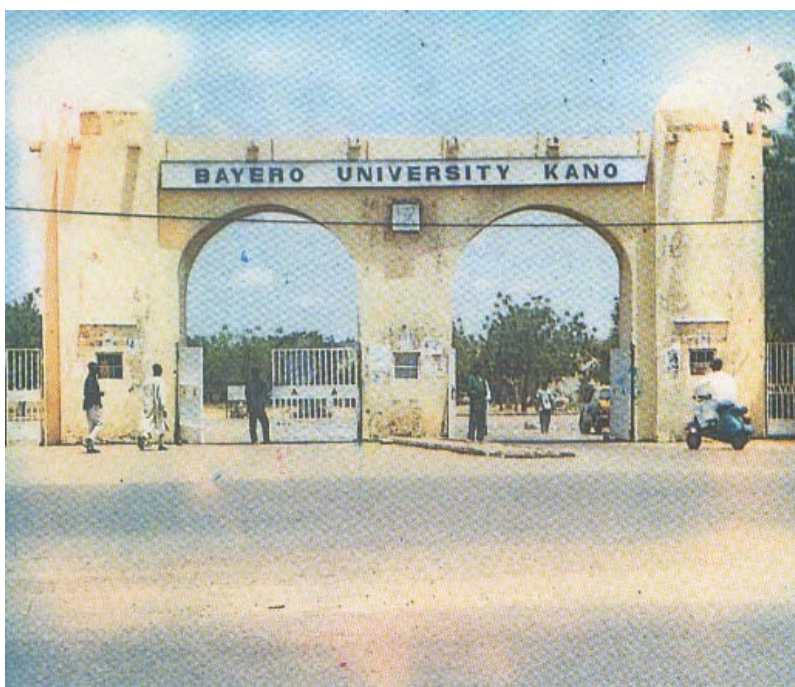


BUILDING THE CITADEL: THIRTY YEARS OF UNIVERSITY EDUCATION IN KANO, 1964-1994



Edited by

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Isma'ila Abubakar Tsigu
[Abdalla Uba Adamu](#)
Bayero University, Kano
Nigeria

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Contents

Foreword	xi
Introduction	xiii
Acknowledgements	xv
Chronology Of Main Events Of Bayero University Kano From Inception To 1993 Compiled By Haruna Wakili	2
A Brief History Of Kano City, Late Emir Abdullahi Bayero D.1953) And School For Arabic Studies (S.A.S.) Kano Dr. Asma'u Garba Saeed	17
History Of Bayero University, Kano Dr. Isa Alkali Abba	27
Memories Of Bayeros's Beginning Professor Abdalla El Tayib, First Provost Of Abc, 1964-66	36
At The Birth Of Bayero University, Kano Professor Saburi Biobaku	41
Reminiscences On The Establishment Of Bayero University, Kano Dr. Mahmud Tukur	43
The Period 1979-1986 Professor Ibrahim H. Umar	53
Early Days In The Faculty Of Science Professor G. G. Parfitt,	57
A Brief Biography Of The Founding Director Of Estate Alhaji Sule Unguwar Alkali	59
Abdullahi Bayero College - Reflection On The First Student Days Ibrahim Abdulhamid	62
Reflections Of One Of The First Female Students Of Abdullahi Bayero College/Abu (Now Bayero University), Kano Hadiza B. Lavers (Nee Ciroma)	67
My Student Days In The University	72

Mrs. H.T. Mohammed (Class Of 1973)	
Reminiscence On My Bayero University College Days Mrs. Fatima Sa'ad Abubakar (Nee Yerima-Bala)	76
Abc/Abu/(Buk): The True Northern Star H.R.H. Mallam Zubair Jibril Maigwari Ii	78
Waves On A Rocky Shore: The Evolution Of The Course Unit System In Bayero University Kano Abdalla Uba Adamu	82
Faculty Of Arts And Islamic Studies Dr. P. J. Shea And Dr. M. S. Abdulkadir	98
Faculty Of Social And Management Sciences Shehu Dalhatu	105
Faculty Of Education: An Educational Manpower Factory In The Far Northern States Dr. Akilu Sani Indabawa And Dr. Ibrahim A. Kolo	115
Faculty Of Law Ali Ahmed, N. A. Ahmad And B. A. Haruna	129
Faculty Of Science Dr. M.Y. Bello And Mal. I.L. Abdullahi	133
Faculty Of Technology Dr. U. G. Danbatta And Y. Z. Ya'u	144
Faculty Of Medicine Dr. M. M. Borodo	149
School Of General Studies Dr. Usman Hassan	154
The Postgraduate School A. B. Garba	156
The University Library Reminiscences Of Three Decades Of Development And Services M. A. Sadiq And H. Y. Kethi	158
Twenty Four Years Of C.S.N.L At Bayero Dr. Abba Rufa'i	171
Kano Studies: A Buk Journal Of Savanna And Sudanic	188

Research
Professor Ibrahim Yaro Yahaya

Superior Vena Cava: Program Planning And Staff Development In Bayero University Kano Abdalla Uba Adamu	201
The Bayero University Staff Schools System The Nursery School Mrs. E. F. Antwi	217
The Staff Primary School Alhaji Magaji A. Umar	219
The Staff Secondary School Mr. W. S. Adoble	224
Support Services 30th Anniversary Of Bayero University Bursary Department In Context V.A. Umoru	226
The Estate Department Alhaji Abubakar Wada	234
Physical Planning Unit Arch. Kabiru Maina	237
Health Services Dr. Nasidi Nuhu	242
Sports Services Alhaji Isyaku	244
A Brief History Of Student Affairs Division Dr. Bawa Hassan Gusau	249
University Consultancy Services Unit Isa Nuhu Sheshe	251
The Computer Centre Professor J. T. Ndefru	256
The University Guest House T. A. Gberikon	258

The Bookshop Y. A. Goda	261
Unions And Staff Welfare In Bayero University Academic Staff Union Of Nigerian Universities (Asuu) Activities And Achievements Of The Bayero University Chapter 1980-1993 Dr. M. D. Suleiman	263
The History Of The Senior Staff Association Of Bayero University Kano, Chapter (Ssa) Sabiu D. Mohammed	271
Non-Academic Staff Union Of Educational And Associated Institutions (Nasu) Alhassan Abdullahi	273
Flashpoints And Flashdance: Students, Unions And Social Conscience In Bayero University Kano, 1966-1990 Abdalla Uba Adamu	275
Abdullahi Bayero College, Ahmadu Bello University Historical Notes	286
Provisional List Of Matriculants	288
Annual Report, 1966/67	289
Hamid Alkali, Ag. Provost	289
The Proposed Centre For Hausa Studies At Abdullahi Bayero College, Kano	292
Handing Over Notes	298
Long Service Award: To Staff With 25 Years Of Service And Above	328
Past Presidents And Secretary Generals Of The Students' Union, 1966-1993	329
A Partial List Of Donors To Support The University Development	330
A Partial List Of Donors To The University Library: Individuals And Organisations	333
Honorary Graduands	340
Obituary: John Ellis Lavers, 1936-93	345

Foreword

It is undoubtedly a truism to say that universities are centres of advanced learning and research, or that they play an important role in the development of a modern nation such as Nigeria. The extent to which they actually realise these ideals varies from university to university and from discipline to discipline. In various parts of the world there is a common assumption that the older the university, the more likely it is to serve as a model for others; but it often happens that new traditions of excellence are also quickly established in younger institutions.

It is undeniable, of course, that the Nigerian universities of today are plagued with problems, including the continuing shortage of academic staff in many fields, the decay and dilapidation of infrastructures, and the frequent and irrational outbreaks of violence among students and staff. It is easy enough to argue that since the university sector of education began to develop nearly fifty years ago, high standards were early attained and quality was initially at a premium, but that after a certain point standards began to fall and quality was sacrificed to quantity. The National Universities Commission, as the principal medium through which Government policies towards universities are effected and funds disbursed, is well aware of all the problems; but self-laceration is a Nigerian national pastime, and we believe that there are good reasons to feel more optimistic, even in our current situation.

Nigerians often ignore the fact, for example, that this country possesses more universities than any other African country. Although the ever-rising tide of applications for university places indicates that the demand is still far in excess of the supply, it also suggests that young Nigerians today have come to expect a university education as an indispensable key to their entry into an adult world which itself is undergoing rapid change, and to their attainment of high social status and recognition as rational and responsible citizens. This is surely a healthy state of affairs.

Pessimists are sometimes heard advocating that some of Nigeria's universities are not viable and should be closed down. At the risk of seeming complacent, I dare to believe

that a level of maturity, including an ability to consider various issues of our social life calmly and objectively, has been reached among the diverse groups making up Nigeria, that this has stood her in good stead at a time of great economic difficulty and that it has helped to prevent a slide into the anarchy that has beset other African nations. This maturity, diffused today through the society, is surely the product of the various benefits that come with undergoing a university education: the realisation, for example, that issues in various branches of knowledge are far more complex than we thought they were; the unavoidable experience of having our ideas subjected to the criticism of our teachers and our peers; the fact that students in a university come from a variety of ethnic, religious, and economic backgrounds and, often with difficulty, have to learn to tolerate one another.

Bayero University, Kano belongs to that younger crop of Nigerian universities which burgeoned into life in the latter part of the 1970s. Like many a university, however, it is older than it looks. Its antecedents go back to 1964, when Ahmadu Bello College was established in Kano as an affiliate of Ahmadu Bello University, Zaria, by soon re-styling itself Abdullahi Bayero College, the nascent institution paid tribute to one of the most distinguished twentieth-century holders of the Kano royal title, namely the late Emir of Kano, Abdullahi Bayero. This combination of respect for Kano traditions as permeated by the Islamic faith, and interest in the advances in knowledge that are such a marked feature of the contemporary world, virtually summarise the ethos of the new institution, and it was only fitting that when it finally graduated to the status of a university it should continue to honour that distinguished name.

There is therefore no paradox in the fact that Bayero University, Kano, which achieved university status in 1977, should in 1994 be celebrating thirty years of continuous teaching within its walls. To mark this anniversary, a number of persons who have watched and participated in its development during those years - as students, lecturers, or administrators, offer us their personal reminiscences, their analyses of how vital elements in the system came to be what they are today, or their description of the current functioning of these. The result is a book of great and

human interest, providing a fascinating account of the way in which the complex community that constitutes a university grows and functions. From it, for example, we can learn what it was like to be a student thirty years ago; to what extent the university has been interacting with the local community; what the fortunes of such a fundamentally important unit as the University Library have been over the years and how the structuring of the academic programmes and of evaluation have evolved. Altogether, it is the story of an institutional development of which its participants can feel proud.

I therefore take this opportunity to commend the various members of the Bayero University community, past and present, who have made contributions to *Building The Citadel*. I also recommend it for the attention of all friends of the University and of all members of the general public who should be interested in learning more about the workings of a contemporary Nigerian university. Finally, I pray that the University will continue to build on the good foundations that have been laid over the past thirty years through to selfless service of some many good Nigerians. We thank God Almighty for all that.

Professor Idris A. Abdulkadir

Executive Secretary, National Universities Commission

Abuja

July 1, 1994

Introduction

Kano has established itself as a centre of learning for centuries with extensive links to all parts of the world, especially North Africa. It was to Kano, Mali and then onward to Songhai that itinerant scholars moved from time to time to impart their knowledge and skills which were then absorbed and blended into effective instruments of social relations and meaningful changes by the *Kanawa*.

The arrival of Western-style education in Kano in 1911 heralded a new period of innovation in educational services in the Kano region. These innovatory services have continued to move from strength to strength, in all cases establishing Kano not only as a centre for excellence in Islamic knowledge, but as an innovative centre in working out ways and strategies for sustaining and propagating Western-style education.

The institution known as the Bayero University Kano was established thirty years ago in 1964 with this innovative spirit and tradition: a confluence of East and West in a perfect concert and harmony. Established initially as a College dedicated to the study of Arabic and Islamic Studies, the University quickly looked beyond the *badala* (Kano City Walls), and absorbed the centuries-old intellectual traditions of the *Kanawa* in blending all forms of knowledge into a holistic core functional strategy for human resource development and advancement. Centuries of interactions with international scholars from all over the world were sustained with the establishment of the University, the net product being a continuous flow of ideas from all directions to the University.

This book sets out to chronicle the development of higher education in Kano for the last thirty years, with the University being its central focus. The various chapters in this book are testimony to the intellectual traditions of not only the *Kanawa* and their innovative spirit, but also that of Northern Nigeria as a whole.

Each section provides a broad cluster of inter-related developments of the University, and provides exquisite insight into the development of a specific tradition. Section One presents a panoramic view of the development of the university from antiquity to its present mature state. Section Two provides memories and recollections of the

pioneers of the University, both as staff and as students. This section is intended to provide an insight into the human nature of a university as a living organism.

Section Three deals with the development of the institution from academic perspectives by first providing an overview of the development of its academic programme structure, and ending with a highlight of the systematic way in which academic planning procedures on a national level were blended into the Bayero persona. In between these two broad strokes are specific portraits of individual faculty and departmental developments, as well as the emergence of the research traditions of the university.

Section Four provides an insight into the equally vital and important support services without whom the University would not have reached its mature, enviable stage of development. Sustaining a tradition of encouraging education at all levels, the section looks at the development of the Bayero University Staff Schools system, the most qualitative private educational facility in present-day Kano State, from the Nursery to the Senior Secondary School levels. With such excellent facilities in place, we envisage a child starting Nursery school and ending with a Doctor of Philosophy degree; all within the walls of this university. Support services vital to provision of welfare facilities such as Health, the Estate (i.e. the works department), the Bursary, and the Physical Planning Unit, are also detailed in this section.

The final section looks boldly at a topic most contemporary institutions would prefer to ignore: unionism. Bayero University, and indeed the Kano community has a tradition of free enterprise and centuries old contact with people from different persuasions. Consequently, union activities are actively encouraged within the norms, laws and traditions of the University and the country. This section highlights the specific activities of all the unions in the University, symbolically ending with a portrait of how contemporary issues are tackled by students among themselves under the platform of student unions.

No doubt this volume will be an invaluable addition to the insights being sought into the evolutionary mechanism of contemporary African universities. The interpretative nature of the essays provided in the volume presents a human

picture of a contemporary phenomenon in a developing country.

It is my hope that researchers, scholars, social workers, well-wishers and all those with an interest in the development of comparative Higher Education systems will find this work another original contribution to knowledge and a source of continuing debate on the future of higher education in developing countries and book of tremendous interest.

Professor Muhammad Sani Zahraddeen

The Vice-Chancellor, Bayero University Kano

July 1, 1994

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Members of the Committee on *Thirty Years of University Education in Kano* are most grateful to the Vice-Chancellor, Professor Muhammad Sani Zaharaddeen for the honour done to them by appointing them to undertake this very important assignment in the history of Bayero University. The members are also grateful to the faculties, departments, support services and various schools of the University as well as the various unions for supplying the write-ups on their individual units which form the bulk of this book. We also wish to thank the Founding Fathers and alumni for their reminiscences, historical notes, annual reports and handing over notes which we found very useful in carrying out our assignment.

Similarly, we acknowledge the contribution of Mr. David Jowitt of the Department of English and European Languages for editing the manuscript, and the staff of the Information and Publications Unit of the University for serving as the Secretariat of the Committee.

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Section One



LAYING THE FOUNDATIONS OF THE CITADEL

**Chronology Of Main Events Of Bayero University Kano
From Inception To 1993**

Compiled by Haruna Wakili

Department of History, Bayero University Kano

This chronology traces the evolution of the institution through the following stages. Ahmadu Bello College (1960-62), Abdullahi Bayero College, (ABC, 1962-65), Bayero University College (1975-77), Bayero University Kano (1977 to date).

1960	
January	The nucleus of Bayero University (then Ahmadu Bello College) sited in the School for Arabic Studies, Kano Old City.
1962	
October	Ahmadu Bello College Kano is renamed Abdullahi Bayero College ABC (after the name of the Kano Emir who reigned from 1927 - 1953)
1964	
January 30	Abdullahi Bayero College moves to a temporary site in the old Airport Hotel with Mal. S.A.S. Galadanci temporarily heading the college.
February	First Provost Professor Abdullah el-Tayib, appointed on secondment from Khartoum.
February 1	First set of ten Bachelor of Arts candidates in the Faculty of Arabic and Islamic Studies (later Faculty of Arts and Islamic Studies) of the Ahmadu Bello University (ABU) enrolled.
December 18	First matriculation Ceremony
1965	
September	The first inter-disciplinary Journal of the University <i>The Confluence</i> (later <i>Kano Studies</i>) is out.

1966	
May	First student demonstration against Ironsi's unification decree
June	Graduation of first set of students of ABC - ABU
November	Appointment of Alhaji Hamidu Alkali as Provost, ABC.
	Faculty of Arabic and Islamic Studies renamed Faculty of Arts and Islamic Studies
1966/67	Alhaji Umar Sulaiman Mai Bedde, Chairman of ABU Governing Council visits ABC.
1968	
January	ABC moves to present old campus at Kofar Kabuga.
	Health service Department is established with a Nursing Superintendent in charge.
December	International conference on the future of Hausa studies in Universities, schools and communications media in Nigeria and abroad, sponsored by the Department of English and European Languages and chaired by Professor A.W. Skinner of the University of Wisconsin (USA).
	The conference recommends the establishment of a <i>Centre of Hausa Studies</i>
1969	
	The Centre for the Study of Nigeria Languages (CSNL) is established as a centre for Hausa Studies, from a grant by the Kano State Government.
	The first set of female students is admitted.
April	The opening ceremony of the first building that accommodates the entire college and now serves as the University Main Library

1970	
	Dr. Shehu Galadanci is appointed Provost
	Teaching at Staff Primary School commences
	A five-term preliminary course in Arts and Social Sciences begins.
1971	
	Diploma in Arabic, Hausa and Islamic Studies and the Faculty of Education takes off.
	<i>Harsunan Nijeriya</i> the first issue of the Journal of CSNL, is published.
1972	
	The first set of postgraduate students (for Master's degrees) is admitted.
1973	
February 20.	Students' Union celebrates the National Union of Nigerian Students week.
1974	
October	United Bank for Africa, Bayero University Branch is established.
December	Dr. Abdul-Kassim Aly assumes duty as the Director of Health Services of the College.
1975: BAYERO UNIVERSITY COLLEGE	
October	ABC is now Bayero University College, affiliated to ABU. The first Principal is Dr. Mahmud Tukur.
	The Faculty of Education takes off.
December	The Faculty of Science takes off with Professor G.G. Parfitt as the founding Dean.
1975/76	
	Courses in the School of Social and Management Sciences begin, under its first Dean, Dr. Musa Abdullahi.
1976	

	Malam Y. A. Ibrahim assumes duty as Acting Registrar of Bayero University College.
July 1	The Governing Council of the University College is constituted, with Professor S. O. Biobaku as its Chairman.
	Malam Y. A. Ibrahim assumes office as the substantive Registrar of University College.
October	The Bindery Unit is established with Mr. G. S. Adaji as Head of the Unit.
October 14	Inaugural meeting of the congregation.
November 4	Senate Inaugural Meeting
December 16	Inaugural meeting of the Governing Council.
	University Bursar Mr. I. B. Aboderin assumes office
December 27	BUC hosts International Islamic seminar on Education
1976/77	
	BUC joins NUGA and WAUG
1977	
	Meteorological station of the Geography Department is established
	Regulation banning the sale and consumption of alcohol on campus comes into effect
February 13	First Murtala Day celebrated
March	Visit by a top educationist from the U.S.
	Mallam Ibrahim Kiyawa (now Dr.) becomes the Ag. University College Librarian
	Dr. Abdul Moid succeeds Mal. Ibrahim Kiyawa as university Librarian
1977/78	
	Faculties of Law with Dr. Muhammad Ata Alsid and Technology with Dr.

	B.W. Young as Deans respectively begin.
	The Diploma in Library Science and Certificate Course in Educational Planning and Administration begins in the Faculty of Education.
May 4	The visit of the Gambian High Commissioner to Nigeria H.E. Sam J. O. Sarr.
May 17	The British High Commissioner to Nigeria Sir Sam Falle pays an official visit.
September 1.	Alhaji S. U. Alkali becomes Director of Works
September 26.	The Sudanese Vice President H.E. Sayed Abdulrasheed El-Tahir pays an official visit.
BAYERO UNIVERSITY, KANO (BUK)	
1977	
October 1	Bayero University College becomes a full-fledged University. The name of the institution is changed to Bayero University, Kano.
December 2	Opening of the 1977/78 student Union parliament; Kano State Military Governor Col. Sani Bello, guest of Honour.
December 14	Inaugural seminar of the Faculty of Social and Management Sciences is delivered by Dr. A. Hoogvel of the Department of Sociology.
1977/78	
	Construction work of Central Jumat Mosque commences.
1978	
March-April	"Ali Must Go" Students demonstration.
April 15	Appointment of His Royal Highness Ofala Okechukwu Okagbue, Obi of Onitsha, as Chancellor of Bayero University.

July 7-10	International Conference on Hausa Language and Literature organised by the centre for the study of Nigerian Languages.
	School of General Studies (SGS) established, replacing the former Department of Preliminary Studies.
September 1	Dr. Halil I. Sa'id becomes University Librarian. Professor J.O.C. Ezeilo, from the University of Nigeria, Nsukka, becomes Vice Chancellor.
October	The Department of Mass Communication begins academic courses with Dr. Eric Northey as Acting Head
1979	
	New Vice-Chancellor takes over, in the person of Professor I.H. Umar.
March 5-7	BUK hosts first all Nigeria Conference of the Directors of General Studies.
April 26	Turning of the sod ceremony, an occasion which signifies the formal commencement of the construction work at the New Site. (The sod was turned on the site by Emir of Kano, Alhaji Ado Bayero).
September 28	The Bayero University Act (Decree) No.79 is published in the Federal Republic of Nigeria Official Gazette of 28th September, 1979.
	Student demonstration over JAMB; normal University activities suspended.
1980	
January 2	A student of S.G.S. (Now lecturer History Dept.) Tijjani M. Naniya makes an archaeological find at Goron Dutse. Excavation is conducted by the Dept. of History BUK in conjunction with the National Museum Kano.

January 19	Death of Dr. M.P.S. Collins of the Department of Chemistry
February	Matriculation Ceremony
February 11	A branch of the Academic Staff Union of Nigerian Universities (ASUNU) is founded, with Dr. M. N. Alkali, Mal. Yusuf Abba, and Mr. Olofin as Chairman, Secretary and Treasurer respectively
April	Mr. V. A. Umoru becomes Acting Bursar of the University.
June	First set of BUK graduates since becoming a full fledged university.
December 3-4	Violent student demonstration over conflict with University authorities on alleged fraud in the Bursary Department and a supposed dispute over a wall partition at the female students' hostel, Nana Hall. University senate suspends academic activities.
December 12	Result of investigation ordered by Senate recommends the expulsion of key student union officials.
December 19-20	Inaugural meeting of the governing Council of Bayero University, presided over by Professor R. A. Akinola.
	<i>Journal of General Studies</i> commences publication.
1981	
March 17	Dr. Sani Zahraddeen, Head of Department of Islamic Studies, who was caught up in a plane hijack in the Middle-East, escapes unhurt and returns to BUK.
May 9	First Convocation ceremony. Conferment of degrees, Diplomas and certificates of the university on 401 graduands. Student enrolment reaches 2,600.
	His Royal Highness, Ofala Okechukwu

	Okagbue, Obi of Onitsha, installed as Chancellor. The ceremony is attended by the visitor, the President of the Federal Republic of Nigeria, Alhaji Aliyu Shehu Shagari.
May 30	Matriculation ceremony.
June	A branch of the Senior Staff Association (SSA) is founded
September 6-11	BUK hosts an international seminar on the History of Kano organised by the Department of History.
1982	
January	Second convocation ceremony. 516 students graduate with first degrees, Diplomas and Certificates in the existing Faculties. The Vice-President of the Federal Republic of Nigeria, Dr. Alex Ifeanyichukwu Ekwueme, attends the ceremony.
	An honorary Doctorate degree is conferred on Mallam Aminu Kano and Alhaji Bello, Makaman Kano.
1982/83	
	Phase One of senior staff houses at the New Site occupied.
	<i>Bayero Beacon</i> , a student newspaper, commences publication.
December 4	Third convocation ceremony. 610 graduate with degrees, diplomas and certificates. First Doctor of Philosophy takes his degree.
	The 1981/82 Session begins behind schedule following a strike by the lecturers' union
1983	
February 15	1982/83 Matriculation ceremony; 837 students matriculate including 98 female students.
March	Intra-student conflict. Muslim Students' Society clashes with followers of the Students' Union.

	New Pro-chancellor and Chairman of Governing Council, Alhaji Muhammed Danburan Jada appointed.
June/July	ICAN announces recognition of the University's B.Sc. degree programme in Accounting.
December	Fourth convocation with 803 graduands.
1983/84	
	BUK hosts NUGA zonal preliminaries at New site. A block comprising of student hostel, kitchen, dining hall and a portion of the academic core building were occupied or put to use.
1984	
March 9	An intra-student clash. A committee under Dr. Abubakar Balarabe is set up to investigate the crisis.
May 26	A lecture in the Second BUK public lecture series is delivered by Professor I.H. Umar entitled. <i>The Demand for Energy and the use and abuse of Nuclear Energy.</i>
June 25-28	International Conference on the Role of Libraries and Information Services in Africa, organised by the Library Science Department, with participants from U.S.A., Britain, Zimbabwe, Ghana, Tanzania, and Zambia, etc.
September 1	Professor M.S.Zahraddeen and Dr. Abubakar Balarabe become Deputy Vice-Chancellor Academic and Administration, respectively.
September 10	Fourth congregation meeting held at Theatre Three, Old Campus
September 1	Meeting of the committee of Registrars of Nigerian Universities (CBRNU)
November 13	The Government withdrawal of subsidies on students' feeding

	commences.
December 7	Mr. V.A. Umoru becomes substantive Bursar.
December 8.	Fifth convocation, with 858 graduands; and attended by the New Pro-Chancellor and Chairman of Council, Alhaji Danburam Jada.
1985	
March 16	A paper in the University Public Lecture series is delivered by Dr. Ahmad Eshak entitled <i>Crisis in Nigeria's Education</i> .
March 19	1984/85 Matriculation; 1060 students matriculate.
May 11	Building of Staff Secondary School at the New site began.
July 27	A lecture in the University Public lecture series is delivered by Professor M. S. Zahraddeen entitled <i>Religion and Development. the Nigerian case</i> .
August 17-20	International Conference on Hausa Language, Literature and Culture.
September 12-15	Third International Conference on Fulfulde Language, literature and Folklore, organised by the CSNL.
	The Consultancy services Unit is established.
1986	
January 18	Teaching at BUK Staff Secondary School commences
	Sixth convocation. 944 graduands get certificates. Alhaji Isa Kaita, Wazirin Katsina, and Dr. Saburi Biobaku, the Baapitan of Egbyland and the Balogun of Iddo, Abeokuta, honoured with the Doctor of Philosophy.
February 18	1986 matriculation. 923 students matriculate
March	BUK Students' Union hosts 6th NANS convention.

April 15	BUK Students' Union launches N5m endowment fund to construct more hostels.
May 25	Membership of Students' Union is made voluntary.
August	A new Pro-Chancellor and Chairman of Council appointed in the person of Mallam Yahaya Gusau.
November	A new Vice-Chancellor assumes office. Professor Dandatti Abdulkadir.
	Dr. Munzali Jibril and Dr. A.M. Eshak assume office as Deputy Vice-Chancellor Academic and Administration respectively.
December 3	Inaugural address to Senate by the new Vice Chancellor, Professor Dandatti Abdulkadir.
1986/87	
	Pre-clinical teaching in the Faculty of Medicine commences.
	Students Union launches an appeal fund for building hostels; a sum of N101,000 was realised.
1987	
January 17	Seventh Convocation, with the new Chairman of Council; 1000 graduands get certificates. The visitor is represented by Acting Governor of Kano State, Col. Olayinka Sule.
May 11	1986/87 Matriculation; 1,009 students matriculate.
	The Faculty of Education hosts a National Seminar on the role of universities in the 6-3-3-4 system of education.
June 6	A paper in the University Public Lecture series is delivered by Dr. A.H. Yadudu, entitled. <i>Colonialism and the Transformation of the content, Methodology and Application of Islamic Law in Nigeria.</i>

July 1-2	National seminar on construction management, organised by the Department of Civil Engineering in cooperation with the Kano State Government.
August	Professional Diploma in Mass Communications is introduced.
September 20-24	<i>International Conference on Hausa Language, Literature and Culture.</i>
December 15	NMC accreditation Panel visits the Faculty of Medicine.
1988	
February 13	Eighth Convocation. 1,062 students graduate. Two prominent persons, Professor Abdullah El-Tayyeb, the founding Provost of the University and Mr. Nelson Mandela, the ANC Leader, have honorary Doctorate degrees conferred on them.
March 19	A Lecture in the University Public Lecture Series is delivered by Dr. L. Alhassan Bichi of the Faculty of Medicine entitled. <i>Preparing the Nigerian Medical Student for Service in the Community.</i>
	Intra-student clash over a demonstration against the deportation of Dr. Patrick Wilmot of ABU Zaria.
April 17	Academic activities suspended because of students' boycott of lectures over the Federal Government's new economic policies.
August 10	1987/88 Matriculation; 1,249 students matriculate
October	Postgraduate Diploma in Management takes off.
	The University switches over to course unit and semester system.
December 10	Students' Union commemorate the International Human Rights Day.
1988/89	

	Clinical students in the Faculty of Medicine moved to the University of Ilorin, pending the completion of the Aminu Kano Teaching Hospital.
	<p>Researchers in the Faculty of Technology develop</p> <p>1) a proto-type of an automatic pump controller for irrigation and water supply application;</p> <p>2) an integrated mini-hydro electric power systems for rural applications;</p> <p>3) a proto-type of water hand-pump.</p>
	A lecturer in the Department of Mass Communications, Dr. Mike Egbon, elected into the Council of International Association of Mass Communications Researchers and selected as member of the Research Team to study the meaning of news by the Commonwealth Association for Education Journalism, and Communication.
1989	
February 11	Ninth Convocation. 1000 students graduate. Three distinguished personalities Alhaji Yusuf Maitama Sule, Alhaji Abdullahi Danburam Jada, and Col. Muammar Al-Qadhafi, the Head of State of Libya, have honorary doctorate degrees conferred on them.
March	The Students' Union launches an appeal fund for the construction of a mosque at the student Hostel, New site.
May 15	1988/89 Matriculation. 1,256 students matriculate.
August 21-23	The C.S.N.L. Commemorates its 20th Year Anniversary.
	F.A.I.S. starts movement to the New Site.

