the establishment of a non-mission school at Sokoto by the Resident, John Burdon. The objectives of the establishment of Burdon's school were to train the heir apparants in the rudiments of government and to make them efficient chiefs who would be loyal to the British Colonia Government. To achieve the above objectives,

the curriculum was designed to suit the objective of the Colonial Government. Subjects like Colloquial English, Arithmetic and the Roman characters for writing the Hausa Language were taught in the school.

The question is: why the emphasis on these subject areas alone? It was necessary to emphasize the English Language because a knowledge of it was necessary for communication between the rulers and the ruled. The colonial officers would be able to utilise this opportunity to pass instructions to the people through their traditional rulers; and the knowledge of simple arithmetic would assist the traditional rulers in assessing and collecting taxes on behalf of the Colonial Government.

Another school was established in 1910 in Nassarawa, Kano for the same purpose. Han Vischer, the man behind the establishment, was appointed in 1908 for the purpose, he established two schools to serve different purposes. The first of the schools was for the sons of emirs and his officials. Subjects to be taught included Hausa, Reading, Writing in the Roman script, Arithmetic, Geography of Africa and the British Empire (Tibenderana, 1974 and Ogunsola 1977). The second school, that is, the Kano Industrial School, was established to train the common people as labourers, to serve the Native Authorities. The subject taught in the school included handicrafts, carpentry and smithing (Tukur, 1979).

In 1914, another school was established at Maiduguri for the same purpose. The school was intended to cater for the needs and interests of the local people who, because of the long distance between Nassarawa and Maiduguri, could not avail themselves of the opportunity of benefiting from the formal education being provided in the colonial school at Nassarawa. Apart from these schools, some other schools were established in other provinces for the sons of emirs. These were however small and localised (Fafunwa 1974).

In some other cases, schools were opened for the emirs and their officials in their various palaces. Gordon-trained teachers were specially employed to teach the emirs and their heirs apparent the English Language (NAK 2567A/1935).

This was aimed at making them useful to the Colonial Overlords and to adapt them to the Native Authority system. Of note too, is the fact that provision was made for the education of the commoners. This education was strictly regulated and was designed to further subject the peasantry to the aristocracy to make the beneficiaries more submissive and willingly surbodinate to the British Administrators. One fact that could not be overloooked was the fact that admission to these schools was left in the hands of the emirs, who on many occasions could recommend sons of their loyal servants for admission (NAK/Knprf 438/1930). Secondly, the

subjects taught included carpentary and smithing and these were to make them permanently subservient to their emirs.

Initial problems and their Solutions

The idea of Western education was at first resisted. Many factors accounted for this. One was that the conquest of the caliphate was still a sort of fresh "wound" in the minds of the people, especially among the chieftains, and foremost among which was Mohammed, the Emir of Gwandu. Anything that had to do with the 'whitemen' was therefore met with contempt at the beginning (Tibenderana, 1974).

Secondly, the emirs saw these schools being established as a ground through which their children would be converted to the Christian religion. Consequently, no attempt was made to send their children to any of the British established schools. For example, Burdon's school, which was established with the permission of the Sultan and which strictly laid emphasis on the knowledge of the Quaran as an admission prerequisite, was not popular at first with the emirs. The Sultan and his principal officers refused to send their children to the schools. The chiefs of Argungun, on the other hand, saw the idea of sending their children to Sokoto as an attempt to subject the emirate to Fulani control (Tibenderana 1974).

In Zaria, where the enthusiasm was high when Dr. Miller established his own school, all the children of the ruling class were withdrawn when he resorted to Christian envangelism. The school had to be closed.

The initial apathy shown by the emirs to the education of their children forced the colonial officers to resort to persuasion. Lord Lugard had to appeal to the Emirs, District and Village Heads to send their children to these schools. He allayed their fear of indoctrination and pointed out that Western education was in their best interest. The appeal yielded some results. By 1907, there was a change of heart on the part of the sultan and his officials. Burdon's school's population rose from 4 in 1905 to 36 in 1907 (Tibenderana, 1974) and all the pupils were sons of the state officials. For example, the Sultan had a son and a grandson, the Emir of Gwandu had two sons, while the Emir of Argungun also had a son in the school (Tukur, 1979). The encouraging response led to the establishment of another elementary school in Sokoto in 1912.

The Nassarawa School, Kano, by 1911 had 97 pupils made up principally of the sons of Emirs and their officials. According to documentary evidence, all the Emirs, District and Village Heads had their children and relations there (NAK KNPr of 447/1914).