August 21-24	The Administrative unit of the University moves to New Campus on Gwarzo Road.
August 24-27	The Faculty of Law moves to the former Faculty of Arts building on the Old Campus.
September 1-7	Faculty of Education moves to the New Site.
November 1	Dr. Munzali Jibril, Deputy Vice-Chancellor (Academic), becomes Dean of the newly created Post-Graduate School. Professor Ali Naibi Suwaid assumes office as the Dean Student Affairs in a newly created Office of Dean of Student Affairs.
	The Academic Planning unit of the university set up; and Dr. Kabiru Isyaku assumes headship of the unit.
November 9	University public lecture delivered by former Vice-Chancellor Professor I. H. Umar entitled <i>What is Man really doing in our outer space?</i> .
1990	
February 17	Tenth Convocation; 1,021 Students graduate.
	Professor Haliru Binji and Alhaji Shehu Muhammed Gidado, the Wazirin Kano, have honorary Doctorate degrees conferred on them.
March 23	The Federal Minister of Education, Professor Babs Fafunwa, visits Bayero University.
	The National Universities Commission courses accreditation begins with the Faculty of Science.
May 10	1989/89 Matriculation. 1,925 students matriculate.
August 23	Eighth congregation meeting.
September 17	42nd Statutory meeting of the Governing Council of the National Universities Commission (NUC).
November 8	Professor Idris Abdulkadir, the

	Executive Secretary of NUC visits B.U.K.
November 30	Dr. A. H. Yadudu and Professor Ali Naibi Suwaid assume office as Deputy Vice-Chancellor Academic and Administration respectively.
1990/91	
	A Master's degree Programme in Business Administration (MBA) begins.
1991	
February 23	Eleventh convocation. 1,339 candidates graduated. A female student in the Faculty of Law, Zainab Ibrahim, becomes the first ever First Class Honours Student of the Faculty.
	The NUC Course Accreditation Panel concludes its activities.
	Clash between rival students of the Students' Union and the M.S.S. over "valentine's Day"
April 22-24	29th Annual Conference of the Nigerian Association of Legal Teachers with the theme. <i>Human Rights and Social Justice in Nigeria.</i>
May 2	Professor Muhammad Sani Zahraddeen becomes Vice-Chancellor.
May 6	Inaugural address to Senate by the new Vice-Chancellor Professor Sani Zahraddeen.
May 30	1990/91 Matriculation. a total of 1,841 Students matriculate.
July	First set of BUK Medical students graduate at the University of Ilorin.
1991/92	
	A Master's degree programme in Banking and Finance begins.
1992	

January 3	Commissioners of Works/Housing and Special Duties, Alhaji Ibrahim Galadiman Fagge and Dr. Sani Ahmed Sufi, donate two trophies for the inter-faculty competition in Basket Ball and Badminton.
February 5	The M.S.S. and other groups of students fight over female visitors to male hostels. Academic activities suspended.
February 21	Convocation lecture delivered by Alhaji Liman Chiroma, entitled. <i>Reflections on our Time.</i>
February 22	Twelfth Convocation. 1,329 graduate.
	Alhaji Adamu Fika, the Wazirin Fika, Mr. Allison Ayida, former Secretary to the Federal Government and Alhaji Muktar Sarkin Bai, the District Head of Danbatta and a Kano Emirate Kingmaker, are awarded honorary doctorate degrees.
	The Civilian Governor, Alhaji Kabiru Gaya, represents the visitor.
March 3	Senate formally confers on Chief Allison Ayida, who was absent at convocation, an honorary degree of Doctor of Law at a special meeting.
	The first Professorial Inaugural lecture delivered by Professor E.A. Olofin, entitled, <i>The Gains and Pains of putting a Water-lock on the Face of the Dry Lands of Nigeria.</i>
May 12	1991/92 Matriculation. 2,230 students matriculate.
July 18	10th Congregation meeting
July 20	ASUU resumes nationwide industrial action.
July 21	An unscheduled recess due to the ASUU strike
July 21	ASUU is proscribed by the Federal Government
September 3	The long negotiation between ASUU

	and Government terms ends, a 29 page agreement signed.
October 16	Mr. William Lacy Swing, H.E. the American Ambassador to Nigeria visits BUK.
November 5	ASUU Local strike commences. Negotiation between ASUU and the University administration begins.
December 3	Agreement between Bayero University Administration and ASUU signed.
	Inauguration of Dr. A.H. Yadudu-led Local organizing committee (LOC) for NUGA "94."
1993	
February 1	SSA and NASU members go on strike called by their National Executives.
February 5	The list of elected Head of Departments in the wake of an agreement between the university authority and the Local branch of ASUU released.
February 13	13th Convocation is postponed indefinitely; the Students' Union launches an appeal fund to purchase bus and construct bus stops on the two campuses.
April 1	Dr. Bawa Hassan Gusau of the Department of Political Science gets a two-year tenure as Dean for Student Affairs.
	New Commandant of the Air Force Flying Training Schools Kano, Wing Commander F. O. Gbadebo, visits BUK.
May	The 13th Convocation re-scheduled to hold on the 15th May, 1993 is again postponed because of a national ASUU strike.
May 13	The Governing Council approves the nomination of Dr. Musa Abdullahi and Professor Ibrahim Yaro Yahaya as Deputy Vice-Chancellor (Academic) and (Administration) respectively.

May 16	Professor John Ellis Lavers of the Department of History dies.
September 24	A committee, headed by Dr. I.A. Abba, of the Department of History is set up to organise 30th Anniversary of University education at BUK.
October 18	Academic activities resume after a five-month break due to the ASUU-FGN dispute over the September, 1992 agreement.
October 27	11th Congregation meeting.
October 29	Fire outbreak at the Estate Department, Old Campus.
November 15-17	Inaugural meeting of the reconstituted Governing council of BUK, under the Chairmanship of Professor Shehu Umaru Shehu.
December 13-15	BUK the hosts 34th Annual Conference of the Science Association of Nigeria (SAN)
December 15	New Director of the United States Information Service Kaduna, Mr. Timothy Smith, visits BUK

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6. I acknowledge the contributions of numerous people including in particular. Professors Muhammad Sani Zahraddeen, M.K.M. Galadanchi and I.Y. Yahaya. Others I am indebted to are Dr. A.H. Yadudu, Musa Abdullahi, I.A. Abba, Mal. Ibrahim Abdul Hamid, Mal. Ibrahim Muazzam, Ibrahim Bello-Kano, Y.Z. Ya'u and Salisu, President, Students' Union.

**A Brief History Of Kano City, Late Emir Abdullahi
Bayero D.1953) And School For Arabic Studies (S.A.S.)
Kano**

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Kano is one of the leading Hausa states – politically and economically – which are situated in central Sudan. Geographically Hausaland lies within the open Sudan Savannah area, and this made the movements of people and ideas easy.

According to oral tradition, Kano City was founded by the descendant of Bayajida in a fertile area around *Dutsen* (hill of) Dala. Bagauda, grandson of Bayajida is claimed to be the founder of Kano state, but this does not mean that there were no earlier settlements of people around Dala. Indeed, as the *Kano Chronicle* has shown, the area of Dutsen Dala around which *Birnin* (the city of) Kano emerged was a centre of political power before the establishment of the Bagauda dynasty in the 4th century A.H./10th century A.D. To be more precise, it is said that between 540 and 730 A.D. there was a flourishing sedentary community whose civilisation based on iron smelting has survived to the present.¹

Barbushe has been described as the fifth ruler of the Dala settlement during the pre-Bagauda era. He is said to have been a strong and powerful leader who exercised religious and political power over his community. Religiously he was the chief priest of *Tsumburburai* the spirits worshipped by the people in Dala and other areas around it.³

The fertility of the area where *Birnin* Kano emerged led to a large production of food and what came to be known as cash crops such as cotton for local consumption and long distance trade.⁴ There was an abundance of wood, iron ore, and iron materials, which led to the improvement of agriculture and the development of a craft industry. The abundance of food and other needed materials resulted in another major development in the history of *Birnin* Kano, that of the division of labour and specialization in various occupational skills. People came to Dala from far and wide to learn and acquire skills and other materials. For example

the Abagayawa (people from Gaya) were one of the earlier groups of settlers in Dala who came in search of iron-ore.⁵ It was also the fertility of the land that attracted the Bagaudawa (Bagauda's people), who were from all indications forced out of their home by famine. These emigrants, whose most outstanding leader, Bagauda, later became the founder of Kano City settled at Sheme, some 30 miles (48 km) away from Dala hill.⁶

In Kano and Hausaland in general the first and smallest political unit was (and still is) the *gida* (pl. *gidaje*, house), while the *maigida* (house holder) was the oldest political office. Several *gidaje* made up the next political unit, the *Kauye* (Pl. *Kauyuka*, villages) a number of these *Kauyuka* made up the *gari* (pl. *garuruwa*, towns).

The *gari*, which like that of Kano was strategically placed, developed into a *birni* (Pl. *birane*, city). The leader of a *Kauye* and a *gari* was the *maigari*. Some of the earliest political offices to emerge in *Birnin* Kano were professional. They include *Sarkin Noma* (chief or Head of the market) and *Mai Unguwa* (ward head). For those with foreigners such as Arab merchants there was the *Sarkin Turawa* (lit. Chief of the Whites); others were the *Sarkin Kofa* (gate keeper) the *Magajin Gari* (heir of the town or mayor) and highest and most important office, that of the overall *Sarki*, known as *Sarkin Kasa* (King of the Land or country), whose power and authority extended over large number of the *talakawa* (peasants or ordinary followers) residing in many of the surrounding towns.⁷

The office of the *Sarki* centralised all political power in the person who occupied it. It was during the time of Bagauda (999-1063)⁸ that the office and concept of *Sarki* supported by *masu sarauta* (aristocrats/councillors) developed, when more and more smaller settlements outside the *Birni* acknowledged the sovereignty of the *Sarki Kasa* in Kano. Bagauda must have seized power from those who succeeded Barbushe in Dala and assumed the position of the *Sarkin Kasa*. During the time of his successors the City wall was built, the state expanded and consolidated, and the power of *Tsumbururai* was destroyed with the gradual growth of Islam.

The increase of population in Dala and around it necessitated the fortification of the area. The construction of the city wall locally known as the *Badala*⁹ and which is

still visible in Kano, was made in three stages. The first stage was begun in the 11th century A.D. during the reign of the third *Sarki*, Gaji Masu (1095-1134) and was completed in the 12th century A.D. by the fifth *Sarki*, Yusa (1136-94). The second stage began in the late 15th century A.D. during the reign of *Sarki* Muhammadu Rumfa (1463-99) and the final occurred in the 17th century A.D. when *Sarki* Muhammad Nazaki (1618-23) constructed the final extension of the *Badala*.¹⁰ The *Badala* offered protection not only to *Birnin* Kano but to many people living outside the city centre because it encircled large farmlands and smaller settlements surrounding the city. This protection made *Birnin* Kano to be a centre of political power which extended outside the walls.

There were several gates through which people moved in and out of the *Birni*, which was the main function of the gates. Each gate (*kofa*, Pl. *kofofi*) had a door (*kyaure* pl. *kyauraye*), which was customarily closed at dusk only to be opened at dawn, a tradition that was stopped after the reign of Abdullahi Bayero.¹¹ These gates, which are over ten in number, are still visible around the city walls; and just like the construction of the walls the gates were also made in three stages. The 11th-12th century A.D. walls had seven gates which included *Kofar* (K.) Mazugal, K. Kansakali, K. Dawanau and K. Wambai. The 15th century A.D. walls added four gates and rendered two of the earlier ones obsolete. Those added were K. Mata, K. Nassarawa, K. Dan Agundi and K. Na'isa. Finally the 17th century A.D. extensions added another three gates, K. Gadon Kaya, K. Dukawuya and K. Kabuga.¹²

In the 20th century A.D. new gates were also added, and at present there are fourteen gates in existence.¹³ Each gate has its own name, which has some historical significance. These names originated with reference to the village or town to which the gate gave access, a local topographical feature, a historical happening, a legend or an anecdote, or a noted individual associated with the gate.¹⁴ For example, *Kofar Mata* (Women's Gate) was so named because it was used by women who used to follow the *Sarki* to pray on the *Id* prayer ground outside the city wall during the *Id-el-Fitr* and the *Id-el-Kabir* Sallah days. Kano by the 15th century A.D. had adopted Islam as a state religion; hence the official attempt of to treat women according to

the *Shariah*. *Sarki* Rumfa is said to have been the first *Sarki* to keep his wives in *purdah*. Although some of these gates have been rebuilt entirely, others have been restored to their original shape.¹⁵

The protective walls and elaborated political system Of *Birnin* Kano attracted more settlers to the city. The peace and stability that ensued led to economic development which turned the Birni into one of the greatest commercial centres in the Savannah region. The Kurmi market situated in *Kurmin* Jakara (forest of Jakara) had merchants from areas as far away as North Africa. These merchants came through the trans-Saharan trade routes, routes through which foreign merchants, goods and ideas came into cities of the Sudan savannah region. The most revolutionary of these ideas was the religion of Islam.

Islam came into Hausaland through Borno, and the Wangarawa traders and scholars who came from Mali, and later the Fulbe (sing. *pullo*) played a leading role in the spread of Islam in Kano and Hausaland in general.¹⁶ By the 7th century A.H./13th century A.D. a number of indigenous and foreign Muslims in *Birnin* Kano can be found and as a result of the steady spread of Islam the shrine of *Tsumburburai* was finally destroyed during the reign of *Sarki* Tsamiya dan Shekarau (1307-43), while in the 9th century A.H./15th century A.D., during the reign of *Sarki* Muhammadu Rumfa (1463-99), Islam became the state religion. His active support of the religion and its scholars earned Rumfa the title of a reformer.¹⁷ From then onwards the influence of *malamai* (sing. *malam*, Islamic scholar) gradually became more influential than the *bokaye* (sing. *boka* local priest of the pre-Islamic religions) in the society. Among the important foreign Muslims residing in *Birnin* Kano during this time were the Algerian jurist Muhammad b. Abd al-Karim al-Maghili described as a scholar of international repute, and the Malian scholar Shaykh Abdal-Rahman Zaite.¹⁸

Muhammad Rumfa consulted al-Maghili for help on administration. As a result the latter wrote a treatise for him entitled *The Obligation of Princes*, which taught the *Sarki* how to rule according to the Shari'ah. It was for this that Rumfa undertook a number of major administrative changes and re-organisation which had a tremendous impact on the subsequent historical development of Kano. The development of the *Birni* was said to have reached its peak

during the reign of Rumfa. Some of the changes he brought included: the constitution of a council of state known as *Tara-ta-Kano* (lit. the Nine Of Kano) which was composed of nine top military and administrative officials including those of servile origin who were to operate under the *Sarki* in running the affairs of the state. During Rumfa's time the members of the council in order of their precedence were: the *Galadima*, *Madaki*, *Wambai*, *Makama*, *Sarkin Jarumai* (Chief of the brave ones), *Sarkin Bai* (chief of the slaves), *Barde*, *Sarkin Dawakin Tsakar Gida* (lit. chief of the palace houses), and *Turaki*.¹⁹ Some of the titles and duties of members of the council kept on changing but the council has survived to date.²⁰ Sarki Rumfa also built a new palace known as *Gidan Rumfa*, which is the present palace, constructed a central market (*Kasuwar Kurmi*), so called for its location on the destroyed grave of the spirits at Jakara, and built a central Friday mosque (*Masallacin Jumma'a*). In military development Rumfa was the first *Sarki* to possess spare horses when going into battle (*Dawakin Zage*).

There were several ruling houses in pre-Jihad Kano. These were *Gidan* (house of) *Bagauda* which ruled from the 10th to the 15th centuries A.D. It produced eighteen *Sarakuna* (sing. *Sarki*). This was followed by *Gidan Rumfa* which ruled in the 15th and 16th centuries A.D. and produced nine *Sarakuna*, then *Gidan Kutumbi* from the 17th to the 19th centuries A.D., which had fourteen *Sarakuna* and finally the *Fulbe* clan who appeared on the scene after the 19th century Sokoto Jihad.²¹ This was because the Jihad leaders emphasized the importance of piety and knowledge as the main qualifications of a leader in the Islamic community which they were aiming to establish; And it so happened that at that time it was only among the *Fulbe* that professional Islamic scholars were to be found.

The *Fulbe*, who had been in Kano long before the Jihad, played an active role in the spread and revival of Islam in the city. They came from areas such as Borno (*Felata Borno*), *Bagirmi*, and other places and settled in clans²² within the *Birni* and outside it. Several of these clans participated in the Jihad when it began. They did this by sending delegations to Shaykh Usman in Sokoto in 1807 under Malam *Danzabuwa*, leader of the *Daneji* ('white' or 'light-skinned' corrupted in Hausa as *Danejawa*), who was the oldest of the

clan leaders. They asked the Shaykh for flags and his permission to carry out the Jihad in Kano. The flags were given and the permission granted. The major clans who played an active role in the Jihad in Kano and whose leaders were flag bearers were: *Daneji*, under Danzabuwa mentioned above, who lived at Daneji and Zuwo quarters in the *Birni* and in Bichi and Gwarzo outside it; *Sisilbe* (Hausa *Sullubawa*) the most numerous clan under the leadership of Malam Jammo Babba (the elder) and Malam Jammo Karami (the younger), who lived within the city at Kofar Na'isa and Galadanci and outside it at Kiru, their main base; *Modibanko'en* (from *Modibbe* singl. *Modibbo* 'scholars', corrupted in Hausa as *Mundubawa/Modibawa*) who had settled mainly in the *Birni*. Others were *Yolanko'ten* (those from Yola; Hausa *Yolawa*) under Malam Jibir (or Jibril) and Malam Goshi, who had settled at Yola quarters in the *Birni*. *Dambazanko'en* (Hausa *Dambazawa*) under Malam Muhammadu Dabo they settled at Dambazawau quarters in the *Birni*. Outside the city, there were the *Jobanko'en* (Hausa *Jobawa*) under Muhammadu Bakatsine, who were based at Utai in Wudil; and *Yerimanko'en* (singl. *Yerima* 'princes', Hausa *Yerimawa*) under Ibrahim Dan Tunku at Dambatta.²³

When Sarki Alwali (1781-1805) was defeated and killed by the Jihadists in 1807, the five principal leaders of the Fulbe clans in Kano who were also flag-bearers of the jihad went to Shaykh Usman, then at Gwandu, and sought his help in the appointment of a new leader in Kano. During the meeting, which took place in the countryside, the Shaykh was reported to have asked the leaders who was the most pious and learned man in Kano. They unanimously replied that it was Sulaimanu, a student of Malam Jibrin and servant of Danzabuwa, who was by then at home. The Shaykh therefore instructed that Sulaimanu (d. 1819) of the *Modibanko'en* be appointed the first *Amir* (Emir, leader) of Kano.²⁴ On the recommendation of Sulaimanu Ibrahim Dabo (1819-46) of the *Sisilbe* clan the then *Galadima* was appointed as the *Amir* of Kano by *Amir al Muminin* (Commander of the Faithful) Muhammad Bello (1817-37), who had succeeded the Shaykh.

Ibrahim Dabo consolidated the Jihadists' rule in Kano by fighting and consequently defeating all those who opposed him. For example, he suppressed the insurrections incited by the new *Galadima* Sani, the younger brother of the late *Amir*, and fought and drove Dan Tunku of the *Yerimanko'en* clan from

Dambatta for refusing to follow him. However the latter was given Kazaure (which is still ruled by his descendants) by the *Amir al muminin* because of his active role in the jihad in Kano. Dabo became known as *Cigari* (lit. winner of the town) for his ability in defeating his enemies. With the permission of the *Amir-al-muminin* he also adopted and revived a number of pre-Jihad traditions which did not contradict the *Shariah*. For example, he re-organised the Council of State (*Tara-ta-Kano*) and appointed members from the principal clans which had played an active role in the Jihad. He gave the position of the *Madaki* to the *Yolanko'en* clan, the *Makama* to the *Jobanko'en* clan, *Sarkin Dawaki mai Tuta* to the *Daneji* clan and *Sarkin Bai* to the *Dambazanko'en* clan.²⁵ These positions, which were those of the king makers in Kano mentioned earlier, are still held by in the same clans.²⁶ The depth at which Dabo's consolidation was deeply rooted and felt in the society can be understood from the popular saying *Kano ta Dabo Cigari* (lit. 'Kano's Dabo the winner') and it rendered the city his own. The present Emir of Kano Ado Bayero (1963 -) is his direct descendant.

The Fulbe clan produced thirteen Emirs. The British colonial administration conquered Kano during the reign of Alu (1894-1903) who was later exiled by them. His brother Abbas (1903-19) was the first Emir to be appointed under colonial rule. *Birnin* Kano witnessed its most significant developments in the 20th century during the reign of his successor Bayero.

Abdullahi Bayero (d.1953) the eldest son of Abbas who was *Hakimin* (District Head of) Bichi and *Ciroman* Kano was appointed as Emir Of Kano in April 1926. He was the fifty-third *Sarki* of Kano And the tenth Emir of the Fulbe clan. He was described as a pious Muslim, a gentleman and a gifted statesman. During his time Kano City developed positively in all fields.

Politically, Emir Bayero enlarged his council (*Majalisa*), which run the affairs of the Emirate. Originally the council, which met weekly with the British Resident, consisted of the Emir and the Waziri only. Bayero brought in other members including the *Madaki* who was entrusted with the affairs of the District Heads (*Hakimai*) and the *Galadima*, who was entrusted with the affairs of Kano town. He also built the Native Authority (N.A.) office on the

opposite side of the palace which is now the office of Kano Municipal Local Government (LGA).

It was during the time of Bayero that tap water and electricity were first introduced in *Birnin Kano*, Murtala Muhammad General Hospital was built and modern roads were constructed. The impact of these innovations on the people of Kano was great. Similarly Kano indigenous merchants started to go into business partnerships with foreign merchants and modern industries were also established for the first time within the city.

In the field of scholarship the Emir encouraged education and patronised both local and foreign Islamic scholars. He established several western schools, which include Dan Agundi Middle School, Rumfa College, and the Law School (all of them not far from the palace).²⁷ The Law School, established in 1934, was aimed at training Islamic Judges (*Alkalai*). It was re-named the School for Arabic Studies (S.A.S.) in 1946 with an additional aim of producing Arabic Teachers. Most of the judges and Arabic teachers of Northern Nigeria were trained here. It was in S.A.S that the early lectures of the then Ahmadu Bello College (A.B.C.), Kano were taught in the early 1960s.

The changing atmosphere of the 1950s which resulted in self-government in the North in 1959 and independence in the following year paved the way for developments not only in the political history of the nation but also in other fields such as economics and education. For example several autonomous higher institutions were established²⁸. In line with this development the initial establishment of what later became Bayero University was made in Kano in January 1960 with the foundation Of Ahmadu Bello College.²⁹ At the time of its inception the College was located at the premises of S.A.S., where it began with a programme of General Certificate of Education (G.C.E.) Advanced Level in Arabic, Islamic Studies, Islamic History, Hausa, and English Literature.³⁰

The first University to be established in Northern Nigeria, also named Ahmadu Bello University (A.B.U.), was opened in October 1962. This necessitated the change of name for A.B.C. Kano so as to avoid any confusion between the two institutions. As a result in the same year Ahmadu Bello College was re-named Abdullahi Bayero College, Kano.

There is no doubt that Kano witnessed tremendous developments during the reign of Emir Abdullahi Bayero (1926-53). This made the Emir very popular among his people then and now, and this can be attested to by the way he is still venerated. Indeed, it was as a result of his contributions into the development of education in Kano that Ahmadu Bello College was re-named Abdullahi Bayero College in 1962.

In January 1964 the College moved from S.A.S. to its temporary site at the old Airport Hotel and admitted its first set of undergraduate students for the Bachelor of Arts (B.A.) degree programme of A.B.U. Teaching began on 1st February of the same year and the first set of students graduated in 1966. Three years later the College moved to its permanent site, now known as the Old Campus.³¹ It is located on the western out-skirts of the *Badala* between the Kabuga and Dukawuya gates, an area that is now within the jurisdiction of the Municipal Local Government.

In 1975 A.B.C. was raised to the status of a University. As a result it adopted the new name of Bayero University College (B.U.C.). Two years later, when the Federal Government of Nigeria upgraded the status of all the University Colleges in the country into full fledged Universities, B.U.C. became Bayero University, Kano (BUK). A new campus was later built some 7 km along Kano-Gwarzo Road in Kumbotso Local Government.³² Since 1989 it has been the main campus. The University, which had begun with one Faculty and four Departments, has now seven Faculties³³ and forty-two Departments. The College/University which was headed by seven Provosts/Vice-Chancellors from its inception has graduated some ten thousand students in various disciplines.³⁴

Notes

1. Oral discussions with some elderly people in Kano in November, 1993. See also Abdullahi Smith, "The Early states of the Central Sudan" in J. F. A. Ajayi and M. Crowder, eds, *History of West Africa* Vol. I (Longman, 1971 2nd ed. 1976), pp 181-6, 187-90; Sule Bello "The Birnin Kano and the Kasar Kano to 1804 A.D." in *Cities of the Savannah* (G. Ashiwaju, Editor-in-chief of *Nigeria Magazine*, special Publications n.d.) pp. 27-8.
2. See Adamu M. Fika, *Kano Civil War and British over-rule 1882 - 1940* (Oxford University Press, 1978) p.3.
3. A. Smith, p. 187.
4. The traders of *Birnin Kano* exchanged with other traders from Nupeland, Jukunland, Gonja, Katunga (old Oyo) in the south and other parts of Hausaland, Borno, and North Africa in the north. Some of the items involved in the trading were Hides and Skin, dried meat, saddles and *Daddawa* (these are the famous black cakes which are made from fermented seeds of locust bean tree (*dorawa*) and used for flavouring soup in Hausaland). R. C. Abraham and M. Maikano, *Dictionary of the Hausa Language* (Crown Agents for Colonies, 1949), p. 162.
5. Oral discussions with some elderly people of the University who reside in the city, in December, 1993.
6. A. Smith, p. 188.
7. A. Smith, p. 180.
8. This period and the subsequent ones that appear in this study refer to the reigns of the leaders mentioned and not to their life span.
9. The structure of the *Badala* was a thick wall with two wide ditches dug one on either side of the wall. Although in some areas these ditches were made bigger and others smaller as a result of man-made interferences, the wall and the ditches can still be seen in Kano.
10. For details see H.L.B. Moody (compiled), *The Walls and Gates Of Kano City* (Department of Antiquities Federal Republic of Nigeria, 1969) p. 39-41. B. M. Barkindo, "The Gates of Kano City: A Historical Survey" in B. M.

- Barkindo (ed) *Studies in the History of Kano* (1983), pp 1-30.
11. Oral discussions with Malam Sabi'u a Clerk and Alhaji Nasiru, a driver of the History Department, B.U.K. (who live in the city), at the Department in November, 1993.
 12. See H. L. B. Moody, p. 53.
 13. Oral discussions with those mentioned in note 9. These gates are: K. Kansakali, K. Kabuga, K. Gadon Kaya, K. Dukawiya, K. Adama, K. Ruwa, K. Mazugal, K. Wambai, K. Mata, K. Waika, K. Na'isa, K. Nassarawa, K. Dawanau, and Sabuwar Kofa.
 14. See H.L.B. Moody, pp. 57-81.
 15. See M. Crowder and G. Abdullahi, *Nigeria An Introduction to its History* (Longman, 1979) p. 89.
 16. For the role of the Wangarawa, see M. A. Al-Hajj; 'Als-al-Wangariyin (translation) in *Kano Studies* 1, 4 (1968) pp. 7-42. The role of the Fulbe - who are said to have come to *Birnin* Kano during the reign of Sarki Yaqub (1452-63) - in the 19th century jihad will be discussed later in the paper. See also Adamu M. Fika, pp. 6-8.
 17. See Sule Bello, p. 30; M. Crowder and G. Abdullahi, p. 39.
 18. Al-Maghili who was said to be a *Sharif* (pl. *Ashraf*), a title used for any member of the Prophet's family, founded a community of North African Muslims within the *Birni* in Sharifai quarters named after the title. It was eventually assimilated into the local community, the leader was given a traditional title of *Sidi Fari* (lit. 'white' leader), while al-Zaite who came with his family and many students also settled within the *Birni*, where he taught and built several mosques. His descendants are said to have been important members of the Muslim community of Kano up to the 17th century A.D. See A. Smith; p. 192, and Adamu M. Fika, pp. 8-9.
 19. See Adamu M. Fika, pp. 8-9. Some of these titles, such as the *Galadima*, were borrowed from Borno. The duties may differ for example, the *Galadima* in Borno was in charge of the Western part of the Empire and during war or movement he led the Borno army and became its

- supreme commander. He was the only member of council who resided outside the capital at Nguru.
20. The present members of Tara-ta-Kano are: *the Madaki, Makama, Sarkin Bai, Sarkin Dawaki Mai Tuta, Waziri, Galadima, Wambai, Turaki* and *Dan-Iya*. The first four are the kingmakers responsible for electing a new Emir when a reigning Emir dies, abdicates or is dethroned. (Oral discussions with an elderly man, Malam Muhammed Sani, a porter at the Deans Office, who resides in the City, Faculty of Arts and Islamic Studies, in December 1993.
 21. See Alhaji Abubakar Dokaji, *Kano Ta Dabo Cigari*. (N.N.P.C. 1958, second ed. by Ibrahim Abubakar, 1978), pp. 79-82; and M. Last, "From Sultanate to Caliphate Kano 1450-1800 A.D." B.M. Barkindo, ed., *Studies in the History of Kano* (Heinmann Educational Books, 1983) pp. 67-91.
 22. The clans named themselves or were named after the names of their leaders, their town or village of origin and a particular feature or occupation of a member.
 23. Oral discussions with Alhaji Garba Sa'idu of the History and Culture Bureau, Kano, at his residence in Kano, December 1993. See also Adamu M. Fika, pp. 15-16 and S. J. Hogben, *The Mohammedan Emirates Of Nigeria* (Oxford University Press, 1930) pp. 75-6.
 24. Oral discussion with Alhaji Garba. See also Alhaji A. Dokaji, pp. 36-7 and S. J. Hogben, p. 76. According to Dokaji, pp. 81-2, 87, Alwali was killed in 1805 and Sulaimanu appointed in 1807-8. According to Hogben, p. 76, Alwali was killed in 1807 and Sulaimanu appointed in 1809.
 25. Adamu M. Fika, p. 20; Alhaji Dokaji, p. 42.
 26. The *Madakin* Kano Alhaji Umaru Muhammed (d.22 Dec. 1993) came from the *Yolanko'en* clan, the present *Makaman* Kano Alhaji Sarki Abdullahi is from the *Jobanko'en* clan, the *Sarkin Dawaki Mai Tuta* Alhaji Aminu Babba Dan Agundi is from the *Daneji* clan; and the *Sarkin Bai* Alhaji Muhtari Adnanu is from the *Dambazan'en* clan.
 27. Oral discussions with several people who live in the City and witnessed these changes in Kano in December 1993. See also Alhaji A. Dokaji; P. 71-3.

28. The only higher institutes of learning in Nigeria prior to this period were Yaba Higher College established in 1934 and University College Ibadan established in 1948. For more details see A. S. Thakur and A. N. Ezenne; *A short History of Education in Nigeria* (National Publishing House, 1980).
29. It was named after Sir Ahmadu Bello (assassinated in 1966) the *Sardauna* of Sokoto and premier of Northern Nigeria.
30. See "Thirty, years of university Education at Bayero (1964-1994)" produced by the Committee on 30 years of university Education at Bayero (n.d. B.U.K.).
31. See "Thirty years of University Education"
32. See "Thirty years of University Education...."
33. These are; Arts and Islamic Studies, Education, Law, Medicine, Science, Social and Management Sciences, and Technology.
34. About one-tenth of them graduated with A.B.U. degrees between 1976/77 and 1978/79 sessions.

History Of Bayero University, Kano

Dr. Isa Alkali Abba

Department of History, Bayero University Kano

Introduction

A Historical survey of Universities in Nigeria

There were only two institutions of higher education in Nigeria during the British colonial period. These were the Yaba Higher College, Lagos, established in 1934 and the University College Ibadan, a branch of the University Of London (1948).

As a result of pressures from some Nigerians, the British Colonial Government set-up a committee in the 1930s called the Elliot Commission. The report of this commission (as well as that of the Asquith Commission) led to the establishment of the University College, Ibadan.

The 1950s was a period of decolonisation in the African colonies. As the British colonial regime was preparing Nigeria for independence, it set up in May, 1959, a Commission on Post-Secondary School Certificate and Higher Education in Post-Colonial Nigeria, chaired by Sir Eric Ashby. The outcome of the exercise was the establishment of the following universities: University of Nigeria, Nsukka (1960) sponsored by the Eastern Region Government; the University of Ibadan became autonomous in 1962; the University of Lagos (1962). Both Ibadan and Lagos were sponsored by the Federal Government; Ahmadu Bello University Zaria and University of Ife (now Obafemi Awolowo University) were also established in 1962. These two (ABU and Ife), were sponsored by the Northern Region and Western Region Governments respectively.

Significant for the future development of universities in Nigeria was the establishment in 1962 of the National Universities Commission (N.U.C.) as a national body to plan, coordinate and ensure balanced development and growth of the universities in Nigeria.

Meanwhile, Nigeria experienced considerable political changes. It passed through the throes of a civil war (1967-1970), and had a succession of military governments. Twelve

states were created out of the former four regions of Nigeria in 1967. There was therefore a general eagerness to ensure even and rapid development of the nation's resources.

It was against this background that the third phase in the development of Nigerian universities opened in the 1970s with the active involvement of the NUC. In 1975, the Federal Government initiated seven new universities - Bayero University Kano, the University of Ilorin, the University of Calabar, University of Port Harcourt, University of Maiduguri, University of Jos and University of Sokoto (now Usmanu Dan Fodio). Bayero, Ilorin and Port-Harcourt were established as University Colleges in 1975 and full universities in 1977.

The 1980s ushered in a new direction for the Nigerian universities. Seven Universities of Technology (F.U.Ts.) were established. Three (Bauchi, Makurdi and Owerri) were commissioned in 1980. Those of Yola and Akure were commissioned in 1981, while Abeokuta and Minna were established in 1983. and National Open University was planned for Abuja. This development at the Federal level was soon matched at the State level. In 1976, nine more states were created in Nigeria which increased the need for more high level manpower. There were also attempts at even development. But more importantly, there was a large increase of post-primary school students seeking admission into the universities. Therefore, States with a high student population also established their own universities - Rivers State University of Science and Technology, Port Harcourt (1980), Anambra State University of Technology (1980, Imo State University (1981), Obafemi Awolowo University (1982) now Ondo State University), Ogun State University, Lagos State University, and the University of Cross River State (1983).

The rapid proliferation of Universities with adverse effect on limited finances soon became a serious problem to both the Federal and State Governments in Nigeria. The oil-boom of the 1970s ceased and it became imperative to review the whole issue of university education in the country. During the fourth phase of the history of Universities in Nigeria this review began during the military regime which took over the reigns of government again from the civilian administration (1979-1983). Consequently, the National Open University was cancelled in 1984 and the Federal Military

Government passed a decree abolishing and prohibiting private universities. The F.U.Ts were reviewed. Three remained (Akure, Minna and Owerri), while the others were merged with the older universities – Abeokuta with Lagos, Bauchi with A.B.U. Zaria, Makurdi with Jos, and Yola with Maiduguri.

However, in 1988 another successor military regime (1985-1993) responding to pressure, decided to restore full university status to the four F.U.T.s merged with conventional universities and established a new University at Abuja. Two of the reinstated F.U.T.s those at Abeokuta and Makurdi, are now Universities of Agriculture.

In 1990, the Federal Government gave approval for the establishment of Oyo State University of Technology, Ogbomosho. By 1992, Kano State Government established its own University of Science and Technology at Bagauda, while Benue State established Benue State University Makurdi.

History of Bayero University, Kano

The nucleus of Bayero University came into being in January 1960 when Ahmadu Bello College was established and located at the school for Arabic Studies (close to the palace of the Emir of Kano). The late Sir Ahmadu Bello, Sardauna of Sokoto, was Premier of Northern Nigeria from 1954 to 1966. The then principal of the School for Arabic Studies, late Dr. Aliyu Abubakar, was also in charge of the College Section, which started with G.C.E. Advanced Level programme in Arabic, Islamic Studies, Islamic History, Hausa, and English Literature. In October 1962 the first University to be established in Northern Nigeria, Ahmadu Bello University, was founded in Zaria and this made a change of name for the Ahmadu Bello College in Kano necessary to avoid any confusion. Thus, in the same year, the Ahmadu Bello College was renamed Abdullahi Bayero college after the Emir of Kano, Abdullahi Bayero (ruled Kano 1927-1953).

In the same year that the College was renamed, a new principal, Alhaji, later, Professor S.A.S. Galadanci was appointed to head both the School of Arabic Studies and the Abdullahi Bayero College section.

In January, 1964 the College moved to a temporary site at the old Kano Airport Hotel with its first set of students admitted for a B.A. degree programme of Ahmadu Bello

University. They started their lectures on 1st February 1964. The College also acquired its first Provost at this time in the person of Professor Abdullahi el-Tayyeb (a Sudanese). Abdullahi Bayero College (ABC/ABU) graduated its first set of students in July 1966. There were ten of them, and they convocated in November, 1966. Since then this institution, which was a Faculty of Ahmadu Bello University, Zaria presented graduating students to Ahmadu Bello University, every year until 1980.

With the departure of Professor el-Tayyeb in 1966, Alhaji Hamidu Alkali was appointed as the second Provost and arrived in Kano in September, 1966. Alhaji Hamidu Alkali was appointed Provost and also Dean, Faculty Of Arts and Islamic Studies and remained in office to November, 1969. His years at ABC/ABU coincided with the Nigerian civil war years. But it was also a period of the development of the first phase of ABC's permanent site (now called Old Campus, B.U.K).

At the time of the arrival of Alhaji Hamidu the Library complex which up to today (1994) is the main Library of the University, was at the foundation level. He supervised the building of the Library and the other buildings such as the first kitchen (Kitchen I), the first female hostel, accommodating forty students (now occupied by a branch of the United Bank for Africa), and a generator house. The funds came from the British Colonial Government grant for Higher Education in Nigeria when Nigeria was being prepared for independence.

When the civil war started in July, 1967 the ABC temporary site at the old Kano Airport Hotel (at the time it was the main Kano Airport) became a military target for the Biafran Airforce because of the location of some Russian-made MIG Fighters of the Federal Airforce in the vicinity of the old Airport. A home-made bomb was dropped around the area towards the end of 1967. The college was not affected. The civil war became intensified by the first quarter of 1968 and there were in Kano many wounded Federal soldiers from the war fronts.

At a very short notice, the ABC, through ABU Zaria was ordered by the military authorities to move out of the old Airport Hotel to give room for the facilities to be turned into a military hospital. Therefore Abdullahi Bayero College moved to its permanent site in March, 1968 and the Library complex was commissioned on 26th April, 1969 by the British

High Commissioner in Nigeria, Sir David Hunt. The permanent site is located at the western outskirts of the Kano city walls in the vicinity of Kabuga and Dukawuya gates on Kano-Gwarzo Road.

It was also during this phase of the development of Abdullahi Bayero College that a maintenance unit of the ABU Estate Department was established to look after not only the new buildings but also the senior staff houses, AB1 to 20, had been constructed between 1959 and 1961 by the Northern Nigerian Government as part of the extension of Kano Nassarawa Government Reservation Area. The fencing of the College land area of about 600 acres was started. Alhaji Hamidu Alkali was moved to ABU Zaria in November, 1969 as Director, Institute Of Education. He was succeeded by Dr. S.A.S. Galadanci, who held the post until he was appointed as the Vice-Chancellor of the university of Sokoto in 1975.

Abdullahi Bayero College entered its second phase of development during the tenure of Professor S.A.S Galadanci. The buildings to house the Faculties of Arts and Islamic studies and Education were built. Likewise, the first male student hostel together with a larger female student hostel were constructed. The Kano State Government under the late Governor Audu Bako contributed a lot towards the physical development of the College especially in the area of hostel accommodation.

In 1975 the Abdullahi Bayero College was raised to the status of a University College with the right to award degrees on behalf of Ahmadu Bello university. The institution adopted the new name of Bayero University College and its first Principal was Dr. Mahmud Tukur, who formally took over in September, 1975. The University College also got a separate Governing Council headed by Professor S.O. Biobaku.

In 1977 the Federal Government of Nigeria made all the University Colleges in the country full-fledged universities. Thus Bayero University College dropped 'Abdullahi' and 'College' and became simply Bayero University. The Principal of the College, Dr. Mahmud Tukur, therefore became the first Vice-Chancellor Of Bayero University.

Dr. Mahmud Tukur together with a dedicated team shouldered the responsibility of establishing the foundation

of a University. The philosophy, orientation, and mission of the University were clearly spelt out.

The first phase of the development of Bayero University was vigorously undertaken during the time of Dr. Mahmud's administration. He clearly established the norms, procedures and structure for the Faculties of Social and Management Sciences, Science, Technology and Law. The Department of Mass Communications and the School of General Studies also took off. The Estate Department, together with the Physical Planning Unit, were also established. More importantly, the development of the new permanent site of the University took off in earnest. A ten-thousand acre piece of land, five kilometres out of Kano on the Kano-Gwarzo Road was acquired. The difficult and sensitive task of demarcating the farm lands and computing compensation and payment to the right people were all carried out.

In October 1977, Dr. Mahmud Tukur left Bayero University and was succeeded in 1978 by Professor J.O.C. Ezeilo, who was transferred from the University of Nigeria, Nsukka. Professor Ezeilo spent the remaining one year of his full term as Vice-Chancellor of University of Nigeria, Nsukka at Bayero.

Professor Ezeilo was succeeded by Professor H. I. Umar (1979-1986). Professor H.I. Umar handled the second phase of the development of the permanent site of Bayero University. By 1986, the core buildings of the new site of the University had been completed. These include the academic and administrative buildings, the student hostels, junior and senior staff quarters, the access roads, and the Business Centre. The Library building also reached advanced stage. However, B.U.K's movement to the site did not take place until the period of the successor of Professor Umar, Professor Dandatti Abdulkadir (1986-1990).

Professor Dandatti's tenure saw the movement of the University to its permanent site (called the New Site). The Vice-Chancellor also moved into the new Vice-chancellor's Lodge on the New Site. A large number of students also moved into the new hostels. This ushered in the system of commuting between the new and old campuses of the University, which both students and lecturers had to adopt.

The Old Campus is now occupied by the Faculties of Science, Medicine and Law. The School of General Studies and the Centre for the Study of Nigerian Languages are also

located on the Old Campus. Professor Dandatti was succeeded in 1990 by the current Vice-Chancellor, Professor M. S. Zahraddeen. The physical and academic development of the university is steadily continuing under the current Vice-Chancellor, Professor M. S. Zahraddeen. Professor Zahraddeen initiated the celebration marking "30 years Anniversary of University Education at Bayero 1964-1994".

Principal officers of the University
Registrars

1. Alhaji N. A. Ibrahim (Acting Registrar) 5th March 1976-July, 1976.
2. Mal. Y.A. Ibrahim, July 1976 to date.

Bursars

1. Mr. Isaac Abodunrin 1977 - 1980
2. Mr. V.A. Umoru, 1st April 1980 to date.

Librarians

1. Mal. Ibrahim Kiyawa, 1975-1976.
2. Dr. Abdul Moid, July 1976-Sept, 1978,
3. Dr. Halil I. Said, 1978 to 1993.
4. Acting Librarian, Alhaji M. Sadiq, 1994.

Directors Of Health Services

1. Dr. Abdul-Kassim Aly, 1974-1982.
2. Dr. Y. N. Garba, 1982-1987.
3. Dr. Duro Bello (acted) 1987-1988 and 1990-1991.
4. Dr. N. S. Nuhu, August 1988 to 17th September, 1990. and January, 1992 to date.

Directors of Works

1. Alhaji S. U. Alkali, 1st September, 1976- March, 1990.
2. Alhaji A. Wada, 1990 to date.

Philosophy and Cardinal Principles of the University

A philosophy consistent with the distinct tradition and character of the university's immediate environment was initially outlined. Accordingly, the University was founded to pay due respect to human values, and to be run "on those beliefs, values and traditions that the society holds most sacred." The founders believed that a University should be "a symbol of the spirit of its community, the guardian of its morals and the formulator of its hopes." It should

monitor the inevitable changes that come with time and, in assimilating and disseminating universal truths, it should "safeguard these essential values and nuances that give the society its identity." In the light of this, the objectives as set out on the universities were to:

1. defend the individuals' awareness of the value of their cultural heritage;
2. foster and reinforce the moral, ethical and spiritual values sacred to the culture;
3. provide the knowledge, skill and technology required for the benefit of the wider community;
4. contribute by research to the universal body of knowledge;
5. further the objectives of a united, fair and just community, society and nation.

The Crest of the University

The symbol adopted by the University is the (lunar) crest and the star. The translation of the "ajami" inscription in the crescent is "JAMIATU BAYERO KANO" i.e. Bayero University, Kano; while in the star is inscribed a quotation from the Holy Quran: "And over every possessor of knowledge, there is one more learned."

Faculties

In October 1964 the first Faculty of what later became Bayero University, the Faculty of Arabic and Islamic Studies, was established. The Faculty was renamed the Faculty of Arts and Islamic Studies in November, 1966. The Faculty consisted of the Department Of Arabic, Islamic studies, History, English and European Languages, Nigerian Languages and Education. In October 1976, two new Faculties were established, namely: Education, and the School of Management Sciences which was renamed Social and Management Sciences in 1977. At present (1994) the University has seven Faculties. They are: Faculty of Arts and Islamic Studies, Faculty of Education, Faculty of Social and Management Sciences, Faculty of Science (1975), Faculty of Law (1977-78), Faculty of Technology (1977-78) and Faculty of Medicine (1984-85). The University has also a School Of General Studies and a Centre for the Study Of Nigerian Languages (CSNL). The Centre is a research unit established in 1969 as

a Centre for Hausa Studies with the aid of a two thousand pound (£2,000.00) grant from the Kano State Government. It subsequently received grants from the former North Western and North Central State Governments as well as donations from individuals like the late Mallam Aminu Kano and the late Ambassador Muhammadu Sani Kontagora. The School of General Studies provided pre-degree courses to students to enable them qualify for various degree courses. This, however, has been discontinued with the introduction of the 4-year degree system in 1989-90. It is under the aegis of this school also that all undergraduates of the University take a course in General Studies, which is a national requirement for the award of a degree irrespective of the course an undergraduate is registered for. Diploma courses, begun by the Faculty Of Arts and Islamic Studies, are now, readily offered in most of the Faculties of the University.

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Section Two



**“AND THEY ESTABLISHED A
COMMUNITY OF SCHOLARS”**

Memories Of Bayeros's Beginning

Professor Abdalla El Tayib, First Provost of ABC, 1964-66

When I arrived in May 1964 to assume the post of the first Provost of ABDULLAHI BAYERO COLLEGE the new Faculty of Arabic and Islamic Studies of Ahmadu Bello University located in the city of Kano and not in the Zaria University Campus, it was not at all clear to the then Vice-Chancellor Dr. Norman Alexander and his expatriate colleagues in Zaria whether any serious work was indeed to start in Kano; for perhaps the idea of an Arabic and Islamic Faculty at Kano was, as it appeared to them, only some sort of window-dressing to appease the Northern Region dignitaries and the traditional Islamic Public opinion.

This was definitely not the opinion of myself as the new first Provost, and certainly it was not the opinion of the leaders of thought in the Northern Region. Before my arrival, when I showed some hesitation with regard to the post of Provost offered by the Vice-Chancellor, I was persuaded to accept the offer and assured of help and support by my old friend the late Makaman Kano Al-Haj Muhammed Bello, whom I had known as a senior student in London in 1945-6, and also by the then Minister of Education, Al-Haj Isa Kayta. I was also very much persuaded and assured of support by the then Arabic specialist at Kaduna, Al-Haj Husayn Adamu and the Grand Kadi Al-Haj Abu Bakr Gummi and his deputy Al-Haj Haliru Binji. Above all I was more than urged, rather pressed to accept the offer by Al-Haj Shehu Galadanci, who was then head of the Kano School for Arabic Studies, and his colleague and close friend and deputy, the late Al-Haj Hassan Ibrahim Gwarzo. Both of them joined by Al-Haj Husayn Adamu had a heart-to-heart talk with me, and I was convinced of the validity of the cause advocated by them.

On my arrival on the 20th of May 1964 I was met at Kano airport by Al-Haj Shehu and the late Al-Haj Hassan Gwarzo, both of whom escorted me and my wife to the

furnished bungalow situated with several other similar ones just south of Kofar Bampu¹.

The Kofar Bampu site was the one originally intended for the establishment of Abdullahi Bayero College, but it was abandoned because of another plan preferred by the Vice-Chancellor and his Zaria colleagues. This was now accepted by the Chancellor, the Sardauna of Sokoto and Prime Minister of the Northern Region, the all-powerful Al-Haj Ahmadu Bello. So he cancelled the old plan for developing this place as the site of ABC irrevocably.

Whereas this Kofar Bampu site, 350 acres in area, had 12 new staff bungalows of a high-standard quality built by a British grant-in-aid as a first step towards establishing a University on this site, the alternative site proposed by the so-called Comprehensive Town Planners of Kano was not a suitable one, for its area was comparatively small, bounded on the west by the Zaria Road and by the railway on the east side with no room for further expansion. A part of it was occupied by villagers whose removal would be certain to involve the University in lengthy legal proceedings.

I had another good look at the extensive Kofar Bampu Site with its park land adorned by the well dispersed noble and shady *Dorawa* trees and resolved in my heart to work hard to acquire this abandoned site again for ABC and the future Kano University that would develop from it, In sha Allah. Some sceptics hinted that it was perhaps futile to toil in pursuit of revoking an irrevocable stroke of the green pen. But I believed that the right cause was, by the help of God, sure to prevail in the end. And that was what indeed happened.

I think it was a great privilege for me to have been able to lead the team that achieved that remarkable success after an intense, hard, and bitter struggle.

All is well that ends well. Thanks to the courage and acumen of Al-Haj Umaru Sulayman, Emir of Bida and Chairman of the ABU Council, a high-powered arbitration committee was formed, and the Council delegated to it the final decision concerning advise to be given to the Chancellor about the site to be allotted to the future ABC campus. The irrevocable was finally revoked, and the Sardauna, Al-Haj

¹. Possibly *Kofar Kabuga* which is one of the Old City gates opposite the Bayero University Old Campus. (Eds).

Ahmadu Bello, after having called the Chairman of the Council, the Vice-Chancellor, the Provost and the Members of the Arbitration Committee to an informal meeting, indicated his consent and wished us well. Later on he signed the ratification of this decision with his famous green pen.

It was a joyful day in June 1966 when I was called by Mr. Gyllith Reburn, the chief engineer and architect of the contracted building company, to pour the first shovel of cement and concrete, thus inaugurating the building of the Library, which was intended to house the first stage of the College's, and the future University's development. I left Kano the next day and was escorted as far as the boundary of the district by my friends Shehu and the late Hassan Gwarzo. At Zaria I said goodbye to Professor Isaiah Audu, whose assistance and good will helped to speed up the final stages of our work. Then I proceeded to Kaduna to take leave of the grand Kadi and his colleagues. My next stop was at Ibadan where I participated in a conference about Arabic teaching and Arabic studies. Eight years before, in 1958, was my first visit to Ibadan for the purpose of participating in a pioneer conference on the same subject. But now there were serious plans about starting an Arabic University department in Ibadan. *Al Hamdu Lillah.*

(Signed)
Abdalla El Tayib
25.12.1993

Professor Abdalla El-Tayib, C.V.

Born at Timerab, Damer, Sudan 2.6.1921, married, no children

Education

1939:	Completed Old Gordon College
1942:	Final Certificate, Khartoum Higher Schools (Arts)
1946:	One year at the Institute of Education
1947:	Passed Intermediate - English, History, Logic, Arabic, University of London
1946:	B.A. Hons.(Qualifying Examination)

University of London
 1950: Ph.D. University of London
Professional Experience
 1943-45: Taught Arabic, English and other subjects
 in the Intermediate, junior and Senior
 Schools, Sudan.
 1945-50: University in U.K.
 1950-51: Lecturer, Arabic, S.O.A.S., University of
 London
 1951-54: Head of Arabic Department, Institute of
 Education, Bakht-er-Rude, Sudan and in
 charge of supervision and preparation of
 Arabic syllabi and the inspection and
 training of teachers for the elementary and
 intermediate schools throughout the Sudan.
 1954: Chief Examiner for the Arabic School
 Certificate in the Sudan.
 1954-56: Lecturer, Arabic, University College of
 Khartoum.
 1954-55: Member of the Academic Board of the
 University College of Khartoum.
 1956: Appointed Professor and Head of the Arabic
 Department University College of Khartoum,
 which became later on in the same year The
 University of Khartoum and became ex-
 officio member of the Senate of the
 University of Khartoum.
 1956-64: Member of the Council of the University of
 Khartoum.
 1958-63: Assessor for Arabic Paper and School
 Certificate Examination, Sudan
 1958-70: Chief Examiner, Arabic for the Sudan
 Diplomatic Service.
 1959: External Examiner for Ph.D. thesis,
 S.O.A.S., London
 1962: Nominated for election to the Vice-
 Chancellorship of the University of
 Khartoum.
 1961-64: First Deanship of the Faculty of Arts,
 University of Khartoum. During this period
 the department of the Sudan Research Unit,
 which later became the Institute of African
 and Asian Studies, was created together

with a number of other departments. Also the teaching of French was introduced for the first time in the University of Khartoum.

- 1964-66: Provost, Abdullahi Bayero College, Kano. Ahmadu Bello University. Professor of Arabic and Dean of the Faculty of Arabic and Islamic Studies, on secondment for two years, from the University of Khartoum. During this period, a site for this College was determined and plans of buildings implemented. B.A. Honours courses were planned and implemented. French, History and other subjects were introduced. A preliminary School of Basic Studies was also established.
- 1964-66: Member of the Council of the ABU
- 1966-70: Second term of Deanship of the Faculty of Arts, University of Khartoum. The teaching of Russian languages and other courses were introduced during this period.
- 1969-71: External Examiner in Arabic, University of Ibadan.
- 1968: Nominated for the second time for the Vice-Chancellor of the University of Khartoum, but not elected.
- 1969: Summarily dismissed from all posts held on December, 15th and reinstated on December, 17th.
- 1970: Dismissed from the Deanship and the Headship of the Arabic Department, but remained Professor of the University.
- 1971-74: Reinstated as Head of the Arabic Department and Dean of the Faculty of Arts.
- 1973: External Examiner for Ph.D. and M.A. thesis, University of Cairo, Khartoum Branch.
- 1974: Member of the special Committee, concerned with the Reform of Higher Education in the Sudan.
- 1974-Nov '75: Vice-Chancellor, University of Khartoum. During this period the following major achievements were carried out: 1. Creation of the Soba University Teaching Hospital in

April, 1975; 2. Annexation of H.T.T.I to the University of Khartoum as one of the Faculties of the University; 3. Acquisition and registration of 3,500 feddans for the University within the area of expansion on the periphery of Khartoum.

1975-76: Vice-Chancellor, University of Juba. Still in the process of being created.

1975-76: Member of the National Council of Higher Education.

1977-86: Professor of Arabic, University Muhd Ben Abdulla

1981: Hon. Doctorate, University of Khartoum.

1988: Hon Doctorate, Bayero University, Kano, Nigeria.

1989: Hon Doctorate, University of Gezira, Sudan.

1985-89, 1993- Member of the King Faysal International Prize Selection Board

94:.

Present Position President, Arabic Academy of The Sudan, (1994): Chairman of the Council, the University of Khartoum.

Some Publications and Other Activities

1. *Al Murshid* - 5 Volumes, First published in 1955 Cairo.
2. Vols 4 and 5, 1972-73 Khartoum and Kuwait.
3. *Asda Al Nil* (Poetry).
4. *Tafsir Amma Tabarak*, 1970-1988.
5. *Al Hamsah Al Sughra*, Oxford University Press, 1960.
6. *Cambridge History of Arabic Literature on Pre-Islamic Poetry*, 1983.
7. *Sudan Notes and Records: The Changing Curtains of the Riverain Sudan*.
8. Commentary in colloquial Sudanese Arabic on the entire Quran broadcast from Omdurman Radio, 1958-69.

At the Birth of Bayero University, Kano

Professor Saburi Biobaku

First Pro-Chancellor and Chairman of Council, Bayero
University, Kano

My wife and I were on a tour of the North arranged for us by the late Alhaji Ibrahim Waziri, (may the peace of Allah be upon him, Amin), our classificatory son-in-law, late in 1972, after I had completed my tenure as the Vice-Chancellor of the University of Lagos. While in Kano we visited the Abdullahi Bayero College which was then functioning as the College for Arts and Islamic Studies of the Ahmadu Bello University, Zaria. We were well received by the Principal, Dr. Galadanci, and we renewed acquaintance with the historian Dr. Aettai who had worked with me while I was Pro-Vice-Chancellor and Director of the Institute of African Studies, University of Ife (now Obafemi Awolowo University, Ile-Ife). It was a joyous experience and little did we know that we would be associated with that institution in the near future.

Then in the second half of 1976, I received a letter from a good friend of mine, Alhaji Liman Ciroma, (now the CIROMA of FIKA), who was then the Secretary to the Federal Military Government asking me whether or not I would accept an appointment as the Chairman of the New University College of Kano, an arm of the Ahmadu Bello University, Zaria. Delighted at a chance to be connected with Kano, the historic as well as the modern emporium in Northern Nigeria, I accepted with pleasure. In due course, I knew that another friend of mine, whom I had met while he was on the salaries Review Commission led by the legendary administrator, Chief Simeon Adebó, then Mallam later Dr. Mahmoud Tukur was the Principal and I felt assured of an enjoyable collaboration in establishing the new University College.

Soon my wife and I were on our familiarisation visit to the University College in Kano and we were pleasantly lodged at the Guest House which, in effect, became the Chairman's lodge on the Campus. It was for us a most memorable visit. I recall one morning when the Principal, my wife and I sat round a table and arrived at decisions regarding a University's seat in the predominantly Muslim community of Kano. We agreed on the name BAYERO UNIVERSITY

COLLEGE, instead of the longer and more specific Abdullahi Bayero College as it had become a College of Nigerian foundation based in Kano, and no longer an essentially Emir Abdullahi Bayero foundation. We agreed on its motto and there was no question that it would be an institution which would be Muslim but admitting students of other persuasions without let or hindrance. Alcoholic drinks shall not be served in the Students' Dining Hall.

It would be recalled that the establishment of the Bayero University College was consequent upon Federal Government's decision to increase University Institutions in the country in 1976. The so-called first generation universities of Ibadan, Lagos, Ife, Ahmadu Bello, Nsukka and Benin were fairly well established and so seven more University institutions were created, three at University College level and ours at Kano was one of them. The Government, however, decided in 1977 that all three should attain the full University status and so Bayero University College, (of Ahmadu Bello University) became BAYERO UNIVERSITY, KANO, and I became, PRO-CHANCELLOR and CHAIRMAN of COUNCIL. Although I was myself a Professor and Director of the Institute of African Studies of the University of Ibadan, I had the permission of my University to function as PRO-CHANCELLOR at B.U.K and it was with great pleasure that I went up to Kano from time to time either to preside at the University Council meetings or to consult with the Vice-Chancellor. The story of the development of the academic departments and the rise of the University at its permanent site is well-known and has been told repeatedly elsewhere. I shall refer here only to some personal episode which illustrates my own undying gratitude for the opportunity to have served as a Principal Officer of the University. Too soon our association with Dr. Mahmoud Tukur came to an end and I had the pleasure of working with his immediate successor, Professor Ezeilo, a notable mathematician who had been transferred from the Vice-Chancellorship of University of Nigeria, Nsukka. His tenure was by choice brief and so we in the Council had the privilege of choosing his successor. It was an interesting experience, for there were so many candidates of great potentialities and with careful sifting, the choice eventually fell on an insider, the Physicist Professor Ibrahim H. Umar, who had begun his career at the institution as a Vice-Principal to Dr. Mahmoud Tukur. For me

what is most memorable, however, was the friendship which had been forged between me and leading academicians at the University, like Professors Dandatti Abdulkadir and M.S. Zahraddeen. Doubtless there were difficult days when I was Pro-Chancellor at B.U.K but the lasting impression was that of a pleasurable execution of a God-given chance to serve Nigeria at Kano. It was, therefore a great but welcome surprise when the University honoured me with an award of the degree of Doctor of Letters (D. Litt.) *honoraris causa* in 1986. Thus I became a proud possessor of one of the University Academic Robes which I had helped to design. Would that many institutions in Nigeria would show their appreciation of service to them in such a signal manner, Allah be praised!