Another school was established in [illegible] at Birnin Kebbi, to cater for the interest of the Western section of the caliphate. All the children of the Emirs were registered there. At Zaria, too, where a provincial school was established around the same period, many pupils who had earlier gained admission there were withdrawn because their parents were peasants These pupils were replaced with the children of District and Village Heads. This was in conformity with the British policy at the time (Tukur, 1979).

At Maiduguri, a school was established in 1914. Though the Shehu and his District and Village Heads had their children in schools in such distant towns as Maiduguri, Nassarawa and Kano, an evidence of their growing interest in Western education, they withdrew the children and enrolled them in the new school at Maiduguri. It is interesting to note that the population of the school suddenly rose from 8 to 42 at the time (Tukur, 1979). Of these pupils, the Shehu of Maiduguri had 4 sons, the Shehu of Dikwa, Mais of Fika, Bedde and Biu had one each, and the chief Qadi, by name Liman Amsami, also had one.

The successes attained in the establishment of these schools must have prompted Han Visher, the founder of Nassarawa School, to recommend the establishment of a Teacher Training School at Katsina. The School, he proposed, was to cater for the graduates of the various schools established above, and secondly, it was to serve as training ground for teachers for these schools. The school, which was opened in 1922, was populated by sons of the ruling classes in the north. The graduates of the school were later employed to serve both the Native Authorities and the Colonial Government. Some of the products included the late Sir Abubakar Tafawa Balewa, the late Sir Ahmadu Bello, Sir Kashim Ibrahim, Alhaji Aliyu Makama Bida and Alhaji Muhammadu Ribadu (Inuwa: 1987).

CONCLUSION

From the above, it could be seen how the Colonial Government made use of their educational policy and the school curriculum to consolidate themselves in Northern Nigeria. The emphasis was placed on the education of sons of the emirs, simply because the policy of Indirect Rule which was being used by the colonial masters to rule the people revolved round the traditional rulers and their key officials. The education of their Children and their own education in some instances, was intended to make the people subservient to their colonial masters so that the latter could consolidate themselves in the country. As pointed out by Ayandele (1979), the various schools established at the time were designed to produce sycophants who would accept subordinate roles vis-a-vis the British rulers and who would see the British as superiors and natural directors of affairs in the country. It was therefore

not surprising that the graduates of these schools, who were later to occupy high and key positions in the region, either sat on the fence, or were calling for the continuation of colonial rule in the country, when their educated counterparts in other regions were agitating for self rule.

The education of the peasantry, on the other hand, was designed to achieve a similar purpose. They, in their own case, were taught to see their traditional rulers - the Emirs, the Shehus and the Sarkis-as their natural rulers. This was aimed at maintaining the status-quo. Invariably, the subjection of the peasantry to the already subjected aristocratic class was the perfect way used by the Colonial Government to consolidate themselves in Northern Nigeria.

This also explains why the people in the North did not agitate seriously for political independence while the people in the south were doing so.

REFERENCES

Adebola, A.S. (1979): Governor Girouard and the education of the sons of chiefs and Headmen in Kenya, 1909-1912. Seminar paper presented at the Department of History, University of Ilorin.

Ayandele, E.A. (1979): Nigerian Historical Studies London: Frank & Cass.

Boyas, D. (1975): Education Policy Formulations in Northern Nigeria, 1900-1969. Unpublished Ph.d Thesis Wisconsin University, U.S.A.

Fafunwa, A.B. (1974): History of Education in Nigeria London: George Allen and Unwin.

Graham, S.F. (1966): Government and Mass Education in Northern Nigeria, 1900-1919. Ibadan: University Press.

Inuwa, M.M. (1987): The Development of Western type Education in Northern Nigeria and the Northernisation policy, 1951-1965. Unpublished M.A. Thesis University of Ibadan, Ibadan.

National Archieves, Kaduna File Sup/7/4399, 1906.

National Archieves Kaduna, File NO 2567A, 1935.

Ogunsola, A.F. (1977): Legislation and Education in Northern Nigeria. Ibadan.

Perham, M. (1960): Lugard: The Years of Authority, 1899-1945 London.

Tibenderana, P.T. (1974): The Administration of Sokoto, Gwandu and Argungu emirates under British rule, 1900-1946. Unpublished ph.D Thesis, University of Ibada, Ibadan.

Tukur, M.M. (1979). The Imposition of British Colonial Domination on the Sokoto Caliphate, Borno, and neighbouring states 1879-1914: A reinterpretation of Colonial Sources Unpublished ph.D. Thesis Ahmadu Bello University, Zaria.