**Reminiscences On The Establishment Of Bayero
University, Kano**

Dr. Mahmud Tukur

The First Principal, Bayero University College, and the
First Vice-Chancellor, Bayero University Kano

My direct links with Bayero began formally in September October, 1975. With the creation of a number of new universities and university colleges by the Murtala Mohammed government, I was transferred from the Institute of Administration, A.B.U., Zaria to Bayero. The news of my movement first came to me through a phone call during one of the cool Zaria evenings from the Commissioner of Education, Col. Amadu Ali. He told me in a business-like tone that the government had decided that I should go to Port Harcourt and start a university there, and that I should make arrangements to move to Port Harcourt within the shortest time possible. I thanked him but replied that I was not available for the assignment. I suggested that they should find an alternative candidate. He asked why. I replied that the concept of a university that I had and the leadership I thought it required meant that anyone implementing it must be very familiar with the educational environment and the world view and way of life of the community in which the university was to develop. For this reason, I did not think I would be fair to myself or to the new university if I undertook the assignment.

He was both taken aback and furious. I did not say a word to anybody about this conversation, nor did anyone raise the matter with me again. A couple of days later I ran into my cousin, Mallam Ahmed Joda, who was a Permanent Secretary, Ministry of Education. He told me that he thought it would be unwise for me to disrupt my academic career and take up the job of starting a new university. I agreed with him readily. A couple of days later I heard on the news that I was to go to Kano to start a new university there. On receiving the summons, Professor Shehu Galadanci and I went to Lagos and started meetings with the NUC together with our other colleagues on how to set the ball rolling and what the parameters and requirements were. Much later I heard that when Col. Amadu Ali reported to Gen. Murtala Mohammed what I had said, he replied that he thought it made sense and

therefore directed that I should be sent to Kano to upgrade Bayero, since he believed that sitting in the ABU Senate and Council I was familiar with the antecedents of the College. It is of course true that I came to Bayero with the background of closeness to Alhaji Hamidu Alkali and deep personal friendship with Dr. Hassan Gwarzo, Professor Shehu Galadanci the Provost at that time - and Professor Muhammad Al-Hajj. Back in ABU also I counted myself as a member of the Bayero College brigade. We generally had to do battle to secure the budget and the academic staff development programmes of the College. The other members of the brigade, I think, would include Professor Abdullahi Smith, Alhaji Hamidu Alkali at the Institute of Education, and the Bursar, Alhaji Hamza Zayyad. We had to contend with ambushes from the likes of Professors O'Connell, Michael Crowther and Zaki Badawi.

My ABU experience in teaching, research, and university politics under the challenging tutelage of Professor Ishaya Audu left me with a deep conviction that strong science and technology faculties, properly oriented social science departments together with strong research and staff development programmes were central to the development of a relevant university in Kano. This conviction gave me a clear vision of our mission and of the sort of the founding team needed.

Philosophy, Orientation and Mission

As could be seen from the first Prospectus of the University, the statement of our mission submitted to the Government through the NUC, was very clear. It was that our university should:

1. be relevant to its environment;
2. reflect the world view and concerns of its community;
3. be useful to the economy and life of its surroundings, and
4. play a leading role, with other institutions, in enhancing the moral and cultural values of society and bringing harmony and understanding among Nigerians.

So, our principal assignment was to develop a university that had a symbiotic relationship with its environment, served the society, developed and produced men and women who could relate meaningfully and in a positive way with their fellow citizens. Though we had to play a strong and influential role in moulding the character of the youth, and also had to strive to be useful to the society and help it to cope with its problems, we also knew that it was not for us to presume that we were going to give leadership because we were the centre of enlightenment in a sea of ignorance. We tried to have this sense of humility reflected in the choice of our motto, which is Aya 76 of Suratul Yusuf *Wa fauqa kull, zhu ilmin Alim*.

Though by 1975 a fairly strong Faculty of Arts and Islamic Studies and an infant Faculty of Education existed in Kano along with some physical facilities, especially a library and some staff houses, it was clear that a thorough need for planning existed. This was further underlined by the demands of an over-bearing NUC which, while useful if it had limited itself to setting out the basic parameters, became counter-productive when it insisted on standardizing course content, the size of offices as well as types of furniture for all universities across the country.

At any rate, it was quite clear to me that a group of senior academics with appropriate qualities and training was essential if we were to plan realistically and successfully. It was also quite obvious to me, particularly because of my experience with the students of the Institute of Administration Zaria, that students' input into both the academic and physical planning was crucial. I therefore adopted the approach of having Bayero senior staff forming the core of the planning group while using our connection with senior academics particularly in ABU to empanel small groups to plan faculties and facilities. Our in-house group, at its core consisted of Professor John Paden (Political Science), Dr. Ibrahim Umar (Physics), Professor Parfitt, Dr. Musa Abdullahi (Sociology), Professor Muhammad (Physics), Al-Hajj (History) and Auwal Ibrahim (Registry). Academics from the ABU system with also one or two from Lagos and Ibadan became members or even leaders of the planning groups for the Faculties of Sciences, Technology, and Law and the Department of Mass Communication for which we obtained the services of Professor Alfred Opubor (Unilag), Alhaji Adamu

Augie and Mallam Kushi Ibrahim (NTA). Among those who did much work for us were Professor Abdullahi Smith, Dr. Buba Bajoga, Dr. Hassan Gwarzo, Dr. Tijjani Abdullahi, Dr. Benjamin Ishaku, Dr. Ahmed Tijjani, Dr. Suleiman Kumo and Dr. Sani Abdullahi (Biology ABU). From the community we had Alhaji Ahmadu Tireda, who served on the Faculty of Law planning committee and, of course, Mallam Aminu Kano who gave me plenty of time to discuss our final proposals on various aspects of the reports.

From the beginning also we identified staff who because of their existing assignments and activities had developed special relationships with students and various sectors of the community, e.g. the Ulama and the business class, etc. These included staff like Dr. Omar Jah, Dr. Dandatti Abdulkadir, John Lavers, Dr. Dahiru Liman and Dr. Dahiru Yahaya among others. Sule Unguwar Alkali as Director of Works and Messrs Ali Galadanci, Oke and Olagunju, in the VC's office, completed the team.

Choice Of Staff And Students

Since the universities were still accepted as a useful part of society in those days, we had reasonable access to funds and a free hand to recruit good staff in competition with other universities world-wide. Hence, we were able to recruit from the United Kingdom, the Sudan and South-East Asia without too much difficulty. Our remuneration package was attractive and foreign exchange was not a major constraint. Academic and housing facilities were also adequate. It was possible to plan and put up laboratories and libraries since society valued academics. All these made things comparatively easy. We complained about the slowness in issuing visas and the lateness of Nigeria Airways flights and of soldiers who frequently misbehaved. At times we thought things were not good enough. We did not realise that they could be worse and that the time would come within fifteen years during which one would take a look at the inside of an academic's house or office and be reduced to a shocked silence.

Having battled with marking essays and getting points across in the lecture rooms for most of that decade of our lives, we were sensitive to the fact that the quality of some of the students was very low. Once in a while we even thought it was a mistake to allow some of the students into

a university. However, one realised that for many of them, it was not really a matter of intellect.

The Problem Quality Of Secondary Education

All the same, the background, upbringing and socialisation generally had to be given some weight especially in the choice of those to be trained as lawyers, administrators and business leaders. I recall an episode when we were deliberating on the kind of young man or woman to be admitted into the Faculty of Law and what kind of subject combination we should require. After discussing all these things at length in English, Alhaji Ahmadu Tireda stopped us and said in Hausa "But you have left an important consideration out. It is that a person who is to be a judge should have a home background which is impeccable and should not come from a family which is known to have produced dishonest people or thieves." There was no question but that he had brought us face-to-face with a real problem in the choice of students for particular professions. But then, how do you cope with this requirement in a multi-ethnic and polycultural society, some sections of which might regard theft as culturally acceptable? All the same, this and similar matters were discussed and weighed up as we set out the requirements and the preferences in the choice and allocation of students when considering their choice of subjects of study.

Students Representation On University Organs

From our experience, it was quite clear to us that there were many advantages in having student representation on university organs. While it was not within our competence to put them on the University Council, we went ahead and arranged for certain office holders of the Student Union, for example the President, the Speaker and the Secretary General, to sit on the Senate, the Academic Development Committee, the University Development Committee, the Tenders Board and, of course, the Student Welfare and Disciplinary Committee. Naturally, we ran into resistance from the NUC and some of the older universities. We took the position that these innovations appeared useful from our perspective, and since we were not trying to enforce it on others, they should also leave us alone. This posture was in keeping with our vision that a university has its own peculiar

requirements and would wish to develop its own orientation and personality. We, of course, went ahead and implemented our proposals in keeping with our understanding of our needs and aspirations and rights. The novelty of our approach resulted in some hiccups, as in the case of a crisis period during which the students' representatives attempted to avoid sharing responsibility for decisions taken. Overall, however, I personally found the arrangement useful in that we had student input brought to bear on situations as they developed and as policy options crystallized. The arrangement also facilitated communication, and enabled one side to know the thinking and attitudes of the other from the formative stages of a problem.

Physical Planning

One of the requirements by the Federal Government of the new universities is that they should have a ten-thousand-acre piece of land granted by the State Government at the onset. This was of course easier said than done in an urban and heavily farmed area like Kano. I recall one of our meetings with the Secretary to the Government when he wondered whether it would not be better if our campus were to be situated in the vicinity of Tiga. Thus not only would the university not take away so much agricultural land, most of the owners of which are influential Kano citizens, but also if the students rioted we would be at a safe distance from the centres of the population. We, of course, replied that a quarantined university cannot be part of the community and would have its uses to the society limited. But a lot of time and resources went in demarcating farm lands, computing compensation and getting payments to the right people. It required a lot of years of hard labour, and Dr. Usman Hassan did a lot of hard and sensitive work in this area. It was far from over when I had to leave Bayero towards the end of 1978.

As I said earlier, some physical facilities existed. But, with the new faculties and new staff requirements, facilities such as laboratories, new faculty buildings and even the core of the university as directed by the NUC had to be acquired. A physical planning unit was established and a physical planner was appointed by the NUC and the whole bureaucracy emerged. The over-centralisation and

bureaucratisation in the NUC in Lagos took their toll. They of course had their advantages from the viewpoint of those in the bureaucracy who valued control and symmetry more than the achievement of results satisfactory to the user.

Endless meetings and hundreds of man-hours invested in travelling, waiting at airports and haggling over dimensions, width and thickness of floors and furniture might well have their purposes, but they were lost to many of us at the receiving end. At the end of the day, the long and deadening arm of the NUC, perhaps more than paucity of funds did more to stunt the development of the university. Thus completion of urgent projects, the admission of bright students and the recruitment of new members of staff and the purchase of essential laboratory equipment were delayed and some times completely frustrated. So it was in those early days when after grinding hours of report preparation or proposal writing which had to be wrapped up in the small hours of the morning so that a member of staff could catch an early morning Kano-Lagos flight to deliver papers to the NUC or JAMB that I used to sit back and wonder where all that was leading to. I was worried that the destination could not be a propitious or welcome one. But I hoped against odds that somehow those of us trying to get the new universities to take off would persuade the centralising policy makers in Lagos that the developments were unhealthy and that JAMB and the NUC were getting in the way which adversely affected vital issues such as staff development, teaching, research into new subjects and generally making more knowledge available to youngsters and adults alike. The first casualties were the community-related programmes in which we placed a lot of hope.

Controversies: Name Of The University, Motto, Academic Robes And Consumption Of Alcohol On The Campus

It was natural that arguments and differences of opinion would arise especially among academics, when a new institution is being developed and decisions of a long term nature are being taken. We recognised that decisions on the name of the university and on our motto were contentious issues. But, the fact that the university had taken over where Abdullahi Bayero College left off would make it easier for the name Bayero to be adopted. But there was strong

sentiment in both Lagos and Kano that the University should be simply called the University of Kano. We in the planning group generally thought that name too bland and would not do justice to the intellectual history of Kano particularly the contribution of the Ibrahim Dabo ruling family to the spread of knowledge in Northern Nigeria. In the end, we persuaded the government that the name Bayero was fair and representative.

As for the motto, both the academic community and the members of the wider society discussed and agreed that Kano being a strong centre of the Islamic culture in the Western Sudan, a Qur'anic Aya was appropriate and just. Moreover, the verse chosen conveyed precisely the message of humbleness of the really knowledgeable that we wanted to convey. Members of another religion apparently complained to a senior military officer in Lagos. There was an exchange of correspondence between the N.S.O. and the office of the Vice-Chancellor on the matter. I would like to believe that we persuaded them of our *bona fide* since the matter was left to rest without much further altercation. After my rather abrupt departure from the university it was rumoured that the military officer complained to favoured my transfer from Kano because of this matter. I do not have personal knowledge of these going-ons and would, therefore, rather regard it as mere conjecture.

There was also a heated debate between us and the students on the type of academic robes, particularly the cap, which the university should fashion. While the administration wanted something more in keeping with the Kano environment, the students clamoured for what they called an 'internationally recognised outfit'. While we wanted to adopt the *Kube* as the cap, they preferred the conventional cap. One useful piece of knowledge that emerged during the research on the history of academic robes which this debate necessitated was that both the traditional academic robe and the western Sudanic version which our planners preferred originated from the Islamic universities of Cairo, Timbuctu and Sankore. At any rate a compromise, though not an entirely happy one, was struck at the end. Today's BUK academic robe is a testimony to the give-and-take which went into the decision-taking in the university's formative stages.

On consumption of alcohol on university occasions and students' parties, we had a predictable disagreement with the students. I recall a comment from one of my Katsina students who said 'Mallam, if we don't drink on the campus, then we are really not more than a secondary school'. Since I came into close contact with most of the students in the classroom, I was able to tell them repeatedly that I went to a University in Britain and spent three years in a Hall of Residence where alcohol consumption was not allowed. Moreover, when our Hall executive decided to allow consumption of alcohol on formal occasions, the Trustees staunch Methodists that they were, threatened that if one drop of alcohol was consumed in the Hall, they would withdraw their financial support forthwith. Naturally, the proposal was dropped. And for the same reason and since Kano people were supporting the university, I took the position on their behalf that alcohol should not be consumed at University and Student Union functions. I imagine this position would lend weight to the accusation of 'undue puritanism' which was levelled against me earlier in my days at the Institute of Administration when I adopted a similar line.

The thinking which informed the positions which we took on each of these cases was that we had to lead from the front. We had to stand by what we knew to be the truth. The way we understood it was the best way to bring up young people and make them useful citizens.

After the basic work of implementing the first phase of the development of Bayero University had been completed; and when we had clearly established the norms, procedures and structures for the Faculties of Social and Management Sciences, Science, Technology and Law; and when the Department of Mass Communication and the School for General Studies had taken root, I decided to take a trip across Europe and United States to do two things:

1. find out what sort of staff support and staff development programmes sister universities with which we had earlier established connections were available for BUK to exploit;
2. observe and try to understand some of the developments in research and teaching methodologies which would be useful and relevant

to us. Earlier on I had undertaken similar visits to China, Malaysia, Egypt, Morocco and Libya.

Student disturbances had broken out in ABU in March-April, 1978 as I was planning this second leg of the project. A number of ABU students were killed, disruptions and riots raged throughout the Nigerian university system and it was only by the skin of our teeth that we escaped ugly scenes even in Bayero. After a march to Government House and receiving a few bruises, our students regained their good sense and agreed to continue with their work while ABU and Lagos universities sorted out things for themselves. All the same, the 'Ali must go' riots nearly brought down the Government.

It was during this difficult period that I received a summons to Dodan Barracks late one night. When I arrived the next morning, I was ushered into the presence of the Head of State, General Obasanjo. We greeted each other and he offered me a cup of tea which I declined. He offered me a seat and, characteristic of him, he launched into his exposition before I could even sit down. He told me in a straight forward manner that the Vice-Chancellors of Lagos and ABU were due to be removed that day, that I was transferred to ABU and Professor Aboyede was to come to Lagos. He then asked what I thought of the idea. I replied that I thought both moves were unwise. I advised that due processes, as is normal in universities, should be followed.

I suggested that a Judicial Commission of Enquiry should be appointed and its report should be considered by both the University Council and the government before decisions could be taken. I appreciated that there were political considerations and that the military government was naturally sensitive to the issues of soldiers being invited to the ABU campus, especially as it was quite likely that it was their shots that had caused the casualties. But, I had no doubt in my mind that a mature judge would undertake this intelligently without detracting from the quality and usefulness of his report.

As for my transfer to the ABU, my view was that General Obasanjo would be accused of giving a plum university job to his friend which unfortunately I did not want. So what was the point of violating the rights of the

ABU Senate and Council by imposing a Vice-Chancellor whom they had not elected and attracting unnecessary criticism to the Government while taking me away from a job I enjoyed to one I detested.

In the case of Professor Abayode's transfer to Lagos also, my view was that an established university should be allowed to select its chief academic/administrative officer. This was in accordance with the laws and status of the university. In any case, a Vice-Chancellor who is not chosen by the Senate is unlikely to enjoy its confidence. And, a Vice-Chancellor who is not at one with his Senate would be in very serious trouble at every time and corner. He would never enjoy his work. I believe, these and other reasons which others might have given him had persuaded the Head of State. For he decided to suspend the removals and the movements. He also immediately appointed a Judicial Commission of Enquiry to look into the disturbances.

So when at the beginning of September I took off on my trip to Europe and United States, I had the impression that I was going to be allowed to complete the balance of my 4-year term at Bayero. Apparently, events took a turn which I have not been able to fathom up to today.

As I reached the tail-end of my trip, when I was between Sweden and U.K., the Secretary to the Federal Military Government, in keeping with the courtesy with which the whole episode was handled, made frantic efforts to contact me and inform me that the Government had decided to transfer me to the University of Lagos as the Vice-Chancellor. But he could not reach me up to the moment I boarded the flight to Kano on 30th September, 1978.

When we touched down and I started to disembark, the picture that hit me was a replica of Bayero University staff and students at one of our infrequent assemblies. Knowing that Bayero people were republican, and they are not given to welcome ceremonies, I thought something must have happened. I did not have to wait for too long, as Professors Ibrahim Umar and Dandatti Abdulkadir came forward and welcomed me. They looked visibly unhappy. I asked them what was wrong and they replied by asking if I did not know that I had been transferred to Lagos University? I said no. Then, the rest of the staff and students started surging towards us. I quickly said hello to them and suggested that we should go back to my house in the University. So we left,

and it was in the car that Professor Abdulkadir related to me what had taken place. We decided that on arrival I should thank everybody for coming to the airport and for the solidarity they had shown. I should then request them to return to their hostels, lecture rooms and houses while we held some consultations. I promised to let them know what steps we should take then. This gave us a breathing space during which talks of demonstrations and protests were defused and things were allowed to calm down.

During the next few days, we consulted with my senior academic colleagues and my friends across the country, including a delegation sent by Gen. Obasanjo led by Chief Sunday Awoniyi and including my friend Alhaji Gaji Galtimari and my student Dr. Tunji Olagunju. The delegation was cleverly chosen, but, to the dismay of the General, when they arrived in my house in Kano, Chief Awoniyi said to me that he understood my position and that if I decided to decline the transfer he believed I was right.

At any rate, after a few days' reflection I decided that I would decline the appointment as Vice-Chancellor of the University of Lagos. My reasons were already well known. But I repeated to the Government that it conflicted with my understanding of the legal position of the role of a Vice-Chancellor in a Nigerian university. I politely told the Head of State that I was not willing to be imposed on the Senate, staff and students of the University of Lagos and that I was not also willing to inconvenience myself personally at that stage of my life. To his credit, and this further underscores Gen. Obasanjo's magnanimity, he invited me to Lagos and spent two hours in the presence of the Secretary to the Federal Government trying to persuade me to accept the appointment and help him implement his vision of Nigeria. I pleaded with him that he should allow me to stick to my decision and not see my refusal to go to Lagos as discourtesy to him. Even after this encounter he tenaciously tried during the next few days to use all the friendly pressure he could muster to make me change my mind. Partly due to his disappointment and partly because of his misunderstanding of my position the conclusion he drew in his book *Not My Will* was completely off the mark. Thus towards the end of October 1977 I left Bayero University on the late afternoon of October 28th or 29th 1977. After a moving send off and very touching speeches from the

representative of staff, students and friends from the Kano community, my wife Halima and I were bidden farewell at kilometre 15 on the Kano-Zaria Road. My original intention was to return to ABU to a purely teaching and research job. But after a few weeks I discovered that the attempts by Dr. Kumo and Professor Akinkube, with encouragement from Lagos, to ensure that I returned to teaching quickly were being misconstrued by a Marxist clique in ABU. I therefore decided to leave well enough alone for some time and see what the future would bring. Not even in my wildest dreams did I imagine that events were going to take the turn they did and that it would be a long time, if ever, before I returned to the lecture room.

The Period 1979-1986

Professor Ibrahim H. Umar

The Third Vice-Chancellor, Bayero University, Kano

The period 1979-1986 falls into the growth period of Bayero University. In 1979 the University faced an acute shortage of accommodation, both academic and residential, because the physical facilities did not match the rate of expansion of the staff strength and increase in student enrolment. To make matters worse, there was an embargo by the National Universities Commission on new buildings on the old campuses of those universities that had started building new campuses. We thus found ourselves in a position in which no facility was ready on the new campus to relieve the pressure, and yet no additional buildings could be put up on the old campus.

The problem was particularly acute in the case of large lecture rooms which could cope with the demand of large groups. At that time only Lecture Theatre I could take 100 or more students. The situation became almost impossible and we had to break the embargo and build Lecture Theatres II and III on the old campus. But we had to know how to do this on our own, since the project could not be included in the returns of capital projects to the N.U.C. for funding.

The period started with the remaining teething problems of a new university and with a reasonable level of funding. Things improved gradually up to the middle of the period and then started declining such that by 1986 it was a Herculean task to balance the budget.

Much was achieved in the growth of the university because of the reasonable level of funding up to 1981. Our capital projects did not experience any delays that could be attributed to the non-payment of contractors. The massive building projects on the new site took off smoothly. Not only was the level of funding reasonable, but it was also possible to obtain foreign exchange. With the value of the Naira also high at that time, it was possible to purchase equipment, books and journals from abroad. Thus, it was possible to obtain crucial equipment for starting our Faculty of Technology and the Department of Mass Communication on a sound basis.

However, by 1983 the financial situation had deteriorated to the extent that the purchase of equipment became difficult and it was found necessary to cut down on the number of books and journals that the library could acquire. One particular difficult case was the up-coming Faculty of Medicine which needed imported equipment to start. We had to go through a lot of headaches before acquiring what was needed.

Students

The period experienced a steady growth in student population. This, of course, was accompanied by pressure on accommodation, lecture space, furniture, etc. The new student hostels built at the time were soon to prove inadequate. The resultant pressure on the facilities due to the high occupancy rate, and the added problem of squatters led to higher maintenance expenditure. The misuse of furniture in lecture rooms, particularly the habit of students of taking furniture out to the field and abandoning it there to the vagaries of the weather, put a further burden on the finances of the institution. The latter problem had become so disturbing that we had to introduce a new design of furniture that was more difficult to be moved about.

The growth in student population was accompanied by a sharp increase in student activities. This was a period which witnessed demonstrations and closures in the entire university system of the country on a large scale. This was perhaps due to the fact that the country had emerged from military rule to civilian administration, with political activities freely allowed. The emergence of political parties clearly defined as 'Left-wing' and 'Right-wing' had its own effect on student politics and contributed to the unrest which pervaded the institutions of higher learning at the time. Here in Kano, there was a self-declared Left-wing government which was keen to carry university students with it as militant comrades. The interest it took in student politics must have contributed to the student unrest experienced at the time. Bayero University was forced to close down and send students away on two occasions.

Changes In Student Services

One consequence of the financial squeeze of the latter part of this period was the decision by the government to scale down the direct involvement of universities in the provision of certain student services. Perhaps the most dramatic action was the disengagement from catering services in the 1984-85 session. The decision to bring in private caterers to sell food to students certainly saved the University substantial funds. But it must have caused considerable hardship to students as well as the catering staff that had to be laid off. One gain was the elimination of unnecessary waste of food by students and pilferage by catering staff.

Private caterers who were selected to provide their services were allowed the use of some of the existing facilities without charge by the University on the understanding that they would fix their prices to reflect this gesture.

University Governing Council

The first Governing Council was set up by a military government. The choice of members was commendable and the quality was high. This Council lasted until 1980 when the new civilian government replaced it with another one whose members were appointed on political party considerations. The new Council was clearly of a lower quality in comparison with the previous one. It became obvious that the system of appointing University Council members on the same considerations as Board Members of government parastatals was detrimental to the interests of the universities.

When a new military government took over power at the end of 1983 the University councils were dissolved. The new Governing Council subsequently established for our University showed a similar level of choice of quality members as the first one established under another military government. Members were appointed who were able to make real contributions to the management of the affairs of the University. One hopes that future civilian governments formed by political parties will always consider University councils as special bodies and different from boards of parastatals in the appointment of members.

Control Of Finances

One of the major achievements of this period was the effort to put the finances of the University on a sound and proper footing. By 1980 the audited accounts of the University were a couple of years in arrears. The first task was to bring the accounts up-to-date. This was done through a special audit exercise with the help of the N.U.C. Once this was done it was possible to control the expenditure according to the budget provisions and available funds.

A determined effort was then sustained to ensure that the accounts were kept up-to-date every year and were audited in time so as to meet the requirements of government regulations. A deliberate expenditure control was designed in order to make savings, and this succeeded within a short period. As a result of the savings made it was possible to set up a pension fund for the staff for the first time. It was also possible to set up revolving loan schemes for both car refurbishment and housing loans from our funds, so avoiding the payment of high bank interest rates by staff.

Staff Training

In the years when funding was good and foreign exchange was available there was a vigorous staff training programme, which saw many young, junior academic staff sent to the United Kingdom and North America for higher degrees. As a result, a sizeable group of indigenous staff was soon assembled. This training programme, complemented by the recruitment of other qualified staff, both Nigerians and expatriates, enabled the University to adequately staff all departments.

However, when the funding situation started to deteriorate and foreign exchange became harder to obtain, the overseas training of staff declined. Emphasis was then shifted to local facilities in the University itself and in some other Nigerian universities. This, of course, helped in ensuring the establishment of postgraduate programmes in all faculties.

Health Services

The Health Services Department of the University experienced its major expansion during this period. From a modest beginning in one block (a converted bungalow), the

department gradually added more buildings to provide an X-ray unit, an eye section, a dental section, laboratories for various tests, more consulting rooms and a well-stocked pharmacy. Thus, the need to refer patients to other hospitals in the town was drastically reduced to the convenience of everybody.

The whole Health Centre was properly maintained and the provision of drugs and other materials was most satisfactory. It was revealing to hear the comments of the Chief Medical Officer of Murtala Muhammed Hospital, on a visit to our Health Centre: he said that it was the best clinic he had seen around. However, the financial constraints of the latter part of this period also affected the services of the clinic, just like other services in the University. It became more difficult to provide all the drugs required by the doctors. The cause was however not only reduced funding. There was also a shortage of drugs generally in the country due to the downturn in the economy and the reduced industrial output.

Sporting Facilities

There was a modest expansion in the provision of sporting facilities to match the growth of the University. The building of the Sports Centre particularly improved matters greatly such that all manner of indoor games could be played.

Outdoor facilities that came up at this time included various pitches for volley ball and basket ball. The athletics track was also rehabilitated and the surface of the football pitch was improved. These measures must have contributed to the satisfactory performances of our students in various sports competitions.

Academic Units

By 1986 Bayero University had seven faculties, viz. the Faculties of Arts and Islamic Studies, Education, Social and Management Sciences, Law, Natural Sciences, Technology and Medicine. These faculties shared a total of 22 academic departments. Only the Faculty of Medicine had not started operating separate departments by then.

There were also three other units that were involved with academic work and formed part of the academic programme of the University. These were the Centre for the Study of

Nigerian Languages, the School of General Studies and the
Computer Services Unit.

Early Days in the Faculty of Science

Professor G. G. Parfitt,

Founding Dean, Faculty of Science, Bayero University, Kano

The Faculty of Science at Bayero University had its origin in the mid-seventies when Abdullahi Bayero College became Bayero University College. It had been proposed to establish there Preliminary Studies in the Sciences and Geography and in the latter part of 1975 building had begun on a laboratory complex for this. But developments towards full University status had meanwhile been so rapid that the decision was made to press ahead with creating a full Faculty of Science. Dr Mahmud Tukur, then Principal of the College invited me to undertake the organisation of the Faculty. Visiting Kano from Zaria where I was at the time Head of the Department of Physics at A.B.U., I found that construction of the Preliminary buildings was well advanced, but it was clear that, if they were to accommodate even the earlier years of a full Faculty, substantive revision of the layout would be needed. I had therefore to set hastily to work with a drawing board to devise the changes needed, so far as possible within the scope of building already done. In the next few months I travelled regularly to Kano to oversee the revised construction work which, with the cooperation of everyone concerned, went on without serious delay. I also had to organise the supply of furniture and benching (much of it made to my designs by the roadside in the Sabon Gari to save time and money) as well as travelling overseas to seek staff and equipment.

I moved to Kano myself in April 1976 and for some weeks the Faculty was located in the living room of my house on the campus where I did much of my own secretarial work. One morning I woke to find that thieves had broken in during the night and stolen the Faculty's photocopier, as well as goods of my own. Fortunately, when we tracked them through the nearby bush we found the copier abandoned, no doubt because it has too heavy to carry further! I carried it back and it continued to work cheerfully for us for many years afterwards. Soon after that the Dean of Education kindly offered us the use of a room in his own Faculty building and no doubt the students of our first intake will remember being interviewed there.

Pre-degree teaching had to begin in October, 1976 with only a few staff yet in post and with the buildings not fully finished, so we were glad to be allowed to use laboratories in the nearby Teachers' College during the first term. But thereafter we settled down in our own accommodation and the numbers of our staff, students and courses began to grow steadily. Over the next five or six years I had to plan two further phases of building to accommodate the expansion. I was fortunate in being able to draw on experience which I had gained in the building programmes of Imperial College in London University, The University of Ibadan and A.B.U. Zaria, where I had worked previously.

In my time, the Faculty never lacked a supply of good students, with many girls among them. Many students however had had only limited experience of practical work in science at their schools, and it was the Faculty's endeavour therefore to emphasise the practical aspects of its teaching and to foster a down-to-earth problem-solving approach in its courses. We opted for a course-unit system in our degree programme, and I like to think that the work we did in developing this and in handling the problems which it raised proved helpful later on when other Faculties took the same steps.

I remained Dean of the Faculty until 1983 when, although pressed to continue, I felt that the time had come for new leadership. By that stage, however, thanks to the support of the administration and the hard work of all the Faculty staff (the teaching staff then numbered over fifty) the Faculty had progressed to a point where it had not only a number of its own graduates studying for higher degrees on University Fellowships overseas but had also begun teaching its own M.Sc. courses. When I retired in 1984 and returned to the U.K., I could look back on a period which, although very busy and sometimes frustrating, had been very satisfying, not least because we had always had a Faculty which was basically happy and cooperative, and one in which I was leaving behind many good friends.

Professor G.G. Parfitt. C.V.

Studied Physics and Mathematics as a Royal Scholar at the Imperial College of Science and Technology, University

of London, graduating with first-class honours in 1944. Worked on wartime electronics research and returned to Imperial College to undertake research in various aspects of physical acoustics, including supervision of basic research in this field for the British Admiralty. Accorded a Ph.D. in 1954 and spent a year as a post-doctoral fellow at the University of Göttingen, West Germany. In 1963, while teaching at Imperial College, went on secondment to the Physics Department, University of Ibadan. Opting later to stay in Nigeria, became Acting Head of Department from 1967. Pursued research into the acoustic and electrical radiations from lightning, and two students gained Ph.D.s on this work. In 1969 was appointed Professor and Head of Department of Physics at A.B.U., Zaria, where work on instrumental acoustics was continued. Invited in 1975 to become Founding Dean of the new Faculty of Science at B.U.K. and also Head of the Physics Department. After several years of mainly administrative development in the Faculty retired in 1984. Author of numerous research papers in instrumental and physical acoustics. Elected Fellow of the Institute of Physics (U.K.) and Associate of the Institute of Acoustics.

A Brief Biography of the Founding Director of Estate

Alhaji Sule Unguwar Alkali

The First Director, Estate Department, Bayero
University, Kano

I was born in Katsina town on 14th December 1934. I attended the then Elementary School and Middle School in Katsina town from 1943 to 1951. I proceeded to the then Government College, Zaria (now called Barewa College) from 1951 to 1956 and obtained the West African School Certificate. I then enrolled with the Nigerian College of Arts, Science and Technology, Zaria Branch from 1957 to 1959 where I obtained the General Certificate of Education Advanced Level. I was admitted in the University of London as an external student for a course in Civil Engineering. In 1962, when Ahmadu Bello University came into being I was admitted as a student still under special relationship with the University of London. I completed my degree programme in 1963 and was awarded a B.Sc. Eng. (Civil), London University.

I was employed by the then Northern Nigeria Government, Ministry of Works and Water Supplies, and was attached to a firm of Consulting Engineers, Messrs Scott and Wilson Kirkpatrick and Partners, London for two years pupilage training. I returned to Nigeria in November, 1965. After my leave I was posted to the Ministry of Works, Bauchi as an Executive Engineer in charge of Bauchi sub-district. Soon after, there was the first coup d'état in Nigeria and civil disturbances followed in which there was exodus of people from the North to the other parts of Nigeria. Railway operations became almost paralysed and the civil war started. I happened to be one of those from the North seconded to the Nigerian Railways to keep the services moving. During those days, Nigeria depended very much on the sale of produce for foreign exchange and railways were very vital for the transportation of groundnuts and cotton from the North to the ports.

In 1968 when States were created, my services were transferred to the railways. I was then requested to proceed to India and Britain for two 8-week induction courses and practical attachment in India and Britain respectively.

In 1972, I was requested to attend a Certificate Course on Project Analysis and Management at the University of Ife for four months. I remained with the Nigerian Railways from 1967 to 1976 when I transferred my services to Bayero University, Kano. When I was with the Railways, I started as Senior Assistant Engineer and rose to District Engineer and District Manager in charge of the Northern District of the Railways. The Northern District covers Minna to Kano main line and Minna-Baro, Zaria-Kaura Namoda, and Kano-Nguru branch lines.

I was with Bayero University, Kano from 1976 to 1990 as its first Director of Works when I retired from the service. While with Bayero University, I was opportuned to serve on the Study Group on Maintenance of Public Utilities during the Buhari Regime. I was also appointed to serve on the Governing Council of the Federal Polytechnic, Kaura Namoda representing the Federal Universities for 3 year-term and also a second a 3-year term, after I had retired, on merit. During the period of transition from military governors to civilian governors, I was appointed to serve as Chairman of Katsina State Water Board. Finally, I have now been appointed to serve as a member of the Interim National Government as Secretary for States and Local Government Affairs from August 1993 to March 1994 In sha'a Allah².

Experience In The Administration Of The University

I came into the University administration when Abdullahi Bayero College became a full-fledged University. Prior to my coming in, the Estate Department was remotely controlled from A.B.U., Zaria. I had a house but no office.

In fact, I had to share office with the then Maintenance Officer. Senior staff were not available. Apart from myself there was only one campus planner recruited about the same time with me. So, my first assignment was to recruit professionals required to start working on the acquisition of a suitable site ear-marked for the permanent campus of the University. It was however agreed even initially that the University should have two campuses. The

². This has been overtaken by events. The author's brief was written on November 15, 1993. The following day, on November 16, 1993, the Head of the Interim Government resigned, paving the way for another military take-over on November 17, 1993. (Eds).

existing campus was to cater for a student population of 2,500 while the new campus was to cater for 7,500 students. The planned student population of the University was to be ultimately 10,000.

The Physical Planning Unit was appointed for the University by the National Universities' Commission in 1976. Their role then was to prepare a master-plan and action plan for the University. We were working together.

The team of the planners was made up of Americans with Nigerian counterparts to work with them and I was representing the University on the team. After completion of the Master-plan and Action Plan, the planners were appointed by the University amongst other consultants for the designs of the core buildings, houses, roads, water supplies etc. Eventually, after the designs had been affected, some of the planners were engaged by the University to carry out the supervision of the construction works at the New Campus.

During my tenure of office, I had the opportunity to design and construct the following at the old campus:

1. Completion of 1st phase of Faculty of Science Building.
2. Construction of 2nd, 3rd and 4th phases of Faculty of Science building which included the present Faculty of Medicine building.
3. Completion of the 3rd academic building, housing School of General Studies, Faculty of Social and Management Sciences etc.
4. Design and construction of the two Lecture Theatres (2 and 3).
5. Construction of 4 blocks of Student Hostels.
6. Construction of kitchens 2 and 3 including Dining Hall
7. Construction of 2 Students' Common Rooms.
8. Construction and installation of generator house and generator respectively.
9. Construction of the Mosque and Imam/Ladan houses.
10. Construction of blocks of classrooms at Staff School.
11. Construction of the existing blocks used as Director of Works Office and the former Physical Planning Unit office.

12. Construction of University Guest House.
13. Construction of 45 units of 3-bedroom and 25 units of 4-bedroom houses.
14. Construction of roads, water supply and electrical supply lines to serve the newly constructed houses.
15. construction of 1 block of 8 or 16 rooms in womens' hostel.
16. Construction of sports complex and convocation square.
17. Construction of Nursery School.
18. Erection of 2 tanks and towers as standby in case of water shortage in residential area.
19. xxiiib) Construction of Administration block
20. Construction of 25 units of 2 bed-room junior staff quarters at Dorayi.
21. Construction of Ring Road and gates.
22. Construction of additional blocks in Health Service Department.
23. Street lighting of the residential area.
24. Construction of borehole, tank and tower between Student Hostel and Faculty of Science building as standby.
25. Construction of allocated Stores Building behind Estate Workshop.

Besides the above, various minor rehabilitation works were carried out under the auspices of the Minor Works Committee like rehabilitation of the Estate Yard, Destitute Houses, Security Offices, Security Huts, etc.

As for the New Campus I worked hand-in-hand with the Physical Planning Unit as a co-director. The Professional Staff of the Estate supervised the consultants and the contractors, and I believe most of the superstructures, if not all, existing now were either constructed or started during my tenure. If not because of the scarcity of funds at the tail end of my tenure, we intended to leave no abandoned projects. When I left some students hostel blocks and some residential houses were not completed, although most of them were at the roof level.

I have to point out that the various Vice-Chancellors and Principal Officers I had the opportunity to work with showed great understanding and concern for the progress of

the University, and this made it possible for all of us to achieve the little we could achieve during my tenure. I thank them all.

Abdullahi Bayero College – Reflection On The First Student Days

Ibrahim Abdulhamid

The Development Secretary, Bayero University Kano

Background

The second batch of students from the post-secondary course section of the School for Arabic Studies Kano sat for their GCE 'A' Level Examinations in December 1962, and eleven of them qualified to go ahead for further studies in any university, possibly outside the country. Opportunities for foreign scholarships especially from the middle-eastern countries were available in abundance and it only needed the approval of the Northern Nigerian Government for these students to utilize them.

On the other hand the Northern Nigerian Government wanted to establish a section at the Ahmadu Bello University which would offer study opportunities for those degree students who would specialise in Arabic and Islamic Studies proper. Government saw the opportunity of starting such a section with this batch of successful students, who were originally eleven in number. These were: Hassan Abbas, Ibrahim Abdulhamid, Abubakar Balarabe, Dandatti Abdulkadir, Balarabe Abdullahi, Abubakar Gwandu, Hamzat Aminu, Ibrahim Khalil, Abdullahi Mohammed, Aminu Usman and Mohammed Sani Zahradeen. These eleven students had to wait for almost one year to man the pioneer degree intake of Abdullahi Bayero College, Ahmadu Bello University in January, 1964. During this period of waiting many of them applied for and got places in Universities abroad, such as the Universities of London, Cairo and the like but they were refused to go there by government.

In order to appease these patient and anxious students, the Northern Nigerian Government re-instated for them their monthly stipend of twelve pounds per student. These monies were being paid through the Principal of the School for Arabic Studies. The waiting was getting long and difficult for these qualified, students who were being haunted by numerous other study opportunities hovering around them. They made frantic attempts to puncture government intention to retain them for the proposed Islamic

Studies degree-awarding institution. They used several devices to sneak into universities abroad but they did not succeed. They also lobbied through one of them, by name Hassan Abbas, who happened to be a cousin to the then Premier of Northern Nigeria, in order to be released from the snare of this situation; but they failed. At last they had to accept their fate to enrol for their degree courses in the newly-born Abdullahi Bayero College, Ahmadu Bello University Kano, which was started in January 1964.

It all started when in December 1963 two new Ford mini-buses arrived in the premises of the School of Arabic studies Kano each with the inscription **Abdullahi Bayero College, Ahmadu Bello University Kano** boldly written on its side. The arrival of these buses dashed the last hope of this batch of students to be able to ever travel abroad for their first degrees, especially in the light of what they knew of the determination of the then Premier of Northern Nigerian Alhaji Sir Ahmadu Bello, the Sarkin Kano, to establish his brainchild, an Arabic and Islamic Studies degree-awarding institution, in his region. Little did they know that they were going to be the pioneer students of a University which would distinguish itself for the study of Arabic and Islamic Studies in Nigeria and within the West African sub-region. Little also did they know they were going to start and finish their degree course at the Kano Old Airport Hotel premises.

The old Airport Hotel premises which housed the College from the beginning could offer only two distinct courses: Preliminary and Degree. The only degree course offered then was in Arts and Islamic Studies and in the Combined Honours category with choices in the following subjects; Arabic, Islamic studies, History, and English. French was later added but its status was optional. Each student had to choose at least three subjects for his degree study. The campus had four distinct blocks: the administration/dining hall and kitchen; the classes, the lecturers' guest houses; and the student chalets. The teachers were made up of those members of staff who moved with the students from the School of Arabic Studies to the nucleus. These were Alhaji Shehu Galadanchi and Alhaji Hassan Gwarzo; Alhaji Abubakar Abba later joined the group as the College Bursar.

Other teachers, who taught subjects such as English and History, used to come from the mother departments in Zaria to teach three days in a week until appropriate teachers for the subjects were specifically employed for the College. The College was headed temporarily by Alhaji Shehu Galadanchi up to the period when Dr. Abdallah El-Tayeb, the substantive head and the first College Provost, arrived from the Sudanese Republic to take over the running of the affairs of the baby institution sometime later that year. All the degree students were accommodated in the student chalets on the campus. Only ten of the eleven students already mentioned enrolled for the degree course. The eleventh, Ibrahim Khalil, refused to register but later found his way into the services of Barclays Bank D.C.O.

The Old Airport Hotel Campus

The college started with the initial ten degree and sixteen preliminary course students. Their hostels were the four former Airport Hotel chalets. Each chalet had five rooms. Each student was allocated one room with its hotel bed and mattress. Each chalet had a bathroom and a toilet separate. The bathrooms were provided with fully functional water heaters and standard bathtubs. Warm water was always available for the students to take their bath at will and they always made sure that the tubs were cleaned after use. The chalets and its corridors were fully mosquito-proofed. Besides, mosquito nets were provided for each student.

The central part in front of the chalets was made the students' mosque, and one of them, Abdullahi Mohammed, was chosen as their Imam. From the beginning there were no catering facilities on that campus. Therefore the College authorities arranged with the Central Hotel Kano to be providing all the student meals. The hotel's "yellow" delivery van would never be forgotten by those students. It delivered to them delicious first-class Central Hotel meals. Within that month in which the hotel meals were provided those students changed their body texture. They were as if they had been put into a fattening house. The feeding and accommodation were provided to the students free of charge but on the other hand the usual stipend which used to be given to them before was reduced to the minimum.

The College's own Catering Services wing was quickly established, and it took over the feeding of students from

the Central Hotel in the second month of the life of the institution. However even the meals provided by the College Catering Services wing were decent. There was therefore no reason for the students to complain. They were served delicious meals and the amount provided was adequate. A half-chicken was provided to each student twice a week with the usual meals. The only time the students reacted against any meal was when one type of repellent-looking Yoruba food called "amala" was prepared for them. Even then they did not react in unbecoming manner to the College authorities. They just simply walked back into their rooms and left the meals to go wasted. The College stopped preparing that type of dish from then onwards because of the enormous waste incurred when it was prepared for the first time.

The meals were good and the hostels were decent, but there were no nearby facilities where the students could buy some refreshments and necessities such as toilet soap. This was because the campus was situated in a remote area distant from the town settlement where such items could be purchased. Therefore the College authorities decided to provide the sum of thirty pounds (£30) to enable the students to establish a tuck-shop under the individual management of a certain student named Ibrahim Abdulhamid. The shop was in a room next to that of the manager. The items stocked were such common and handy ones like sweets, biscuits, soft drinks, and toilet soap. The prices of items sold in the shop were lower than those found anywhere in the town shops. This was because the items were purchased direct from the suppliers and the management charged minimal profit. The lower prices attracted the students to look inwards to their shop and none of them would then buy any item from town if it was available in their shop.

Consequently by the close of the first year of the establishment of that shop its capital grew to the sum of one hundred pounds despite the minimal profit margin usually realised on the items sold there. The most interesting part of this shop was how it was kept. There was no shop-keeper provided for it. Every student was his own shop-keeper. The shop door was always kept unlocked during the day time. A student could then walk into it at any moment and serve himself.

He would pick the shop register of stocks and write his name against the items he bought and their price. He

would then place the appropriate amount of money safely and correctly in the money drawer and leave. The manager would only come around from time to time to check the sales and the level of available stocks for possible replenishment. For the first three years of the life of the tuck-shop no single incident of dishonesty was ever recorded. The atmosphere was utopian indeed.

These students did not know what was meant by the idea of demonstrating against the College authorities. The first Student Union was formed under the headship of Dandatti Abdulkadir who was its first President. He and his cabinet handled the affairs of the union honestly and responsibly. On the other hand, the students themselves had nothing against the College authorities since they had virtually no problems concerning the basic necessities of feeding, accommodation and transport. The College administration was open to students' advice, and the students on their part were very reasonable and did not ask for the moon. The only occasion when the students ever demonstrated, and that was not against the College authorities, was when they openly went round the city through Sabon Gari to the Emir's Palace to hand over their protest letter to the Emir of Kano for transmission to the then Military Government.

The letter was an open protest against the Government's decree on the unification of all services throughout the Federation. This demonstration, which was hailed and supported by the silent but anxious local community, and which was covered by the Radio/Television Kaduna, had immediately in return kindled numerous demonstrations against that particular Government action by many other institutions and organizations in the Northern States. These students were the first to sacrifice themselves, despite all possible dangers and even annihilation by the ruling military junta. Some of them were so certain that they were all going to be shot that they wore their worst clothes and left written notes inside their rooms mentioning those relations to whom their personal property would be given after their deaths. Fortunately, they all returned to their campus safely but the harassment of the then student union leaders by Government followed later.

The student-teacher relationship was excellent. The teachers and their students leaned on one another. They felt

like father and child, sometimes like intimate brothers or colleagues. This relationship culminated in the formation of an English Drama Group which was one of the best if not the best in the then institutions of higher learning in the country. The group was supervised by a Lecturer of English called Mr. D. E. Brown. One could hardly forget one particular performance of the group which was generally rated as their finest. This was an English play they staged called "Dr. Fosters." The acting could be rated at the professional level. When this play was staged about three times for the local town population, the hall in which the performance took place got filled up on every occasion, despite the fact that most of the audience did not understand the English language and the gate fees paid were rather high. It was also staged once at the Zaria Main campus where the actors received much applause from the audience. Actors like Abubakar Aliyu, who played the part of "the Devil" and Uba Adamu who played "the Clown", were almost carried shoulder high by the appreciating audience at the close of the drama.

The student-teacher relationship was so cordial that the College authorities always explored for all avenues to make the students happier. They arranged for a national tour for the students with the College buses to some major universities in the Southern part of the country in 1964. In 1966 the authorities were able to send the ten pioneer students to Egypt and the Sudan on a three-week educational visit with the aid of an American philanthropist organization. The ten students graduated soon after they returned from this educational visit abroad in June.

Conclusion

Abdullahi Bayero college Kano started its degree course with ten initially disappointed but determined and mature students at the beginning of the year 1964. In June 1966 these students happily graduated with various classes of home-made Bachelor's Degrees in Arts and Islamic Studies of Ahmadu Bello University. The determination of the then Northern Nigerian Government to establish an institution which could produce graduates specialising in Arabic and Islamic Studies finally bore fruit. The initial disappointment and frustration of the ten pioneer students who had to wait for several months of year to start the

Abdullahi Bayero College had turned into hope and happiness. The foundation of an institution which would later be transformed into what is now Bayero University had been permanently laid.

**Reflections Of One Of The First Female Students Of
Abdullahi Bayero College/ABU (Now Bayero University),
Kano**

Hadiza B. Lavers (Nee CIROMA)

I was born in Potiskum to the CIROMA Family. A teacher by earlier qualification. I trained at the Teachers' College, Maiduguri and later at the Kano Teachers' College, and then, as a fairly young student at the Abdullahi Bayero College, Kano, from 1967 to 1972. The College later became the Bayero University, Kano. Our degrees were those of the Ahmadu Bello University.

This piece is not a reflection of my student days, alone, but those of my other colleagues too and female students in particular; for we had the privilege of being the first group of female students of the Bayero University. There were about eight female students in our class, four being from the then North-Eastern State.

The females in our class were:

Mrs. Hafsat Ahmed. Lives in Kano, worked as a Teacher under the Kano state Government and is now a Director of her husband's Private Hospital, **ASMAU MEMORIAL HOSPITAL**, Kano.

Hajiya Zulai Y. Balla. Presently the Principal, Federal Girls' College, Potiskum. She has been a teacher and headed various post-primary institutions throughout her Teaching career.

Hajiya Hamra Imam. Presently the Director of Administration at the University of Maiduguri Teaching Hospital. A career civil servant. She first served as Establishment Secretary and later became a Borno State Commissioner during the first civilian regime and then a Director-General in the Ministries of Education and Health.

Mrs. Clara Laraba Tarfa. Currently in the U.S. doing her Ph.D.

Hajiya Hadiza Alkali. This was her name when we were students. She is now Director, Library Services in Katsina State.

Hadiza B. Lavers. Currently a business woman and house wife. Worked as a teacher and then became the Headmistress of the Bayero University Staff School from 1974 to 1981. She has served on various Boards in Borno State: the State Scholarship Board, Ramat Polytechnic Governing Council, Hotels Board (as Chairperson) and the Borno Radio and Television.

I cannot remember the full names of one or two of the students or where they are now.

Since I have mentioned the names of our female students in the class, I think it is also fair that I should perhaps mention the names of my male colleagues, especially those whom I still meet or whose whereabouts I know, although in some cases I do not current information. These are:

1. *Alhaji Guda Abdullahi.* A career civil servant. He rose to the position of Director-General in the Kano State Service before transferring to the Federal Government Service. He is presently (1994) the Secretary to the Kano State Military Government.

2 . *Alhaji Bashir Dalhatu.* He was in the Kano State Civil Service as a State Counsel. A renowned legal practitioner. He is presently the Honourable Minister of Mines and Power.

3 . *Alhaji Bashir Wali.* A lawyer by profession and now a business executive.

4. *Alhaji Lawan Na-Allah.* A sound and dedicated educationist. He had a short start in the banking industry. He is now a businessman.

5 . *Alhaji Musa Karaye.* Also an educationist and a career civil servant, who has held various posts in the Kano State Civil Service.

6. *Alhaji Lawan Abdullahi*. A businessman since our student days and has remained in business.

7. *Dr. Mustapha Abba*. Has been an educationist all along. He is now at the University of Maiduguri where he has been for years.

8. *Saidu Mohammed*. An indigene of Bauchi State. We have not met since we left the University.

9. *Musa Nyam* (Deceased). He died when we were still students.

10. *Bindar Kwajaffa*.

11. *James Mshelia*.

12. *Jabbani Mambular*.

All three are experienced educationists and are still serving in the Education Ministry, but Mr. Jabbani Mambular (12), I learnt, is now resident in Jos.

13. *Bunya Yakubu*.

14. *Garba Abdumumini*.

Both from Katsina, but we have not met for a very long time.

15. *M. Abubakar Udu*.

16. *M. Mangadi*.

Both from Sokoto. Abubakar has been in the foreign service and he has just been turbaned as the *Yeriman Gwandu*. I have not heard any news of Mallam Mangadi.

17. *M. Zakari Ibrahim*. From Katsina. He was in the Presidency and I believe still is. A one-time Minister of State in the External Affairs Ministry of the Federation.

Some of us had to undergo a two-year preliminary studies course while others who already had some 'A' Level papers did a one-year preliminary course. Those who did the latter joined us in 1968 but we all graduated in 1972.

Being a student in those days was really a great joy to all of us because our class comprised what was called "mature students"; for we had among us those who were

already in their late thirties and only a few were in their mid-twenties. Some were already Education Officers with long years of teaching experience who had decided to come to further their education. At that time the college was at the old domestic Airport next to the present Air-Force Base. Most of the lecturers lived on the present old campus and used to commute to the college daily. One with an eight o'clock lecture could leave the campus at a few minutes to eight and still make it, for cars were not many then.

The relationship between the lecturers and the students as well as between students and students was very cordial. It was a nice small community. Everyone was known to everyone and all were ready to help one another where possible, especially us female students. This help came in various ways, such as lending our books to those who could not afford to buy their own, lending money to one another, and giving lifts in our vehicles to those who had no other means of transport.

There was team-work when it came to our academic work, for we had our own small discussion groups in our various disciplines. This was where we always sat and thrashed out what we had covered during our lectures. Essays given to us were always discussed in the group, points were taken down, and then everyone went back to write her own essay for submission to the lecturers on the scheduled dates. We all wrote our assignments to the best standard we could, and in return the lecturers marked the essays and handed them back in time. We never went round to find where a lecturer was to ask for favours.

Some of us in the class, both males and females, were married with children. This enabled us to mix freely with hardly any feeling that we were being "watched". Generally speaking, the male students protected our interest when the need arose. Our North-Eastern State male counterparts really acted like our brothers. They made sure that our scholarship grants were paid to us on time from the headquarters at Maiduguri. If there was a need to go to Maiduguri for anything, this was done by our Students' Union officials, who were very good. In fact, as far as I can remember, the female students had never been to Maiduguri for anything. Everything in those days was efficiently done. Scholarship grants to the students were then small but still there was a

world of difference between then and today. People's attitude to their various duties were superb.

The lecturers of our days were a group of dedicated people who really and truly cared for their students' success and well-being. There were hardly any cases of lecturers missing classes but if this happened there was always a strong reason and we knew that he/she would compensate us later by finding time and giving us a lecture he/she missed.

There was a good Main Library as well as the small departmental ones, which were well stocked with the books we needed for our courses as well as books on general subjects of interest to students. Those who had enough money to purchase their books could easily do so from the bookshops, where they were readily available at affordable prices.

Although some of us who were married lived outside the then campus, life on the campus was very agreeable, peaceful and friendly. Food and lodging were very good especially the former. The lecturers often went and ate with students in the Dining Hall. A plate of excellent food cost about two shillings (20k) and that was enough to feed two hungry students! The cooks were very good - thanks to our former Catering Officer (name?) who kept everything in order. If there were any complaints about the food she listened and got things corrected before tempers rose. There was no need whatsoever for any one in those days to rise and say "let us go and burn the kitchen or beat up the Catering Officer."

The hostel accommodation was not very good at the old Airport but it was very clean. The reason was that the buildings were very old and were in the form of dormitories. Coincidentally, I had been at that same old Airport building as a post primary student in 1959! When we moved to the present site, the hostel accommodation for the female students was better. There was no filth as there is today, as the students were not many. Cooking privately hardly took place at the time because as mentioned earlier the food was excellent.

Harassment of any kind was unheard, of and if it existed it was so insignificant. Sexual harassment today is the order of the day in almost all the university campuses with female students as victims of lecturers or even of male fellow students! There was a lot of self-control on the side of our lecturers and male students for there was a lot of

mutual respect between us - the respect appropriate to "teacher-student" relationship as well as decency. I am sure there were some lecturers whose eyes were on some of their female students and vice versa - after all we are all human, but this was not publicly shown.

We had no cases of victimisation against female students, as far as I can recall; that was why any grade that one got from any given assignments or tests was acceptable, because we felt that that was what we deserved. It was up to us to do better next time if the grade was not so good. Hard work and perseverance was our objective. Every one of us had a goal to achieve and that was to succeed. One felt ashamed if one had to resit a paper, let alone to repeat the year! Only about two students out of our class who could not make it repeated the year. There were very few who came back in any session for what we called "September Conference" (resits). Most of us cleared our papers at one sitting without problems.

Strikes, demonstrations and scandals are for the present day "New Breed" lecturers and students and were not characteristic of our days. I cannot recall any strike on the part of our lecturers during our five years at Bayero University. There were only about two demonstrations by students that I could recall. Such situations only arose when lecturers and students were unhappy about certain issues or actions which Government carried out concerning the students. The students would only make trouble if the University Authority did something they did not like. Government during our student days really cared about education, unlike today. If Government cared, how could lecturers go on strike for three months or more resulting in the closures of the universities? In cases like this, the Government, the lecturers and the students to some extent are to blame but more so the Government. The urge to make easy money has become the order of the day. The phenomenon of "lecturer/businessmen (or women) did not exist in our student days.

Our students engaged in activities other than their lectures. There were games and dramas as well as the usual student unionism. These were all carried out in an atmosphere devoid of back-biting, tribalism or religious sentiments. Tolerance existed among us partly because of our maturity and partly because there were no outside forces who

instigated any group against the other. This exists nowadays only in a few universities, if any, which is a great pity because students if left on their own, get on very well with one another, and the destruction of university property could be avoided.

In conclusion, one would love to see the return of what we experienced in our student days to the campuses today, religious tolerance and tribal sentiment, dedication to duty on the part of the lecturers, and the Government of the day taking care of our children's education. Learning would then be something of joy and not pain. This would enable the students to pass out as sound, disciplined graduates who would go into their various communities to contribute positively.

My Student Days In The University

Mrs. H.T. Mohammed (Class of 1973)

Currently (1994) Principal, Federal Government Girls'
College, Bauchi

I feel highly honoured to be selected, amongst the legion of alumni of Bayero University, Kano, to write an article for the Anniversary Book of my alma mater reflecting on my student days in the University. It is gratifying to note that the University, which had a lowly beginning has grown by with leaps and bounds and come of age to attain its present enviable status. Over the years, the University has undergone multifarious changes, turned out a generation of high-calibre graduates now in strategic positions in the country, and made tremendous contributions to educational developments nationwide.

The intention of this paper is to reflect on aspects of my student life in the light of the changes that have taken place over the years in University campuses and the Nigerian educational system in general.

Almost all graduates find that their student days constitute the most interesting and exciting part of life, and I am not an exception. Not only do I regard my student days as a period of attaining greater physical, mental and psychological maturity than was the case during my secondary school life but I also now reflect on my University life with nostalgia. In those days, the Ado Bayero Campus of the Ahmadu Bello University (ABU), Zaria, was called the Faculty for Arts and Islamic Studies. This was misunderstood by many people who thought that only Arabic and Islamic Studies were taught, whereas many art subjects like English, Geography, History, Hausa, Arabic, Islamic Studies and Education, to mention a few, were taught as single or combined honours. I happened to take English and Hausa combined with Education, and a Graduate Certificate Course in Education to qualify me as teacher. Later, this Graduate Certificate in Education was changed to Bachelor of Education (B.Ed).

My association with Bayero University dates back to 1967 when my uncle was appointed the Bursar of the then Ado Bayero College and I was in form four in the secondary school. I used to visit the students because I lived on the campus with my uncle. The female students lived in a block

of rooms covered with Zana so the women's hostel was called "Gidan Zana". Then people like Hajiya Zulai Daya (the current Principal of Federal Government Girls' College, Potiskum) and Mrs Roseline Abashiya were amongst the undergraduates in the "Zana" hostel.

When I was admitted to the Faculty in the 1970/71 session, I did not find it strange because there were people with whom I was familiar. We, the occupants of the "Gidan Zana", came to know one another better and made friends. I had a lot of friends, among whom were Uwani, now Mrs Uwani Usman Gana, currently at Maiduguri, and Mrs Elizabeth Nyandaiti. We lived two to a room and had quite interesting experiences because we used to do things in common: get ready and go to lectures together, go in groups to the dining hall, sleep about the same time, plan our reading times together and have group discussions.

We were not allowed to cook in the hostel as food was provided in the dining hall in good quantity and quality. Food was only allowed to be taken to the hostel for sick students whose cases had been reported beforehand. Even then, stewards were detailed to serve such sick students.

Generally life in the University was as eventful as it was interesting, and we had friends among our classmates as well as other fellow-students. We were fond of going about with our classmates. We used to organise study groups from time to time, especially at weekends, and also to go to film shows in town. Since no vehicles were provided by the University to take us to the town, the boys amongst us used to borrow motorcycles from their friends in the town for such trips. This was done innocently and faithfully without any strings attached. The boys guarded the girls jealously and those on the campus did not take kindly to any men from the town who were found be friending the female undergraduates. The girls on their own part felt well protected. Those who were our male classmates then included Professor Dangambo, Professor Bello Salim and Dr. Isa Abba, and Dr. Ahmadu Bello Zaria; some of them are still Faculty members of the University.

General discipline on the campus was high. Hardly were there serious problems between a girl and a boy because we regarded one another as brothers and sisters and both parties, knowing and keeping within their limits, did not try to overstep their bounds. For this reason, many girls

felt so safe and protected and that they could stay and read on the campus during holidays instead of going home. Owing to the prevalent respect and trust among students, many of us ended up marrying either at the beginning or the end of our courses. For example, I got married in my first year (1971) and had my first baby in 1972. That baby is now married with two children.

The staff-student relationship was very cordial, and mutual respect existed between lecturers and students. This is, however, not to say that there were no occasions for making jokes about the staff, their methods of teaching, their ways of dressing and talking, and so on. Generally there was a high degree of respect for the staff. The students felt quite free to approach them, even departmental heads, because they were few in number. This moreover made it possible for one to know almost all the lecturers in the Faculty. Some of the lecturers we had then included Professor Dandatti Abdulkadir, Professor Ibrahim Yaro Yahaya, Mr. Keast, Alh. Awal Ibrahim, to mention a few.

Over the years the changes that have taken place on university campuses nationwide are many and varied. First, university education used to be relatively cheap and attractive. In the old days universities in Nigeria enjoyed the cafeteria system with only a small amount paid for every meal, and the meal was sumptuous. In those days a student was entitled to a large helping of food, and a beverage served during meals was provided in kegs while one could take as many cups as one wished. Nowadays, Nigeria universities have become very expensive and the cafeteria system has been exchanged for the *bukateria*. A lot of the facilities that were provided in the past no longer exist on our campuses.

Secondly, accommodation on the campuses for new students used to be automatic, but nowadays many students have to tip their wardens and porters to secure accommodation and in some cases they do not secure any accommodation despite the tips. In those days one or two students could occupy a single room but at present hostels are overcrowded with both legal occupants and illegal squatters.

Thirdly, students in the old days had the privilege of having handouts free and in abundance, but today, numerous factors have made this impossible. Factors like the

astronomical increase in the number of students, the prices of textbooks where they are available, the non-availability of stationery, the high prices, if it available, and finally the "Nigerian factor" that is sadly becoming a cankerworm among the lecturers, all contribute to making the issuing of free handouts an impossible task.

Fourthly, a large number of Nigerian undergraduates in the old days used to benefit from generous government bursaries which covered accommodation, textbooks and feeding while a few lucky ones on in-service courses received their salaries in addition. But today not only have university fees risen astronomically, but many States find it difficult to give bursary awards to all their students, while parents are so hard up that many undergraduates have to fend for themselves and suffer the misfortune of not being able to provide themselves with basic needs, including essential textbooks. Even the bursary paid nowadays does not cover everything and only a few benefit.

Fifthly, even though secret cults or societies existed in our universities in the distant past, their number was small and the effects of their existence were not as pronounced and devastating as they are at present. The Nigerian universities have in the recent past witnessed a scandalous increase in the number of secret cults and societies as well as more devastating consequences, which result not only in frequent and long interruptions of academic work but also loss of life and wanton destruction of property.

Sixthly, the Academic Staff Union of Universities (ASUU) of the old days to a large extent used to enjoy a good relationship with the university authorities, and cases of lecturers' conflicts with University administrators were minimal. Never did any University in Nigeria experience such an indefinite and paralysing strike action as that embarked on by the ASUU and NASU in 1993. The attendant harrowing experiences of the affected students will linger long in our memories.

The wind of change that has swept through the Nigerian University campuses has to no small degree caused enormous changes in the Nigerian system of education. Universal primary education (UPE) which was free in a few parts of the country was followed by a five-year secondary school course. On leaving the secondary school one could go on to a two-

year Higher School Certificate (HSC) course and end up in the university by direct entry. On the other hand, one could proceed to a Teacher Training College to obtain a Nigerian Certificate in Education. A third option for a secondary school graduate was to go to a University for a degree course lasting between four and seven years after passing a Preliminary Entrance Examination.

At present, the old system of education has given way to the new system christened "6-3-3-4". This system stipulates six years of primary school education, three - years of junior secondary school leading to another three-year senior secondary school and concluding with a four-year University course. The old pivotal courses for successful secondary school students have now been abolished. In addition, the practice of every University processing its admissions screening has now been replaced by a centrally established body charged with the conduct of university, polytechnic and colleges of education entrance examinations and selection for admission. This body is called the Joint Admissions and Matriculation Board (JAMB). Furthermore, what used to be the West African School Certificate (WASC), obtained after successfully completing the secondary school education, has over the years been changed to the Senior School Certificate (SSC). Finally, it is pertinent to note that the National Policy on Education has occasioned remarkable changes in the scope, content, and duration of education in Nigeria. Prominent among these changes are the incorporation of 'Guidance and Counselling' in our educational institutions, the implementation of the continuous assessment system, the teaching of Nigerian languages in our secondary schools, as well as the introduction of vocational and pre-vocational courses. Suffice it to say that the changes have by no means exhaustively discussed. Not unrelated are the newly introduced Civil Service reforms of 1988 and the new salary structure, both of which have directly or indirectly affected not only our educational system but also the Nigerian worker's image, attitude to work, and productivity.

In the past thirty years of the life of my alma mater, it has seen changes galore in the development of education in the country. One can go on and on to reflect this but the scope of this paper does not permit me to do so. I do sincerely hope that Nigeria will learn to consolidate any

new change introduced unto our educational system before embarking on additional changes, and it is my greater hope that the alumni of this great University will make the country see the wisdom in this.

In conclusion, it can be seen that life on our university campuses in the old days was much more pleasant and attractive than it is today. Our University campuses and educational system have been characterized by catastrophic and enduring changes which have left the Nigerian society completely transformed.

Reminiscence On My Bayero University College Days

Mrs. Fatima Sa'ad Abubakar (nee Yerima-Bala)

Retired Director-General, Adamawa State, Yola

I was admitted into Abdullahi Bayero College in January, 1971. I had then just finished sitting for my W.A.S.C in December, 1970, in St. Louis College Kano. I could not get to go home for the December holidays because there was no time. Getting into Abdullahi Bayero College was the ambition of most of my class mates then. We could not contemplate going to other Universities other than the one in Kano.

It was during our time that the first female hostel, Nana Hostel, was built. I loved being in the Hostel because each room had only two students with separate beds, lockers, and cupboards. We had cleaners who cleaned the rooms, veranda and toilets twice daily. We also had laundry men who washed our clothes weekly. The lecture halls were very close to the hostels and the Library was only next door to the lecture halls. The Dining Hall was in between the lecture halls and the hostels. We were served breakfast, lunch and dinner at 20K per meal. The food was delicious and nutritious and you could have any quantity you wanted. Lectures were strictly adhered to as provided for on the time table. The lecturers were dedicated and the students were very serious about their studies. We used to have study groups long into the night. At that time University life was to most of us even better than our homes, not only because of the atmosphere of comradeship that existed among the students but because we had all that we needed. Most of us had Government scholarships, which were automatic as soon as you gained admission into the University. Payment of scholarship allowances, which we popularly refer to as "Bulgaria" was made at the beginning of each term after resumption. Also at the beginning of each session the Students' Union held elections into its offices and into the Student Representative Assembly (S.R.A) based on the halls of residence. The campaigning was done with fanfare and without any bitterness and rancour.

During those times there was no harassment by fellow students and there were no cults in Abdullahi Bayero College. However, clubs such as Vandella Club etc which were

basically social in orientation, existed, on the campus. For most part we used to live like brothers and sisters.

The Government was caring; so were our lecturers and members of the community. People had morals then and were at most times aware of their responsibilities. lecturers and the university administration used to feel responsible for students kept under their care. I vividly remember an incident while I was in the Preliminary Studies programme. I had a friend and a class mate since secondary school, by name Binta Saleh. We were room mates. One day she had three of her brothers who came to see her in the hostel. When they were about to go I offered to go with her to see them off to the campus gate so that they could pick up a taxi. On our way to the gate we suddenly met my father driving into the College to see how well I was adjusting to the new environment. He stopped when he saw me and was very furious that I was walking on the street with boys. He drove away the boys and directed both Binta and me to immediately return to hostel. He then drove to the Vice Chancellor's house and demanded the reason why there was no strict control in the female hostel. This issue became the talk of the campus. We felt as if we had committed an unpardonable offence. No body cared to find out who the boys were or whose visitors they were. Everyone thought that they were our boyfriends, and it was then unheard of for girls to walk with boys in broad daylight in the campus.

Another interesting episode happened in my Part One. There was a move by the Federal Government to select female university students for some French training in Paris in preparation for FESTAC. Somehow we got the information and we were very excited, especially at the prospect of going to Paris. A bus was sent to the campus to collect interested students to travel to Kaduna for an interview. A number of us set off for Kaduna. On arrival we were taken to a venue where we met with about five representatives of the Northern elite from Kaduna amongst whom was Alhaji Umaru Dikko. He began by asking our names. When we gave him our names he looked at us and shook his head and asked the driver to take us back to the campus. We were very disappointed then. Of course we made uncharitable remarks about him on the way until we reached Kano. With the benefit of hindsight we now appreciate the action he took, because going to train as a translator would have meant missing a year or two from the

University. In the group that went with me to Kaduna were Amina Ladan Baki, Uwani Mohammed, Zainab Dasuki, Daso Umaru Audi, Talatu Ibrahim Halilu and a number of others that I cannot remember now.

Each time one casts one's memory back to how Bayero College was then and compares it to what is going on now in most of the Nigerian universities, one cannot help but shudder at the drastic changes. The decay in the Universities is today total and real. It has permeated the entire system, affecting not only the academic but also the social life therein. Discipline of both students and staff have broken down with the result that corruption, examination malpractices, immorality and the debasement of social values are the rule rather than the exception. Character and learning which were two factors determining the award of degrees, are no more.

For the universities to be turned around to regain their former glory, there has to be a complete overhaul of the system in terms of funding and discipline. In this regard parents, the Alumni Association, various organisations and Government have a role to play, so that our children will have cause to look back to their university days with nostalgia.

ABC/ABU/(BUK): The True Northern Star

H.R.H. Mallam Zubair Jibril Maigwari II

The Emir of Birnin Gwari

If there is any institution in Nigeria which can boast of spearheading the revolution for a truly Northern incursion into international education (wrongly referred to as Western education) and which has successfully brought about the true emergence of a Universal education re-incorporating international education into Islamic education, it is Bayero University, Kano.

A simple look at its evolution clearly shows how it started by providing Islamic education as a foundation and gradually expanding its frontiers into science and technology. There is no doubt that BUK's thrust has been very successful. As we can now see today, it is one of the leading universities in Africa that has made a breakthrough in making the study and research into solar energy a source of relief and happiness for mankind as planned by the Almighty Allah.

It was the case, before and during the mid-sixties, for most secondary school leavers to get jobs well before leaving school. It was the tradition then for Government and the private sector to go to all Schools to interview and recruit staff directly.

Some of us who had our eyes on furthering our education while succumbing to such glittering prospects still kept our options open to go further, even if we could not go for HSC studies in the designated schools. Thus I ended up taking up an appointment with the Northern Regional Government in January, 1968 as a Tax Officer Grade III. It was while I was there that I applied for admission into Abdullahi Bayero College, ABU, Kano and was admitted. Unfortunately my Government Department would not allow me to go until I was able to complete a year in the service and thus qualify for study leave without pay. As Allah would have it therefore, my mates started their courses at ABC/ABU in September, 1968 and I joined them in September, 1969. That of course qualified me to be an NYSC Pioneer.

It was not difficult for me to secure accommodation because my mates particularly Alhaji A. J. Saidu Abubakar were already settled in Gwale at the outskirts of Kano. He,

Dr. Ahmadu Bello Zaria, and I occupied a whole house at Gwale, and together we walked and later rode bicycles to the College. It was with this spirit of brotherliness and comradeship that I joined one of the most outstanding academic communities in my life.

One of the most striking feature of ABC/ABU was the single modern edifice which then sheltered the administrative offices, the Faculty offices, the Library, and the lecture halls. By this wonderful convergence, Students, Staff and administrators mingled together almost daily and thus provided for the emergence of a unique academic community. There was a true sense of belonging and brotherliness amongst everybody. The interaction between all categories of people made it very easy for a proper transmission of knowledge from lecturers to students, and in some cases vice-versa, for in many cases through research and tutorials some students exhibited higher understanding of the topics due to their exposure and experience before joining the College.

Before I move to other interesting areas let me briefly mention the wonderful innovation of ABC/ABU in its admission policy. I made reference to a class of students who often showed or exhibited higher understanding of topics being discussed. These kind of students were then referred to as MATURE STUDENTS (I was not one of them). These were a group of experienced teachers who had attained the NCE and who had been given a chance to study for a degree despite their advanced age. Their presence amongst us secondary school leavers added another dimension to the gentleness and maturity of the community. They helped other students financially and often in return won respect and academic assistance where necessary.

In the same vein the College gave an opportunity for those who had not attended an HSC School to obtain their Advanced Level papers, and to do so in a university environment, thereby advancing proper academic integration. This proved so successful that Ahmadu Bello University later introduced similar arrangement and called it the School for Basic Studies.

One of the most interesting things to remember about the harmonious environment in the College in the years 1969 to 1971 was the students-lecturers relationship. One could often not distinguish between students and lecturers. We

mixed purposefully without any feelings of superiority or inferiority, our main objective being to either impart or acquire education for the benefit of our society. I can clearly recall that even the staff Club which was supposed to be a hide-out for the staff, was open to students even after the Students' Union started operating its own similar facility. Many students were allowed to stay in the boys' quarters of the teachers.

Another aspect worth remembering was the purely student life in and outside the lecture halls. Because more than three quarters of the students stayed off campus, we all walked or rode into the College. Any form of discrimination between preliminary students and those who have started their degree courses did not occur. The main objective was to prove to all doubting 'Tankos', that the system was good, and workable and would prove to be very successful and trail-blazer.

The next most outstanding building in the College was the student building, housing the cafeteria, Students' Union offices and some recreation facilities. We all enjoyed this particular meeting point, and it was in this building that most social gatherings took place.

One incident I could not forget was the time I decided to join Student Unionism and contested for the post of Director of Sports. For some unexplained reasons I decided to use a picture I had taken at home wearing a turban. Everybody was entertained by my openness and my promotion of our culture, while some of our colleagues from the Southern part of the country were surprised at what they called "my un-wise adventure."

In the opinion of the latter group, only those who admired or recognised the turban would vote for me. They were proved wrong. I was elected and I did extremely well to promote sports in the college, and exposed the College to other universities. Our President was then Nur Alkali (now Professor & former Vice-Chancellor), while his counterpart at ABU Zaria was Bello Mohammed (Now Comptroller-General of Customs).

Even though I did not finish my degree course at Kano, as a result of my opting to pursue a course then only available at Zaria, some of my best student years were at Kano. Looking back I could remember the time when I was amongst the first students to move to the campus as a

Student Union official. We occupied some rooms in a building near the main block. I named my room LA GROTE, and that became my temporary reference name (until I left ABC in 1971) especially to my French classmates.

Before I conclude this essay, I would like to reemphasize and commend the spirit of brotherliness which was then (and I hope still) the community's main code of ethics. As a result of the simple and family-like atmosphere we found it easy to relate to even the Provost and other members of the administrative and academic staff. It was not uncommon for even a new student to directly approach a lecturer in or outside the lecture hall and engage him in a worthwhile discussion. This kind of relationship led me to get to know very closely the present Vice-Chancellor Professor M. S. Zahraddeen, H.R.H. The Emir of Suleja, Alhaji Muhammad Awwal Ibrahim and many others who were then new and young lecturers who had just obtained their first degrees at the College and were pursuing a second one.

Still on the issue of the uniqueness of the community, one still remembers the student-student relationship. In this regard it was not easy to identify who were senior and junior students. We all moved together with a common purpose to seek for knowledge and actualize the universality of education.

The future for Bayero university Kano is therefore very bright. Its foundation has been very properly laid with the best ingredients. Its achievement so far have been very commendable. I am still proud to have been one of the products of the university at the earlier stages of its development.

Section Three



**FACULTY AND ACADEMIC
DEVELOPMENT OF THE
CITADEL**

Waves On A Rocky Shore: The Evolution Of The Course Unit System In Bayero University Kano¹

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Introduction

This chapter chronicles the process by which the academic programmes of Bayero University, Kano developed from the inception of the University College in 1977 to the implementation of a common federal core curriculum in 1988. The Bayero University College inherited a British program structure and saw no reason to change it, but there were elements within the university community that had wanted a more American, or at least a more liberal interpretation of the ways of structuring the acquisition of knowledge. The struggle that took place, which led eventually to the grudging acceptance of limited change, provides insights into the functioning of a contemporary African university,

A Small Question Concerning Identity and Belonging

Bayero University Kano (BUK) was an affiliate of the Ahmadu Bello University Zaria (ABU) before it became a full university in 1977, and it remained faithful to the tenets of its parent in its founding philosophy and structural orientation. According to a submission of the University College to the NUC in 1977, the curriculum to be developed "must be inspired by the three constants of its environment: an Islamic culture; a time-tested commercial civilization; and a complex political community." The University developed a conservative persona, shaped by its adhesion to these constants and by a closely knit structure which at times more resembled that of a family unit than of a diverse

³. This chapter is an abridged version of the core chapter of a forthcoming book titled *The Turn of the Tide: Academic Revolution in a Nigerian University*, which deals with the development of academic programs in Bayero University, situating this within a contextual and theoretical framework. The longer chapter was written during my stay as Resident Scholar, Rockefeller Foundation and Study Center, Bellagio, Italy, October 6 to November 8, 1993. I take this opportunity to express my thanks to the Rockefeller Foundation for the sponsorship.

community. But operating within a federal centralized and bureaucratized system of educational control, the new University could not really focus attention on ways of fulfilling its stated mission to its society.

When the university was fully established in 1977, one of the first issues it faced was the direction of its academic programmes. Initially it followed the British pattern of degrees, with undergraduate students studying three subjects in the first year, two in the second, and one in the final year, specializing in this as 'single honours' students; if two subjects were studied the degree was labeled 'combined honours.' Faculty of Education students of Bayero University automatically obtained a combined honours degree, studying Education, going to other faculties to study two other subjects, and then graduating in Education and one teaching subject.

At the 2nd Senate meeting, in February 1977, the Faculty of Arts and Islamic Studies (FAIS) argued that students studying two subjects in FAIS were their own, and should therefore be awarded a FAIS degree. The argument was contested by the Faculty of Education, all of whose B.A. (Education) students at that time went to FAIS for their two other subjects. The question of the number of students a Faculty had was of course a vital one, determining both funding and staffing priorities.

The Shotter Committee, 1977

At the same meeting other Senate members argued that the faculties concerned should be moving towards making their courses inter-disciplinary, so that students would not be tied down to a particular faculty. To find a means of achieving this, the Senate set up an adhoc *Committee on the Degree Structure (Registration of Students in Different Faculties)*, under Professor Rodney A. Shotter, the Head of the Biology Department. It was explicitly requested to examine the implications of the argument advanced by FAIS.

The Committee concluded after debate that a faculty should be regarded as part of the whole university organism, which existed as a whole to serve the student and the community, and should not be considered in isolation from or in competition with other faculties. Therefore once a student was a member of the university, it mattered little in theory which faculty he belonged to. The Committee thus

regarded every faculty as a 'service' faculty. The Committee also suggested that one way to solve the problem of which faculty awarded the degree would be to institute a College degree, if a student were taught courses in different faculties the finances could be divided up on a proportional basis, directly dependent on the proportion of studies the student pursued in each faculty.

However, the most significant observation of the Committee was the idea of introducing a *course unit system* (CUS). The Committee favored it as a means of broadening the students' intellectual horizons, moving away from a highly specialized degree structure and eliminating the problem of competition for students among faculties. The Committee recommended that there should be consultation with persons and/or institutions that had experience of such a system as soon as possible. Copies of the draft report containing these views were circulated to all deans and heads of departments in the University, who were asked to submit reactions to the Registrar.

At the 3rd Senate meeting, held on March 24, 1977, the preliminary report of the Shotter Committee was discussed. On the issue of "belonging" to one faculty or another, the senate resolved as follows:

all students in Part I will remain in the Faculty and take the courses to which they are admitted and no change may be entertained except as a special case and by the mutual agreement Of the Deans concerned. Students registered for B.A. (Education) in the Faculty of Education would therefore be Education students.

A Part II student belonged to the Faculty of Education if he was registered for Education as main, for another main subject in another faculty and for a subsidiary in a third; Part III students who were registered for two main subjects in FAIS automatically belonged to that faculty.

The other main item on the agenda of the Shotter Committee, the CUS, turned out to be much less capable of swift resolution. Response to the idea turned out to be definitely unfavorable at Bayero University at the time. This was so much the case that the Chairman of the AdHoc Committee had to report to the Senate on three occasions

that the Committee had failed even to meet to discuss the idea, and the Chairman of the Senate - the Provost of the College - had to plead with the Senate members to co-operate with the Committee and make its task a success. However, the Faculty of Social Sciences, which later metamorphosed into the Faculty of Social and Management Sciences (FSMS) was already in favor of the system, and had indeed started operating it on an experimental basis in the Department of Geography. At the 9th Senate meeting, held on July 7, 1977, the Dean of Social Sciences, Dr. Musa Abdullahi, reported to the Senate that the system was attractive to his faculty, and that they would be glad to see it adopted by the university as a whole. This signalled the beginning of a long-running battle between FSMS and the rest of the university concerning which variant of the CUS the university should adopt for the undergraduate degree.

In the meantime the Shotter AdHoc Committee continued its own investigations into the CUS, gathering information for example about its operation in other Nigerian universities. The Committee was able to make a final report to the Senate at the latter's 10th meeting held on October 20, 1977.

Responses to Fragmentation

The Shotter Committee report, entitled *Problems Associated with the Course Unit System* was surprising in its conclusions since it was *against* the introduction of the CUS. This was in sharp contrast to the earlier interim recommendation of the same Committee, that the system should be adopted with the elevation of the University College to full university status, an event which came to pass in October 1977.

The report started with the pessimistic view that the CUS worked better in large institutions and departments. Where student numbers were low and staff few many optional courses would not be taught. Moreover, for a CUS to run effectively continuity of staff was necessary. The report also pointed out that students were already under tremendous pressure because of end-of-session examinations; a course unit system would amplify such pressure since examinations had to be taken at the end of courses. Also, the idea that students could "forget" a course once they had done their examinations in it was likely to impede the further

integration of knowledge, since according to the report course unit systems "encourage the compartmentalization of knowledge."

The main conclusions and recommendations of the Committee were that Bayero University was at then too small for an effective CUS to be established; that a system should not be adopted without proper preparation just because other universities were adopting it; that individual faculties could nevertheless establish their instruction on such a basis if they wished (though this might create complications for students taking courses in different faculties); that faculties should also discuss seriously "the non-linear system of assessment or some modification of it," with a view to incorporating it into their regulations in the near future.

The Senate's decision on the report was deferred pending reception of feedback from the various units of the University. When the reactions were received they were almost unanimous. The Interim Board of Preliminary Studies (later to become the School of General Studies), FAIS, the Faculty of Education, and the Faculty of Science all generally concurred with the findings of the Committee. The Faculty of Science in its response argued that the flexibility offered by the CUS was already available through the combined/single honours structure, together with options offered within faculties and an organized course of general/interdisciplinary studies; it however suggested that, while the practice of sessional examinations should be retained, departments should be encouraged to weight their present and future courses in terms of a system of units, to be devised centrally.

The only Faculty that stood against the tide was FSMS; its response was more detailed than the Shotter report itself. It started by refuting the Shotter report's claim that BUK was too small to operate a CUS: 'the course unit system,' it argued, 'merely facilitates the flexibility of student programmes however wide or narrow the range of study available,' it acknowledged the possibility that shortage of staff might prevent the full implementation of such a system; yet 'the course unit system does not by necessity demand the introduction of a wide range of courses.' Nor was such a system necessarily tied to the idea of semesters and end-of-semester examinations; but whatever system was

adopted, 'some pressure during a unit of study (through continuous assessment, and mid-session examinations) is more desirable and beneficial for the students than all evaluation being placed on a final paper.' The FSMS also opposed the view that the CUS encouraged the compartmentalization of knowledge: 'the same criticism could be leveled against the traditional honours system, since after the first year instruction was carried out almost entirely within the same department, and the subsequent degrees were highly specialized and awarded by only one faculty.'

FSMS finally outlined its own proposal for a CUS incorporating modifications of such systems operating elsewhere which might be suitable for a university like BUK. Its main features were as follows: (1) The organisational structure of faculties and departments would be retained unchanged, and a sessional rather than a semester programme of studies could be retained if so desired. (2) Each department would assign a credit hour value to each course unit (depending on the number of course lectures conducted per week), stipulate the minimum total of credits that must be obtained before a degree could be awarded, and indicate which courses were obligatory and which optional. (3) Course units would not be designated as belonging to any "part" or year, but some courses would be designated as being prerequisite to others. (4) The classification of degrees would be determined through computation by a central office, and would be a reflection of 'the total cumulative average of marks awarded for credit hours toward the degree awarded.' FSMS thus committed itself to the cumulative grade point average (CGPA) method of evaluation.

The Senate noted all these observations from various faculties, and at its 13th Meeting on February 28, 1978 approved the CUS *in principle*. It nevertheless felt that implementation should be deferred until optimum conditions came to prevail. In the meantime, faculties should be encouraged to adopt such features of the system as could be incorporated within the existing framework of teaching and assessment; but no attempts were made to help those departments that wished to adopt the system to refine and harmonize it for them.

Genesis to Revelation: the Emergence of the Prototype Course Unit System in Bayero University, Kano

The main proponents of change from a British degree pattern to an American type CUS at BUK were those trained either at the University of Nigeria, Nsukka or at one of the large American universities; and they were in the minority. The overwhelming majority of the members of the university Senate, who made the ultimate decisions about the pattern to adopt, were all British or British-trained.

It is therefore not surprising that the nearest equivalent to a CUS which began to be widely canvassed at BUK was the British modular degree course structure, then in vogue in British universities. Acting on the permission given by the Senate for faculties to adopt such features of the CUS as they wished, the Faculty of Science, under its founding Dean, Professor Geoffrey G. Parfitt, a Briton, proposed to fuse the principle of this system with that of the British modular approach. They believed that such a compromise would satisfy both the "radical" few who wanted the American-style CUS and the "conservative" majority in the Senate who wanted to retain the existing honours degree system.

The existing degree programme of the Faculty of Science was based on this inherited structure. Special honours students dropped one of three first year subjects at the beginning of the second year and another at the beginning of the third and final year, while combined honours students retained two subjects in their final year. The Faculty of Science had nevertheless always intended to change the structure. After the Academic Development Committee (ADC) had met on February 25, 1977 to discuss the course structure of the degree programs of the new university, Parfitt submitted a memorandum to the Registrar in which he maintained that

....it has been my intention from the beginning...that we should adopt a modular or course unit system for our teaching. This implies that all courses will stand on an equal footing so far as significance is concerned, and that there would be no categorisation as "Main" or "Subsidiary" courses.

Later events indicated that what he essentially wanted was endorsement for the implementation of a modular system in his Faculty. The Faculty could realistically propose this at the time because their degree was internal, with no course being offered by any student outside the Faculty.

At the 17th meeting of the Senate, held in June 1978, some criticisms of the existing structure were expressed. It was felt to be too specialized, especially in a situation where one secondary-school science teacher was expected to teach virtually all science subjects. The Faculty of Science defended its programs in a submission to the 17th meeting of the ADC (June 16, 1979), arguing that it was difficult to give an adequate introduction to any one science subject in a three-year program. It claimed, moreover, that many students preferred specialized degrees because they believed that by concentrating on their 'best' subject they would obtain a better result, and that combined honours training put them at a disadvantage in the job market and in competing for access to higher degree courses. Parfitt, who wrote the memorandum in question (*A memorandum on Policy for the structure of a Degree in Science*, dated January 4, 1979), also argued that all other universities offered single-honours programs, and that 'if we withhold such degrees, our students will "vote with their feet" against our policies.' The Faculty's existing arrangements for awarding degrees, based on the conventional honours system, were approved by the ADC and then by the Senate at its 22nd Meeting (January 25, 1979).

However, the Faculty of Science intended to incorporate into its system a new course structure which would, it argued, provide maximum flexibility. In a submission to the ADC for its 19th Meeting (May 4, 1972), the Faculty presented a scheme for the first detailed new course structure in the University. With the minimum disruption of the established patterns of assessment, the new structure would

provide the proportions of the two main Science subjects, plus some inter-departmental material, which are normally studied in the second and third degree years, to be varied over quite a wide range to suit the interests of individual students.

The detailed proposals provided definitions of key concepts associated with the CUS. A course was defined as a self-contained element of teaching, study, or other approved academic activity, finally assessed by a single mark which might consist entirely of lectures, or entirely of laboratory, seminar, field or project work, or a combination of these. Each course was allocated a certain number of credits, a credit being defined as 15 teaching units, and a unit in turn as one hour of lecturing plus associated tutorial work, or alternatively three hours of laboratory work. Courses were regarded as either subject courses, if they were in or closely related to one of the two main subjects studied after the first year, or as inter-departmental courses in other cases: the distinction was the precursor of that later to be made between *elective* and *core* courses. Instead of 'Part,' corresponding to each of three years of study, the term *Level* was now introduced. The four-year degree programme was however still an idea in the distance.

Introduced also for the first time was the concept of a 30-credit minimum course load for each student of the Faculty of Science in the first year, in addition to a 2-credit requirement in General Studies. A student passing in all three main subjects in the first year would register for a minimum of 26 and a maximum of 32 credits in Level 2 courses. In Level 3, students would register for the same number of credits as in Level 2, plus a further two credits in General Studies. Thus a student would qualify for the award of a degree on obtaining 84 credits in Science and 4 in General Studies. Within the Science total, however, a student would have to obtain from Level 2 and Level 3 courses taken together at least

- a. 54 credits in Science
- b. 44 credits in his two main subjects taken together
- c. 12 credits in each of his two main subjects (normally in the second year)
- d. 24 credits in Level 3.

If a student wished to be certified as "majoring" in a particular subject, he would have to obtain at least 20 credits from Level 3 courses in that subject.

The marks in each course would be determined by the Departmental Board of Examiners, using weights for the different components of the work involved. A mark would then be given an overall weight proportional to the credit value of the course before being combined with the weights assigned to other courses. Level I courses would not be included in the degree assessment. This would be determined by

- a. the weighted average marks obtained from those Level 3 courses totaling 24 credits in which the highest marks had been obtained, combined with a weighting of 1.5 to 1 (i.e. 60 and 40), plus
- b. the weighted average mark obtained in those courses totalling 30 credits and having the highest marks out of the Level 2 and the remaining Level 3 courses.

This introduced the notion of determining the degree classification on the basis of the best 30 credits obtained in each year; while assessment in courses at all levels would be made known to the students as grades, derived from the following system of equivalences:

70 - 100%	A	First Class Honours
60 - 69	B	Upper Second Class
50 - 59	C	Lower Second Class
45 - 44	D	Third Class
40 - 44	E	Pass
0 - 33	F	Fail

In this variant of the CUS the concept of cumulative grade point average (CGPA) did not feature at all; the weighted percentage system which it used was more characteristic of the British modular system.

One problem anticipated by the Faculty of Science in its proposals was the compatibility of its structure, if introduced, with schemes which other faculties might wish to adopt. Thus the number of contact hours, on which the allocation of credits was based, was in general liable to be

rather higher in the Faculty of Science than in other faculties, owing to the extra laboratory work required in science subjects.

Despite these potential problems, the Faculty of Science proposals were approved by the ADC, and later by the Senate on June 13, 1979. The new Faculty of Science degree structure, in which the inherited honours degree system was modified by a CUS (along the lines of the modular degree system), accordingly came into operation in the Faculty of Science in October 1979.

Curriculum development is however a continuous process, and no sooner had the first students started under the new system than the Faculty found it necessary to propose amendments in the degree structure. These were presented to the ADC at its 22nd Meeting (April 17, 1980) in the form of a second, revised scheme. It was more comprehensive than the first and provided more details concerning the operation of the system in the Faculty. Among other things, it discussed the issues of examination timing and resitting. The concept of the semester had still not appeared at this stage, and the new regulations stated that 'each course will be separately examined, normally at the end of the session, though more than one course may be covered at a single examination sitting.' This continued provision for sessional examinations contrasts with the semester examination arrangements of a CUS proper. Also retained was the idea of resitting failed examinations in the September following the main May/June sessional examinations, again contrasting with a CUS proper, in which failed courses may be taken again later. The new scheme did however allow the option of repeating a failed course (after resitting) instead of repeating the whole year, as was the standard practice in other faculties.

The amended structure also laid down a revised procedure for determining the all-important question of the classification of degrees, it stipulated that this would be worked out on the basis of the percentage marks obtained in Levels 2 and 3 courses passed, as follows:

1. courses totalling 24 credits in which the highest marks had been obtained would be selected from the level 3 courses and the weighted average mark calculated, each course

- mark being given a weight proportional to the credit value of the course;
2. courses totalling 30 credits would then be selected from the Level 2 courses and the remaining Level 3 courses and the weighted average calculated in the same way;
 3. the two average marks thus calculated would then be combined with a relative weighting of 60:40 respectively to obtain a percentage mark in Science;
 4. this mark in Science would then be combined with the percentage mark in General Studies in the proportions laid down by the Senate to give a "final mark";
 5. the mark thus arrived at (which might be varied by 2% by the examiners) would then be converted to a degree classification.

It took three years before this final programme of the Faculty of Science was approved by the Senate at its 78th Meeting (June 20, 1983). The new structure and examination regulations became operational in October 1983.

Beyond the Shore: the Course Unit System in BUK

While the Faculty of Science was the first to get an officially approved CUS started in its degree programmes, elements of the system had already since 1976 been in operation in the Faculty of Social Sciences, especially in the Department of Geography. What the department offered, however, was what Professor E.A. Olofin has referred to as a "quasi course unit system," in which the subject was broken down into numbered courses and each was treated as an independent entity. This caused problems, in that other faculties whose degrees were based on subjects tended to regard all the Geography grades as one, if they aggregated these with the marks a student had obtained for subjects in their faculties and arrived at a pass mark, the student would be informed that he had passed; but there were many cases in which a student would fail courses in Geography and would escape resitting them when the marks were aggregated with his other marks - a situation that Geography felt was

unfair to their own students, who had to resit their failed courses.

With the Faculty of Science adopting a CUS in 1979 and the Faculty of Technology a modular approach in 1980, FSMS decided that it too should adopt a CUS on a faculty-wide basis. However, the system advocated by FSMS was the raw American version, with the CGPA as its central assessment procedure instead of the weighted percentage average procedure used in the Faculty of Science. FSMS made a submission to the ADC in 1983 seeking permission to adopt the GPA variant of the CUS for itself. Yet, at its 30th Meeting (May 13, 1983), the ADC rebuked FSMS by pointing out that the faculty could not introduce the system unilaterally, since students from other faculties registered for courses in FSMS. Ironically, the same considerations were surely applicable to the Faculty of Science when it introduced its own version of the CUS - there were, after all, Faculty of Education students studying Science Education in the Faculty of Science - yet Science was given permission to go ahead and implement it! It would seem that, since the argument that it was unacceptable for a faculty to introduce a new system unilaterally was rather weak, the real reason why the ADC now refused permission to FSMS was that it was hostile to the CGPA variant of the CUS. It should be pointed that, in any case, the decision of the ADC to recommend general establishment of the course unit system was more in response to government directives than anything else. This was because the National Policy on Education (NPE), published in 1977, had advocated the adoption of the 'credit system' of evaluating the Nigerian undergraduate degree by 1988.

It was therefore now clear that the adoption of the CUS on a university-wide basis was just a matter of time. The Senate at its 77th Meeting (May 26, 1983) recognised its inevitability, though also the problems that were likely to arise when different faculties adopted different variants of it. At the same meeting the Senate appointed a new Committee on the Course Unit System under the chairmanship of Professor M.S. Zaharaddeen to look into the possibility of the entire university converting to the system.

The new Committee held its inaugural meeting on November 10, 1983, and representatives of each faculty presented their faculty's views on the question of

converting existing departmental programmes to the course unit format. It at once became clear that there was still considerable opposition to the very idea of a university-wide adoption of the system; various old arguments against the system were aired. The inaugural meeting nevertheless also discussed the logistics of conversion in preparation for the time when it should be effected, and raised the following issues:

1. whether the year system or a semester system should be followed;
2. the maximum and minimum length of the degree course and the credit requirements for the degree;
3. the scope of prerequisites for courses and the maximum and minimum number of courses for which students could register;
4. the problem of repeaters and below-average students;
5. the grading system and the method of course assessment;
6. the problems of registration, scheduling, and time-tabling;
7. the problem of resitting, though this would automatically be solved with the adoption of the CUS.

The Committee also decided that if the University were to change to the CUS a sufficient transitional period should be given. To this end, the Committee requested all faculties (including the School of General Studies) to submit papers giving guidelines as to the structure of courses, credits, assessment, grade points, degree and certificate classification, etc. The faculties responded to this request, each submitting guidelines expressing its own vision of the CUS.

FAIS presented what it called

a sort of mid-way between the U.S. course unit system and our inherited British-based system which may be more feasible for the university and our own unique societal situation.

Although FAIS thus gave a hint of what could have been one of the most innovative strategies of change in the university's history, the nature and the importance of its "mid-way" model was lost on the members of the Committee. The Faculty was moreover not decided on whether it should advocate a semester, quarterly, or termly system in the new degree structure. This subsequently made it difficult for the faculty to be precise about its graduating requirements. As further stated in its submission,

Course durations should depend on the choice of teaching time and credit hours assigned. For instance, where a semester system is chosen, a course may be designed to last for the whole semester or, where they carry only half the credit of other full-length courses, for only half a semester. If we stick to the present sessional system, no course should last for more than 2 terms.

The Faculty of Law – with a smaller number of students than most other faculties – approved a scheme drawn up by its lecturers for converting their teaching schedules into a course unit format based on the *semester* principle. However, it also requested the Zaharaddeen Committee to provide it with a detailed guideline concerning the number of examinations to be taken and the number of visits to be made by external examiners in one academic year, and also raised the issues of space and the number of teaching staff.

FSMS used this opportunity to provide a fully detailed outline of the system it envisaged, replete with the formula to be used to calculate the GPA it had favored all along, plus the American distinction between Junior Division courses (which it called First Level courses, lasting for four semesters or two years) and Higher Level courses (Senior Division, covering the last four semesters to graduation). It also proposed a mechanism for barring students from proceeding beyond the first semester if they failed to perform adequately. A candidate would only be able to proceed to the second semester if he achieved a CGPA of at least 1.0 at the end of the first semester. If not, he would be placed on probation during the second semester, and if by the end of that semester he still had not obtained a

GPA of at least 1.0 he would have to withdraw from the University. A candidate who failed to pass Level I courses worth at least 30 credits by the end of the fourth semester would also be required to withdraw.

The Faculty of Science essentially dusted up the proposal which it had originally submitted to the Senate and which had become operational in 1983. But it also attacked the grade point system proposed by FSMS, and it did so on the following grounds:

1. any calculation possible with marks on a scale 0 to 4 or 0 to 5 could equally well be done with the existing scale of 0 to 100;
2. the change of scale would be unfamiliar and would invite probably unjustified comparison with the marks awarded in American universities.
3. the system changed marks arbitrarily when they were numerical in the first place;
4. the system further changed marks deliberately, according to a formula, which was a highly controversial process;
5. it introduced a needless extra complication, particularly troublesome when the external examiners were at work on the first assessment;
6. the FSMS proposal would necessitate the calculation of a CGPA in every semester for every student, and this would involve a mass of computation which would be impracticable and dangerously prone to error.

The proposals from all the other academic units more or less echoed that of the Faculty of Science, with its reliance on the percentage method instead of the CGPA method for evaluating the undergraduate degree. Finally, at the second meeting of the Zaharaddeen Committee (January 12, 1984) all the proposals were discussed, and the meeting decided to adopt the Faculty of Science formula. Thus the American system championed by FSMS was once again rejected by the University.

In adopting the Faculty of Science formula the Zaharaddeen Committee was adopting a system of course units and selection within the framework of the specialized honours degree; and according to the Chairman of the

Committee in a an interview (conducted for this chapter), this was more familiar to the University and had been tried out in the Faculty of Science without any adverse effects. Indeed, so attractive was the Science model that the Committee also adopted almost verbatim the introductory comments to the proposal written by Professor Parfitt, the Dean of Science, which included the Faculty's objection to the use of the CGPA method of computing results. Again, so persuasive (or politically powerful) was the Science submission that the Committee also the Minutes of the Meeting of the Committee noted the Committee's decision that

the draft minutes should be submitted to the Chairman, who after vetting them would pass them to Professor Parfitt for cross checking

The Zaharaddeen Committee submitted its interim report to the Senate at the latter's 85th Meeting (February 26, 1984). It explicitly recognised the advantages of the CUS while recognizing the increased administrative responsibility a university-wide system would entail. It noted that

there is nothing inherent in the Course Unit System which demands that a wide range of choice should be offered - though of course one at least of its benefits is lost if the range is small. A CUS in which there is little choice need not be very different in operation from the conventional degree programme containing some options. The deduction is that it should not be difficult to accommodate almost any kind of degree programme, from the closely channeled to the very diverse, under a common CUS umbrella.

The Committee went on to provide a list of common structural elements which it felt would be generally applicable, including the definition of a course, the coding system to be used, the role of external examiners, and so on. It also addressed such issues as the repetition of courses, and limitations in the choice of courses (for example when passing or at least taking one course was a pre-requisite to taking another). Finally, on the grounds that a CUS naturally lent itself to a pattern of biannual

examinations, it advocated the division of the academic year into two semesters.

The Senate approved the submission of the Zaharaddeen Committee, but directed it to work out further details. It stipulated, for example, that the CUS should not necessarily be applied in all courses offered by the University; that the minimum and maximum number of credit hours for which a student was to register should now be specified; that it should be made clear that there was going to be no need for resit examinations; that a mid-semester break should be provided for. The Committee reconvened a number of times, but it was not until May 27, 1985 that it presented its second report to the Senate incorporating its response to all the Senate's directives. It is this second report which provided the definitive guidelines to the introduction and operation of the first university-wide CUS in Bayero University.

The report began by stating that it would be in the best interest of the University to have a uniform system, especially in the light of the impending introduction of the four-year degree programme outlined in the NPE. To discourage slackness on the part of students there would be no resit examinations in the new system; the minimum number of years of study would be four, and six the maximum; and every course would be repeatable in the following semester provided it was offered by the faculty and the student could schedule his or her timetable accordingly.

Definitions of key concepts associated with the system were provided. The credit was defined as "one weekly contact hour or equivalent per semester," and a full-time student would be required to register for a minimum of 12 credits and a maximum of 13, with 15 being considered "normal" per semester. To qualify for the award of the University's Bachelor's degree, a student must obtain 120 credits, and to graduate it would be necessary to have undergone the General Studies program.

The academic year was formally divided into two semesters: the first was to operate from October to mid-February, with a mid-sessional break from mid-February to mid-March; the second semester was to run from mid-March to June; and the 'long vacation,' a fixed feature in the Nigerian educational calendar, was to run from July to September. A uniform coding system for the entire University

was also worked out by the Committee, each code containing three letters and four digits, Thus GEO 3013 was a Part III Geography course. The faculties and individual departments were directed to provide the proper codes for their existing programmes under the new framework. The Committee did not however adopt the earlier Faculty of Science nomenclature of 'Levels' in place of the 'Parts' redolent of the old system.

This second and final report of the Zaharaddeen Committee was submitted to the 103rd Meeting of the Senate (June 27, 1985), and was approved. However, the timetabling implications of the new system, especially as they affected Education students, were not fully debated in 1985; and this became a stumbling-block to the cooperation of the various units in the University when the system became fully operational in 1988.

Faculties and the Course Unit System

The approval of the Senate having been given, all faculties were asked to submit their converted programs to the ADC. The date for implementation was scheduled as the 1988-89 academic session, to tally with the introduction of the new four year degree structure outlined in the NPE.

FAIS was the first faculty to respond to this new directive, and it submitted a draft of its converted program to the Senate in April, 1986. Although terms like 'credit' appeared in the draft, on the whole the degree structure was couched in traditional language. Thus one section reads:

In the third and fourth years students are allowed to specialize in a single subject either as single honours or as combined honours. Students choosing the single honours option are required to take 30 credit hours in the single honours subject. Students choosing the single honours option with a subsidiary subject are required to register for 24 credits in the main subject and 6 credits in the subsidiary subject during the third and fourth years. Students choosing the combined honours option are required to take 12 credits each in two subjects and 6 credits in a subsidiary subject during the third and fourth years.

While all faculties provided a general structure of credit loads and distribution, in the Faculty of Education

this was done individually by the three constituent departments (Education, Library Science, Adult Education). In the Department of Education the total of credits required for graduation was 120, as in FAIS, but the distribution differed from that of FAIS even though 80% of Education students were combined honours students of FAIS. In the draft of its own converted program, which was submitted to the ADC in June 1987, the credit distribution for a degree in Education was specified as 50 credits in Education, 50 in the main teaching subject, and 20 in the Subsidiary teaching subject. The format for the distribution across the years was:

Main	Educatio n	Subsidiar y	Total	C/Total
Level 1	8	10	10	28
Level 2	10	10	12	32
Level 3	15	--	16	31
Level 4	15	--	14	29
Total	28	20	52	120

Up to this stage (1986), the decision as to which courses were 'core' and which 'elective' was very much one for the individual departments; there was no central curricular coordination to ensure harmonization of the core and the elective courses of the various faculties. There was therefore no general principle behind the allocation of *x credits* to courses. Moreover, many one-credit courses were created, either because decisions had not been taken with regard to their importance in the curriculum, or more often because no precise guidelines concerning the credit values of the various programs had been given by the Senate. It took a further two years - from 1986 to 1988 for the individual faculty and departmental programs to be developed and refined; but finally, during the 1988-89 graduation ceremony, the then Vice-Chancellor, Professor Dandatti Abdulkadir, announced the successful launching of the course unit and semester system at the beginning of that academic year. By this announcement a revolutionary concept in academic planning was formally ushered into Bayero University; and the University joined the ranks of institutions of higher learning which, globally distributed,

participate in the most advanced experiment in the transfer
of ideas that the world has yet seen.

Faculty Of Arts And Islamic Studies

Dr. P. J. Shea and Dr. M. S. Abdulkadir

Department of History, Bayero University Kano

Foundation

The faculty of Arts and Islamic Studies was the foundation Faculty when university level teaching began at the Old Airport Hotel Site in February 1964. The Faculty was then known as the Faculty of Arabic and Islamic Studies and it had four departments: Arabic, Islamic Studies, History, and Modern Languages. These same departments had earlier been teaching pre-university level courses (i.e. sixth form) at the College's first site, the School for Arabic Studies Kano, since 1960.

The Faculty was founded for both academic and political reasons. Academically speaking, Kano had long been a centre for Islamic legal studies, even for centuries before colonial rule, and formal classroom-type legal studies in Islamic Law had been established by the colonial government in Kano. Many of the first teachers at the Judicial School and the School for Arabic Studies in Kano had been Sudanese, and the first Provost of Abdullahi Bayero College, who was also the first Dean of the Faculty of Arabic and Islamic Studies, was Professor Abdallah El-Tayeb, a Sudanese. The tentative acceptance of European-style formal education in the far northern part of Nigeria had always been conditional on its acceptance of the primacy of Islamic studies in any academic schema. Kano had been the centre where the colonial power first established the Nassarawa schools under the official known as "Dan Hausa," and these schools, although organised by the British and presenting education suitable for their purposes had had to have a firm basis in Hausa, Arabic and Islamic Studies.

For centuries Kano has been the largest city in the West African Savanna and for almost as long it has been a centre of Islamic scholarship. The establishment in 1962, of the first modern university in Northern Nigeria, Ahmadu Bello University, in Samaru, Zaria, was welcomed by everyone who looked for the development of the Northern part of Nigeria. Nevertheless, for many it was an institution founded on Western-style technology, particularly with regard to the mundane skills of agriculture and animal

husbandry. Unlike the rural nature of Samaru, Kano City was not only the largest city in Northern Nigeria, but it was also the capital of the most populous and most densely populated province in the region, Kano. Economically, scholastically, and of course politically Kano could never be discounted in the affairs of the Northern Region, and it was decided that even though Ahmadu Bello University was located in the rural plains of Samaru, its own centre of Islamic and Linguistic Studies should be urban - and the most important metropolis in Northern Nigeria was clearly Kano. Thus the Faculty of Arabic and Islamic Studies of Ahmadu Bello University was established in the Abdullahi Bayero College in Kano in 1964.

The philosophy of the Faculty was, and still is the preservation, the development and the propagation of the culture, language and religion of the society in which we live, which is primarily Hausa and Islamic. With due regard for the larger world in which we live, which includes not only the other Northern states but Nigeria and Africa as a whole, and indeed all of human society, the Faculty seeks to provide a balanced educational and research centre dedicated to the development of society and each of its members.

Staff

As the Faculty is primarily concerned with teaching and research, its academic staff is its centerpiece. In its earliest days, the Faculty had a small but dedicated and excellent staff recruited by Ahmadu Bello University. The staff of the Faculty in those days were primarily Nigerian, Sudanese and British, and as the Faculty was the entire College the Library and the entire Administration all formed a family together with the academic and ancillary staff of the Faculty. Short-term requirements were met by shuttling students and staff between Zaria and Kano, but most staff were resident in Kano. The Faculty has grown considerably in the last thirty years, and now we are no longer a small family but rather a fair-sized community. Our present membership is approximately as follows:

Department		Administrat	Total
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	Academic	ive	
Arabic	15	7	22
Islamic Studies	16	6	22
History	13	5	18
Nigerian Languages	19	5	24
English & European Languages	20	7	27
Mass Communications	14	5	19
Dean's Office		7	7
TOTAL	97	42	139

The following prominent scholars have been the Deans of the Faculty :

Dr. Dahiru Yahya (present) (History)
 Dr. M.T.M. Minna (History)
 Professor Munzali Jibril (European Languages)
 Dr. Abubakar Balarabe (Arabic)
 Professor S. Zaharadeen (Islamic Studies)
 Prof M. K. M. Galadanci (Nigerian Languages)
 Professor El-Tayeb (Arabic & Islamic Studies)

Students

The Faculty started off with a very small and select student body, and the first graduating class in 1966 had only ten students, We now graduate hundreds of students every year, and our student body has become very diverse. Although a majority of the students are still from the Northern states of Nigeria, there is no state in Nigeria which does not send students to Nigeria, and we have had students from many countries, including China, Gambia, Germany, Cameroon, the United Kingdom, and many others. While the size of the student body varies considerably from year to year, we have now enrolled almost five thousand students. The degrees granted by the Faculty were Ahmadu Bello University degrees from 1965 (the year of the first graduates) through 1979 (when the Faculty graduated fifty three students). Since 1980 the Faculty has been awarding Bayero University degrees,

The first post-graduate degree awarded by the Faculty itself was in the very year that the university was elevated to the status of an independent university, 1975, and that degree was an M.A. in Islamic Studies. Since that time the Faculty has awarded the following post-graduate degrees:-

Department	M.A.	Ph.D
Arabic	29	6
Islamic Studies	70	9
Nigerian Languages	38	4
English & French	57	2
History	30	8

In recent years the numbers of enrolled and graduating post-graduate students has been increasing very dramatically.

Developments

The nucleus of the faculty was the Ahmadu Bello College, founded in 1960, and its primary function was to provide Advanced Level (i.e. sixth form) courses. The name of the College was changed to Abdullahi Bayero College in 1962 and the courses taught continued to be pre-degree courses. Even after the admission of undergraduate students in 1964, the Faculty continued to teach pre-degree students, sometimes known as preliminary students. The main purpose of this programme was to increase the number of well qualified students in this part of the country who would be suitable for undergraduate work. The preliminary programme continued to be an important part of the Faculty's task until 1977 when the School of General Studies was established. The Faculty however continued to provide lecturers for some of the pre-degree courses.

The Faculty has also offered a Diploma Programme in Arabic and Islamic Studies. This Diploma Programme included courses from other Departments as well (e.g. courses in History and English) and the successful candidates were eligible for absorption into the degree programme.

It seems that the various departments of the Faculty first got their autonomy from Ahmadu Bello University in 1966. The Departments of the Faculty at that time were Islamic Studies, History and Modern Languages.

In 1972 the Department of Modern Languages was broken into three separate departments: Arabic, Nigerian Languages and English and European Languages. The last department to be created in the Faculty was the Department of Mass Communications which was established in 1978 under the direction of Professor M.K.M. Galadanci, who was then the Dean of the Faculty. Since this time that Department has grown very rapidly and now has its own Diploma programme

From the very beginning the Faculty has taught post-graduate students and many of the staff of the Faculty have received their M.A.s and Ph.D.s in the Faculty. Initially, however, post-graduate work was by dissertation only and virtually all post-graduate candidates were members of staff. Since 1980 the Faculty has sponsored a strong post-graduate course programme which has produced many M.A.s and a significant number of Ph.D.s. Ph.D. work continues to be by dissertation but increasingly a course-work M.A. is the standard prerequisite.

The Faculty has taken a keen interest in staff developments and a majority of the lecturers in the Faculty have benefited from university-sponsored post-graduate work, and this continues to be a concern. Initially the Faculty depended on staff seconded from Ahmadu Bello University, and also a number of expatriates were recruited, initially mainly from the United Kingdom and the Republic of Sudan. Now the vast majority of the staff are well trained Nigerians from the Northern states of Nigeria. The high quality of our staff has meant that other governmental institutions have sought the benefit of their services, and the Faculty has provided many qualified intellectuals on secondment for national service to the various State and Federal governments and to parastatals. Many, both staff and graduated students, have been attracted elsewhere and the Faculty has been pleased by their performance in most sectors of the nation. Many former staff and students have gone on to be Vice-Chancellors, Governors, Commissioners, Directors and Directors-General and chief executive officers of many institutions. This is, of course, a continuous process and the Faculty remains committed to a continuous

programme of recruitment of promising personnel and to their advancement through advanced training.

Seminars and Conferences and Publications

As the foundation Faculty of the University, the Faculty of Arts and Islamic Studies has sponsored and hosted a vast array of different seminars, conferences, workshops, annual meetings and the like. In addition a number of journals have been sponsored including *Kano Studies*, *Dirassat Arabiyyah*, and others. Many Faculty meetings and conferences have resulted in important published works such as *Essays in Northern Nigerian Literature*, and *Studies in the History of Kano*.

Achievements

The Faculty of Arts and Islamic Studies can point with pride to the whole of Bayero University, Kano and say without reservation that it has pioneered and fostered the development of the university in its entirety. Nevertheless, the Faculty has not allowed itself to rest on its laurels, and we remain committed to the development of high-quality training and research. In order to do this a number of institutional innovations have been made in the Faculty and these include the various Faculty Committees, These include: Faculty Business Committee, Faculty Appointments and Promotion Committee, Faculty Postgraduate Studies Committee, Faculty Seminar and Publication Committee, Faculty General Students Admission Committee, Faculty Diploma & Admissions Committee, Faculty Registration Committee, Committee for Examination, Faculty Staff Common Room Committee, Faculty Guidance and Counselling Committee, Staff Welfare and Security Committee, Faculty Time-Table Committee, and the Faculty Parks and Gardens Committee.

The students of the Faculty are also encouraged to come together to promote the general aims of the Faculty and of the University. At the present time the Faculty has the following recognised student associations: Association of English Language and Literature, Bayero Literature Society, French Club, Hausa Dramatic Society (Kungiyar Wasan Kwaikwayo na Hausa), Kungiyar Hausa, Mass Communications Students Association (BUK Branch), Students' Historical Society of Nigeria (BUK Branch), The Press Club, and the Writers Drama Club. Both students and staff of the Faculty,

of course, have continued to be leaders in other university-wide organisations as well.

The Vice-Chancellor of Bayero University, Professor Sani Zahraddeen, is not only a former student of the Faculty, but he is a former Head of Department and a former Dean of the Faculty. His rise to preeminence and leadership is only symbolic of the many students of the Faculty who have similarly risen in their professions to positions where they have contributed immensely to the development of the nation. Our staff and students have already made enormous contributions to the progress of the nation and we will continue to make them, through our commitment to improving standards of teaching and research.

Appendix

Professor Krishna Rayan (Department of English and European Languages)

Date of birth: 19th May 1918
Nationality: Indian
Marital status: Married with two children
Address: 6 Om Shanti, 16th Road, Snat Cruz West,
Bombay 400 054 (India)

Academic Qualifications:

M.A. (English Language and Literature), University of Madras, 1938.
L.T. (degree in education), University of Madras, 1940.
Dip. T.E.F.L., University of London, 1965.

Professional experience:

1944-49: Assistant Professor of English, Presidency College, University of Madras.
1949-56: Lecturer in English, National Defence Academy, Poona.
1956-66: Reader in English, National Defence Academy, Poona
1966-70 Professor of English, University of Zambia, Lusaka
1971-81 Professor of English and Head of the Department of English and European Languages, Abdullahi Bayero College/Bayero University College/Bayero University, Kano, Nigeria.
1981 Retired.

Other positions held:

1967-70: Member of the Governing Council of the Ford Foundation Linguistic Survey of Eastern Africa.

1972-73 Dean of the Faculty of Arts and Islamic Studies, Abdullahi Bayero College, Kano.

Publications (Books):

Suggestion and Statement in Poetry, Athlone Press
(University of London), London, 1972.

Advanced English Comprehension, Evans Brothers, London, 1979
Text and Sub-Text, Edward Arnold, London, 1987.

The Burning Bushes, B.R.Publishing Co. Delhi 1988.

Sahitya, a Theory, Sterling Publishers, New Delhi, 1991.

Publications (Papers):

Several papers in learned journals over a period of years,
from the July 1965 issue of *The British Journal of
Aesthetics*, London, to the Autumn 1992 issue of *English* (the
Journal of the English Association, London).

Faculty Of Social And Management Sciences

Shehu Dalhatu

Department of Political Science, Bayero University
Kano

Introduction

The Faculty of Social and management Sciences was established in the 1975/76 academic session with Dr. John Paden as the pioneer Dean. The Faculty then was composed of two academic Departments (Political Science and Sociology). A year later (1976) the Department of Geography was transferred to the Faculty from FAIS and in September of the same year the Department of Economics was established. In 1977 the Department of Management Sciences was established.

The philosophy guiding the Faculty is that of offering functional education that is relevant to the immediate environment. The immediate environment being the political, social, commercial, agricultural hub of the nation, the Faculty's programmes, were designed to satisfy these aspirations.

Programmes Of Study

The Faculty runs several programmes at both Diploma, undergraduate and postgraduate levels. Among such programmes are Diploma in Public Administration (DPA), Advanced Diploma in Public Administration (ADPA). B.Sc. programmes in both Accounting, Business Administration, Economics, Geography, Political Science and Sociology. The postgraduate programmes of the faculty include Postgraduate Diploma in Management (PGDM), Masters in Business Administration (MBA) both full and part time, Masters in Banking and Finance (MBF) both full and part time, M.Sc. and Ph.D Land Resources, M.Sc and Ph.D Political Science, and M.Sc. and Ph.D Sociology. The Faculty has also introduced a Diploma programme in Social Policy and Administration and a Diploma in Crime Management, Prevention and Control which are both taking off in the 1993/94 academic session.

Staff/students Population

The Faculty has at present seventy- six academic staff and forty two Non-academic staff. Both in terms of programmes and students population, this faculty has been

growing through the years. While for example the faculty started with two hundred undergraduate students in the year of its inception (1975/76), the students population reached five hundred in the 1981/82 session and one thousand, two hundred and fifty in the 1989/90 session. In the 1992/93 session, the faculty students population stood at three thousand one hundred and sixty nine.

Equally of note is the expansion of the faculty's postgraduate programmes from none in the year of inception six in the 1992/93. Also the postgraduate students' population has been on the increase through the years. In fact the total number of registered postgraduates in the faculty is well over five hundred in the 1992/93 session.

Also while in the 1981/82 session, the faculty was able to graduate only one candidate at the postgraduate level -and one hundred and seventy two undergraduates, in the 1989/90 session, the faculty graduated Nineteen postgraduates, three hundred and thirty seven undergraduates and fifty three Diploma candidates. In the 1991/92 session, the faculty graduated two hundred and four postgraduates, two hundred and fifty one undergraduates and one hundred and twenty two Diploma graduates.

Faculty Administrators

The faculty had had the following as Deans since its inception in 1975/76 session.

Name	Department	Tenure
1. Dr. J. Paden	Political Science.	1975/76-1976/77
2. Dr. M. Abdullahi	Sociology	1977/78-1978/79
3. Dr. B. Mohammed	Political Sc.	1979/80
4. Dr. A.B. Ahmad	Economics	1980/81, left August 1981
		E. A. Olofin acted till December 10, 1981.
5. Dr. Y.R. Barongo	Political Science	1981/82-1983/84
6. Dr. I.A. Kiyawa	Economics	1984/85-1986/87

7. Dr. A.U. Jalingo	Political Sc.	1987/88-1988/89
8. Professor E.A. Olofin	Geography	1989/90-1992/93 Extended to March 1994.
9. Dr. E. Essiet	Geography	1994-

Academic Departments

The Faculty is composed of five (5) academic departments:-

1. Department of Economics
2. Department of Geography
3. Department of Political Science
4. Department of Sociology
5. Department of Management Sciences

Although the Faculty has five departments, it awards six degrees because the department of Management Sciences awards degrees in both Business Administration and in Accounting.

Department Of Economics

Year Of Inception Of The Department: The Department of Economics came into being in September 1975 under the Faculty of Social and Management Sciences (FSMS) when the institution became a University College. The Department commenced by running the undergraduate programme in Economics under rather difficult circumstances. There were neither sufficient lecture halls nor office space because then the three departments of the faculty were cramped in only four rooms lent by the Faculty of Islamic Studies. Two of such rooms were for the Dean and his clerical staff. This difficult situation was soon remedied by the completion of the multi-purpose Faculty of Social and Management Sciences block in April of 1977.

Staff Strength: At its inception, the Department of Economics had five teaching staff. In 1978/79 academic session when the Department graduated its first batch of students, the number of teaching staff had risen to ten. As at the end of 1992/93 session, the staff strength stood as follows:

(a) Teaching Staff	16
(b) Non-Teaching staff (SNR)	01
(c) Non-Teaching Staff (JR)	04
Total	21

Number Of Students Over The Years: The Department of Economics started in 1976 with 63 students at undergraduate level. Students enrolment has since then increased tremendously over the years. For example, for the 1980/81 academic session the total enrolment was 211. And as at the end of 1992/93 session, the number of students in the Department stood as follows:

1. B.Sc. Economics	277
2. M.Sc. Banking and Finance	143
3. Total	420

Development Over The Years And Achievements:

(a) Combined Honours Degree Programme. As pointed out earlier, the department graduated its first batch of students of the Single Honours degree programme at the end of 1978/79 academic session with a remarkable success. And with the introduction of Combined Honours degree programme in the 1979/80 session, the students wishing to combine Economics with any of the other courses of study in the Faculty are encouraged to do so.

(b) M. Sc. (Banking), M.Sc. Economics: The postgraduate programme (M.Sc. Economics) was introduced in the Department in the 1982/83 academic session, and a large number of students have benefitted from this programme.

(c) M.Sc. Banking and Finance: Realising that Kano State is a major financial and commercial centre in Nigeria, where for centuries merchants have flourished, accumulating capital in trade; where much capital is extensively being mobilized through widespread banking facilities in urban and rural areas; and where investment capital is steadily being channelled into small scale and medium-scale industries and agricultural project M.Sc (Banking and Finance) was introduced in the 1991/92 session to spread formal knowledge that is supportive and complimentary to the practical

experience of our financiers, bankers, merchants and industrialists. The programme is both on full-time and part-time basis. The first batch of full-time students were ready to graduate at the end of 1991/92 session, while the first batch of part-time students would graduate at the end-of the 1992/1993 session.

(d) Specialisation in B.Sc. Economics: Students of B.Sc. (Economics, Special Honours) can now specialise either in Agricultural Economics or industrial Economics.

Publications and Seminars

Due to acute shortage of textbooks and other materials in the field of Economics, the Department embarked upon the production of occasional papers whereby academic staff of the department are encouraged to produce high quality materials for the use of students. These materials are subsequently edited and put together as *Departmental Occasional Papers*, and published in a book form. So far, books so published by the Department include:

1. 'Topics on the Nigerian Economy'
2. 'Export Promotion as a Strategy for Industrialisation'
3. 'Perestroika and Glasnost' (A complete compilation of papers presented at a national conference organised by the Department in 1990).

Also, the Department recorded more responses on the Departmental Seminar Series, both from within and outside the Department. Papers were presented, and arrangements are in the making to get some of these papers published by the Department.

In conclusion, the Department of Economics is more than ever poised to face the challenges of our times by way of staff and facility development. The Department has continued to give effective academic leadership in the University and the community at large.

Department Of Geography

Year Of Inception Of The Department Of Geography: The Department of Geography started as a Unit of the Abdullahi Bayero College of Ahmadu Bello University in the 1972/73

session teaching A-level geography. The degree programme of the Department started in the 1973/74 session in the Faculty of Arts and Islamic Studies (FAIS). The Department was transferred to the Faculty of Social and Management Sciences (FSMS) in the 1976/77 session when the institution became a University College.

Number of Staff Present: The number of teaching staff increased from three in 1973/74 to fourteen in 1993/94 including a Professor promoted through the ranks. The present staff strength is 25 as follows:

- | | |
|------------------------------|----|
| 1. Teaching Staff | 14 |
| 2. Non-teaching senior staff | 5 |
| 3. Non-teaching staff (Jr) | 6 |

Number of Students Over the years: The degree programme commenced in 1973/74 with combined honours students from the Faculties of Education and Arts. The first set of single honours students were registered in 1975/76 session.

Over the years the number of registered students progressively increased and in 1992/93 we registered a total of eighty-eight students as follows:

Faculty of Social and Management Sciences:	20 single honours students,	4 combined honours
Science	22 single honours,	16 subsidiary
Education	16 B.A. (Ed)	10 B.Sc. (Ed)

In addition to this a postgraduate programme was started in 1982/83 session with 9 students and over the years the number of registered students has increased: in the 1992/93 session, eighteen students were registered for an M.Sc. either in Land Administration or in Land Development.

Development Over the Year: To cater for the interest of Science Students and B.Sc.(Ed) students we introduced many environmental science and applied science courses. This effort has paid off because we are now in a position to meet the challenges of the Federal Government's Science Expansion programme. We are proud to say that we presently register

more science students than the departments of Physics Mathematics and Chemistry.

The department has five science units including a Remote Sensing Laboratory, Computer Unit, Soil and Water Laboratory, Cartographic Room, and a Meteorological Station which is the most active in Kano and one of the best in the country.

Any Developments the Department is able to achieve:

The department effectively utilised research grants from the Ford Foundation and the United Nations. A book on Fuel Wood Supply in Kano State was published from the United Nations Rural Energy grant. Two books on Land Administration and Development in Northern Nigeria were published in addition to a report to the Ford Foundation on the Prospects and Problems of irrigation in Kano State.

Our postgraduate programme is popular and students are attracted from all over the country, so we are making substantial contribution towards the development of professional skills.

Department Of Management Sciences

Year Of Inception Of The Department: The department came into being in 1977 under the Faculty of Social and Management Sciences (FSMS). It started functioning as an academic unit by running two (2) undergraduate programmes: B.Sc. Business Administration and B.Sc. Accounting. From the inception to date only those two programmes are being run as "special honours." Therefore, unlike the other departments within the Faculty (SMS) combined honours degree is not offered.

Number Of Students Over The Years: After the department took off, 40 students were admitted for both Business Administration and Accounting. The enrolment number increased to 80, 223, 247 in 1978 and 1980 respectively. The total number of students at the end of 1992/93 session stood at 501.

Staff Strength: Due to attractiveness of Business and Accounting staff to financial and other Private establishments, the department has been facing a serious problems of staff turnover. This necessitated the need for

part time lecturers from outside. Currently, as at the end of 1992/93 academic session the department had the following number of permanent staff:

1. Teaching Staff	26
2. Non teaching senior staff	3
3. Non teaching Junior staff	4
4. Total number of staff	33

Development And Achievement Over The Years

(a) Postgraduate Diploma In Management (PGDM)

Post graduate diploma in management studies was introduced into the department in 1987. The main objective of the programme is to acquit participants with knowledge, skills, tools and techniques of management generally. And it is open to graduates of any recognised University with at least Third Class degree in any discipline other than Accounting, Business, Finance, Marketing and Personnel Management. The first enrolment in 1987/88 session stood at 4 students after which the enrolment number started rising. For the 1992/93 session a total number of 309 students were admitted, 180 for part time and 129 for full time.

To date, PGDM is the most competitive postgraduate programme in Bayero University and in addition yields a large amount of money to the department and the University in general.

(b) MBA Degree Programme

This is a rather recent development, because the programme came into being in 1990. It came much later than expected, and this was due to largely the problem of staff turnover and some other unavoidable hitches internally. Kano being one of the commercial nerve centres of the country, MBA programme got overwhelming acceptance from bankers, business executives, merchants and other top officials of government parastatals and ministries. The programme is divided into full time and part time. First batch of students were admitted in 1990/91 and the total number stood at 93, 52 for part time and 41 for full time. In 1991/92 session the number increased to 106 for both part time and full, time. At the end of 1992/93 session a total number of 114 students are expected to graduate.

(c) Seminars And Conferences: Staff members have participated in paper presentations in seminars and Conferences organised by the department. Some even presented at international level in the course of pursuing academic excellence. Some of the papers presented are the following:-

1. The Relationship between management Theories and practitioners.
2. The Institutional financing of small scale Business Enterprises – The Nigerian Example.
3. The Role of the centre for Management Development in improving management Education in Nigeria challenges ahead.
4. The Evolution and Assessment of Financial Regulations at Federal Government level since 1950s.
5. The Role of Quantitative Techniques in Modern Business Management – A challenge to Managers.
6. Wage Negotiation under Deregulated Economy Nigerian Experience.

Plans For Future Development: The department is determined to forge ahead in the academic service to the public. There is a plan underway to introduce Diploma in Accounting and M.Sc. Accounting. Arrangements have reached advanced stage for introducing the Diploma in Accounting. When finally introduced, the programmes are expected to get acceptance and flourish therefore, just like the other courses that are offered by the department.

Department Of Political Science

Year Of Inception: The Department of Political Science was established in 1975 as an extension of the Department of Political Science, Ahmadu Bello University, Zaria. The department attained independent status in the 1976/77 session. It is one of the pioneer departments (together with Sociology) in the Faculty.

Number Of Staff At Present: The department has at present 16 academic staff comprising of 1 Associate Professor, 3 Senior Lecturers, 5 Lecturers 1, 2 Lecturer II, 3 Assistant Lecturers, and 2 Graduate Assistants.

There are also 5 non-academic staff comprising, a Senior Executive Officer, Senior Typist, Typist, a Driver and a Messenger.

Number Of Students Over The Years: In the year of inception the department offered only undergraduate courses, the first set of students to graduate were 21 in number in 1978.

However, in the 1982/83 session, a Postgraduate programme for the award of M.Sc. and Ph.D in Political Science was established. The same year a two year Diploma Programme in Public Administration meant to serve the staff development needs of state and local governments in the catchment area was established with an intake of 30 candidates.

Responding to public demand, the Department established an Advanced Diploma Programme, ADPA in 1990.

From the year of inception - to date the Department has recorded a total enrolment of about 1,000 undergraduate students and 75 postgraduate students (including those enrolled in M.Sc and Ph.D). Our DPA programme also recorded a total enrolment of 1,000 students between 1982 and 1993 while 500 students enrolled in our ADPA programme between 1990 and 1993.

Development And Achievement Over The Years: The Department is proud to say that, its undergraduate courses are the most subscribed throughout the University. i.e. we have more students from within the Faculty and from sister Faculties such as FAIS, Education and Law offering our courses than any other department. The DPA & ADPA programmes are among the most popular programmes run by the University.

The Department is also proud to say that of the total number of sixteen (16) academic staff nine (9) are products of the Department. Seventy five percent of this number have acquired postgraduate degrees either from the Department or abroad. Our success in this area is based on the Department's policy vis-vis staff training and development.

The Department is equally proud to note the brilliant performance of its 1982 graduate by name TAJUDEEN ABDULLRAHIM who graduated with First Class Honours and later, became the first Rhodes Scholar from the whole of

Northern Nigeria. He is now an acclaimed African intellectual in Britain.

Department Of Sociology

Year Of Inception: The Department of Sociology started off as a separate academic department in 1976/77 session. However, it actually took off in the 1975/76 session as a pioneer department (together with Political Science) in the Faculty of Social and Management Sciences which began operation in 1975.

Number Of Staff At Present:

Academic Staff

The department has at present 13 academic staff comprising 3 senior lecturers, lecturer I, 3 lecturer II, 3 Assistant Lecturers.

Non-Academic Staff

There are 3 non-academic staff comprising a senior secretary a senior typist, a Driver and a messenger.

Number Of Students Over The Years

(i) Undergraduate

In 1975/76 approximately 100 students read Sociology. In 1976/77 when the department really took off as a separate unit in the faculty there were 49 students. 48 candidates graduated in 1977/78 session as the first set in the department. Except for large number of 1st year students (ranging from 200 to 400 students), the number of candidates graduating in the department remained stable between 30 to 50 each session.

(ii) Postgraduate

Postgraduate studies started in the 1980/81 session with the introduction of a 2 year M.Sc. programme. A decade later in the 1992/93 session a Ph.D programme was started. The Masters programme started off with 2 candidates who were members of staff in the department. The size of students since then has remained modest ranging between 5 to 12 candidates each year. As for the Ph.D programme the 1st set is made up of 3 candidates 2 of whom are members of staff in the department. For both the Postgraduate and undergraduate

programmes the department emphasizes developmental studies and social change. Other areas of departmental interest include: Complex Organisations, Urbanisation, Political Sociology, Demographic Studies and military sociology.

The department is about to commence admitting students in to the Diploma in Social Policy and Administration, and Diploma in Management and Crime Control. With this development the department is now providing all the range of academic services normally expected of a Department of its age and expertise.

Development And Achievements Over The Years: When the Department started off it relied heavily on foreign Expatriate Staff - and continued that way until the second half of the 1980s. Today all the staff in the Department are indigenous comprising largely of former students of the department. The Department is certainly one of the most stable in the university in terms of staff strength and ability to run its undergraduate and postgraduate programmes. Owing to socio-economic as well as political situation in the country the number of research and seminar activities undertaken and organised by staff of the Department have in the recent years declined. It is hoped that the situation will be restored fully and even expanded especially in view of the growing Postgraduate programmes.

When the Diploma programmes do take off it is to be hoped that the Department will be able to develop research activities which will greatly enhance the academic position of the staff.

Achievements Of The Faculty

The Faculty has delivered the First and only Professorial inaugural lecture in the university. It has also contributed to the University public lectures. Its members have been accorded bot national and international recognition in Academic and political matters. For example the University System gained quite substantially from Dr. A. M. Jega's Leadership of Academic Staff of Nigerian Universities Union (ASUU).

**Faculty of Education: An Educational Manpower Factory
In The Far Northern States¹**

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Introduction

The business of self-regeneration and social, economic, political and cultural reproduction in any society requires the establishment of official mechanisms and channels of socialisation. Education is one such institutional mechanism for the society's reproduction and self regeneration (Apple: 1982, Bourdieu: 1977). In the trade-off of values and norms that is the chief business of schools, for example, and of education as an institution in general, a number of specific tasks are designed and discharged accordingly by the educational structure. These range from crude activities of reproduction in the classrooms to hidden influences (Harris: 1979, Apple: 1986), production of knowledge (Dreeben: 1976, Fardon: 1985, Dale: 1981, Bloor: 1976), to administration and manpower production. The latter is an educational activity which is largely carried out by specialised institutions such as Teacher Training Colleges, Colleges of Education, Institutes of Education, and Faculties of Education in the Universities.

**Faculties Of Education As Academic And
Specialist Units**

Faculties of Education in the Universities are interestingly different, in many, senses, from the various units and institutions of the educational structure, even in the manner and form of their activities. A Faculty is basically a specialised sub-autonomous unit of scholars united by the pursuance of truth in the same, or a similar or closely allied academic discipline working within the universal categories of the production and dissemination of knowledge. Faculties of Education in the Universities

⁴. We are grateful to the following colleagues for their helpful criticisms of the initial draft of the paper which formed the basis for this chapter: Mansur Malumfashi, A. M. Abdullahi, Dr. T. Adedoja, Dr. M. Ajibero, Dr. S. Sufi and Dr. G. D. Azare.

therefore stand like towers in their activities of educational manpower production. They do not only exercise Faculty members and students in the dynamics of teacher training and general educational manpower production, but like all other specialised units of the University, they produce and generate new knowledge through teaching and research. Unlike Teacher Training Colleges or Colleges of Education, for example, a Faculty of Education backs up the production of educational manpower with sophisticated theoretical frameworks and conducts researches in various aspects of education and society with a view to regenerating the whole system accordingly. As full-scale academic units of the university system, Faculties of Education therefore engage themselves 'consistently' in the production of both educational personnel and ideas towards, at all times, improving the society's educational structure. Such an exercise is more of the rule than an exception.

But in discharging these obligations, a Faculty of Education equally differs from other Faculties in the University: it combines intellectual activity with educational practice. The Faculty Education Bayero University, therefore, is to be seen and assessed in the light of these broad terms of reference: role of the university in the society, as articulated by for example Junaidu (1971). The theoretical framework for the present discussion is as such centred around the concept *education-in-society*: a marriage between the gown and the town, whereby the university and its faculties function not only within the society but in and with the society.

Establishment Of The Faculty

The Faculty of Education (Bayero University Kano) was established to basically produce educational manpower especially for post-primary, and post-secondary institutions of (especially) the University's catchment area. It is intended that by means of its leading undergraduate (as well as pre-degree and postgraduate) courses, graduates of the Faculty will be teachers, educational administrators and planners and policy makers, "with a level of university education equivalent in all respects to honours in any academic subject." So the programmes run by the Faculty are as academic as every other course offered by other academic units of the University. In addition, the Faculty's

programmes have an added dimension: they are tailored to produce professionals, equivalent in every regard to all other trained professionals.

It is also thought that the Faculty of Education as an academic centre will produce new and fresh ideas for recouping lost grounds in educational theory and practice. It is one of the noble ideals behind the setting up of the Faculty that its scholars and students will meaningfully contribute towards the resolution of vexing problems in the educational sector of particularly the University's catchment areas. It is intended that scholarly research will be conducted and programmes designed to lend a helping hand to the energizing and re-energizing of the educational system. So, in essence, the Faculty's objectives are a subset of the general objectives and specific purposes for the establishment of Bayero University as "the symbol of the spirit of the community, the guardian of its morals, and the formulator of its hopes and aspirations."

The Faculty of Education was the second to be established in the University, the first being the Faculty of Arts and Arabic Studies - a unit of the Ahmadu Bello University. Although 'Education' (as an academic discipline) was offered at the undergraduate level in the pioneer Faculty of Arts and Arabic Studies of the Abdullahi Bayero College, it was not until 1975 that the Faculty of Education was established. But what was to become the present Faculty of Education can be traced to its actual foundation in October 1969, when it started as a sub-department of the Faculty of Education, Ahmadu Bello University, Zaria. The Bayero University's *Calendar of Events* recorded that, "the sub-department was declared a full and separate Department of Education in October, 1974, and accorded Faculty status in October, 1975" (1977: 84). Both the Faculty and the Department were started by an educationist from the University of Wales, Cardiff, Professor Taylor. The Faculty of Education thus took off from a one dominant Department of Education until two new departments were added in the 1977/78 academic session.

These new Departments were: Department of Adult Education and Community Services, and the Department of Library Science. The Library Science Department, which came into being in 1977, is "the third Library School in Nigeria." Its roots might be traced to the *Sharr Report on*

the Library Needs of Northern Nigeria, 1963. Another Department, Physical and Health Education, came into existence in 1988 under the Head-ship of Dr. T. Adedoja.

There was equally established, but in the early 1980s, an 'Audio-Visual Aids Centre,' which is expected to blossom into an Educational Technology Centre. The Centre was established in order to facilitate, as part of the teacher education package, the effective use of modern instructional aids as well as the production of basic teaching materials. It is also thought that the Centre will offer the students the practical opportunity to learn the basic techniques and processes of using audiovisual teaching aids in the course of lesson delivery. A new Special Education Unit is being presently put in place. The Special Education Unit when fully operational is designed to promote its discipline in similar fashion as the Centre. There is also existing a Faculty Library which ideally is supposed to stock materials relevant to the tasks and businesses of the various units and Departments of the Faculty.

Another important wing of the Faculty is an outfit that is to serve as the fore-runner of an Institute of Education: the Affiliated Colleges Unit. This Unit is headed by a Coordinator assisted by a Deputy Coordinator. The chief task of this office is to liaise with all affiliated Colleges of Education or higher institutions with related courses and to coordinate the Nigerian Certificate of Education (NCE) or Diploma courses they offer. The Unit also arranges for the moderation of such courses, teaching practice, and examinations for the award of the NCE or Diploma by the Bayero University Senate.

Administering The Faculty

While the former two special units (Educational Technology Centre, and Special Education Unit) are parts of the Department of Education, and are each administered by a committee of experts. The whole Faculty is administered by a Dean who is elected by popular mandate by the Faculty Board of Education. Those who have served as Deans of the Faculty at different times include Professor Taylor, Dr. M. Maqsd, Dr. A. Eshak, Dr. G. T. Yusuf, Dr. M. Y. Bichi and Dr. T. A. Adedoja. The Dean is assisted by a Deputy Dean and a Sub-Dean (also presently elected). Each Department is administered by a Head of Department who used to be

appointed by the Vice-Chancellor, but is now elected by members of the academic staff of the Department. This democratic concession is one of the many terms of the ASUU-Federal Government September 1992 agreement. All Faculty officers and the Heads of Departments serve a term of two years each, but there is provision for a second term in each respectively.

The Committee system is fully utilised in running the affairs of the Faculty. Different tasks are assigned to different specialised and non-specialised committees. A number of Committees are appointed or elected by the Faculty Board of Education. The Board itself comprises all teaching staff of the various units and Departments in the Faculty and representatives of other Faculties within the University, the University Librarian or his representative, the Director-General Kano State Ministry of Education or his representative, and representative Colleges affiliated to the Faculty.

Initial Courses

Unlike the mother Department of Education, the other Departments offer and conduct sub-degree courses leading to the award of Diplomas and Certificates. For instance the Department of Adult Education and Community Services, offers Certificate courses such as the 'Certificate of Supervision and Inspection' (CISI), the Certificate in Educational Planning and Administration (CEPA), as well as basic office skills such as typing and shorthand. There is also offered an 'English for Business' Certificate course.

The former two courses were, however, designed with a view to promoting the administrative and inspection skills and delivery of local education administrators and inspectors. The latter was designed for members of Kano's flourishing business community, who may be unlettered in the Western sense. Such a programme contributed a lot to the enhancement of their potentials, business talents as well as affording them the opportunity for better and modern business contacts and management. However it has ceased to operate since the early 80s.

Academic Programmes

Initially the Faculty, as a one-department affair, started offering three main courses of study: the Degrees of

Bachelor of Arts (Education), Bachelor of Science (Education), and Bachelor of Education (B.Ed). The B.Ed programme was phased out in 1988. While the first two courses are designed as honours degree programme with full academic dossiers and some professional touch, the latter was more professional with some academic dosage. It was mainly designed with the professional teacher in view, and was patronised mainly by NCE specialist teachers. All these were available in the Department of Education. An undergraduate programme leading to a Graduate Certificate of Education also exists in the Department of Education. This course is specifically designed and offered for students in other faculties offering Education as a subsidiary subject of study up to the 400 Levels.

There is offered in the Department of Adult Education and Community Services, the following programmes: a two-year Diploma in Educational Management, and a B.Ed Adult Education (three to four years). The Library Science Department runs the following courses: a two-year Diploma in Library Science (for public libraries middle-level staff), B.A.(LS) or B.Sc.(LS). The Physical and Health Education Department runs a B.Sc.(Ed.) programme of three to four years' duration. All these are at the sub-degree and undergraduate levels.

The Faculty also offers some postgraduate courses at the Master's and Doctorate degrees level in its Departments of Education while the Library Science Department now offers a Master's Degree course as well. In fact, the latter is seriously contemplating the introduction of its maiden Doctorate Programme.

Various programmes are being proposed by various units and Departments of the Faculty. For example, the Department of Education has designed and lined up the following academic expansion programmes, to be implemented when the necessary modalities, including staffing and facilities are successfully sorted out. These are the restoration of the B.Ed. degree, but this time round as a part-time programme; a B.Ed (Guidance and Counselling); a B.Ed (Primary Education), and a Post Graduate Diploma in Guidance and Counseling all of which are also awaiting implementation. Diploma courses in Remedial and Rehabilitation Education, as well as Guidance and Counselling, are also being planned for. On its part, the Department of Physical and Health

Education plans a two-year Diploma programme in Physical and Health Education.

International Linkages⁵

Universities are, by definition, international, in character and form: their various faculties comprise scholars from all over the world; their basic activities of intellectual production (the pursuit of the search for the truth in their respective disciplines), teaching and research, are guided by certain international scholarship "norms and standards" (Toyo, 1993), and that is so because "knowledge is universal" (Junaidu, 1971). The Faculty of Education, following this tradition, has at various times established some deliberate international links with various universities abroad. Such links started in the mid-1970s with the University of Wales (Cardiff) - the base of the founding Dean of the Faculty. The link was basically one of staff development for the then young Faculty. The Faculty (or more appropriately, the Department of Education) used to send its then up-coming crop of academics (usually Assistant Lecturers), for training in Cardiff. The pay-off of that linkage programme (which was phased out in 1982) was the production of at least six Ph.D.s for the Department/Faculty. Some of the beneficiaries of that scheme included two past Deans of the Faculty, a current Head of Department with the Faculty, a Director of one of the Units of this university, and a Federal Director of Education, among others.

Another international linkage programme was the one between the Faculty and the University of West Virginia, United States of America, 1986-89. As in the case of the pioneer international linkage programme, this one too included staff development in the area of Curriculum Studies and Instruction. Three members of the academic staff were sent to West Virginia to pursue the higher degree of Doctor of Education (Ed.D). But more than the Cardiff connection, this one also included exchange of staff between the two universities for purposes of teaching and research. Four academics from West Virginia came to the Faculty on a short-

⁵. We thank Malam Mansur Malumfashi for observing that we missed out this important aspect in the Faculty's development.

term basis to conduct research in various aspects of education in Nigeria. They also taught some courses at both the undergraduate and post-graduate levels. Similarly three academic staff from this Faculty visited West Virginia as Visiting Professors: they conducted some research and taught some courses at various levels, and attended some post-doctoral courses at the West Virginia University. The last of the beneficiaries of this linkage programme (a member of staff of the Adult Education Department) is about now winding up his thesis for the degree of Doctor of Education (University of West Virginia).

In addition to the staff development and exchange of staff for teaching and research purposes, a large consignment of micro-fiche materials were donated to the Faculty by the University of West Virginia. It is lamentable that, these have not been put to use because the micro-fiche readers, also donated by the same university, could not be transported to Kano - and are still there in West Virginia awaiting delivery.

The Department of Library Science also established a linkage programme with the University of Wales, Aberystwyth in which academic staff were sent to assist the Department in teaching and research. A member of staff of the Department was also sent to Aberystwyth for a short-term course. The Library Science Department equally benefited from some British Council short-term scholarship schemes under which two more members of staff were sponsored for some professional refresher courses in various places in Britain.

Staffing Situation

At the establishment of the Faculty, all members of staff, like all others in the College/University, were ABU employees. The members of the teaching staff promote their disciplines through teaching and research in their respective areas of specialisation. The highest number of staff on the ground by any of the Departments in the University has never exceeded twenty two at any single time. This is notwithstanding the fact that the Faculty of Education has at all times been either the largest or the second largest in terms of student intake.

The shortfall of staff strength has always been a source of irritation to the Faculty. In fact, the Department

of Library Science started with staff who were usually borrowed from ABU Zaria to teach on part time basis. It was not until 1978 that the Department became fully operational under Professor Moid. At present the Department enrolls 364 students with only eleven teaching staff. The acute staffing problem is more pronounced in the Adult Education Department, where well over 200 students are currently enrolled but with only six members of staff on the ground. A similar story obtains in the youngest Department, Physical and Health Education, where student intake rose from 31 in 1989/90 academic year to 311 in the 1992/93 academic year. The current staff strength of the Department of Physical and Health Education stands at seven, including two Graduate Assistants who are products of the Department. The Department of Education presently has more than 1000 students on its rolls, with only twenty two academics to cater to them.

Output And Turn-over

From its inception to date, the Faculty of Education has successfully turned out a very huge number of educational personnel who have been working in the educational sector of especially the far Northern Nigerian states. In addition the Faculty, as an international centre of learning, has trained a sizeable number of foreign students from various countries in Africa and Asia. The Department of Library Science for example, has turned out more than 1,500 students, some of whom now dominate the teaching staff of the Department. The Department of Physical and Health Education on its part has trained twenty nine students who are now working in the education and sports sectors of Nigeria, especially the Far Northern States. On a particularly promising note, two of the pioneer graduates of this Department are now employed as Graduate Assistants in the Department.

The Department of Education boasts of having trained 5,144 educational personnel from its inception to date. One can proudly suggest that most Ministries of Education in the far Northern states are being manned at the professional level by products of this Department. The Department of Education has equally trained the majority of graduate teachers of most post-secondary schools in the far North, including Principals and school heads, educational

administrators and more. In addition to the mass of teachers usually produced by the Education Department, it has also produced 214 M.Ed holders and five Doctorates. In fact more than fifteen members of the current academic staff are products of the undergraduate and postgraduate programmes of the Department.

The story of turnover is also evident in the Department of Adult Education and Community Services. It has turned out to date some 2,664 students in its seventeen years' history. In addition to student turnover, the Faculty of Education has also successfully produced hundreds of items of research on various aspects of education and society. These have, in some cases, been effectively put to use by various governments. Some examples of the beneficiaries of such research efforts are the Kano, Jigawa, Kaduna, Katsina, Kaduna, Niger, and Bauchi States.

The Faculty of Education has also produced volumes of research based and theoretical works in the form of Faculty Publications. These include *Journal of Education in Africa*. Started in 1978, the journal had a long slumber but was revived very recently. The efforts of the current Faculty leadership are commendable in this regard. *Readings in Education for All* (1991), and *Issues in Nigerian Education: Volumes One and Two* (1992) are further publications produced by the Faculty. There are, in addition, numerous journal articles, texts, scholarly books, and technical reports by different individual members of the Faculty. There is also published by the Library Science Students' Association, a *Journal of Library and Information Science*.

The Faculty has also organised and hosted a number of workshops and conferences, chief among which are: 'National Seminar on the Implementation of the 6-3-3-4 system of education' (1987), and 'National Conference on Education For All by the Year 2000' (1991). This is commendable, especially at a time of economic squeeze and low morale in the whole university system in the country at large. The question of the economic takes us into certain being faced by the university system, and in particular by the Faculty of Education, Bayero University, Kano.

Taking A Close Look At The Faculty

In our view, two core problems serve to hinder the progress of the Faculty. These may be summed up as:

ideological (town-and-gown relationships) and *operational* problems, all of which may be reduced to the problems of acute under-funding. While the former is centred around a critique of the role of education vis-a-vis its fundamental objectives, i.e. its role in the society apart from the production of manpower, the latter problems are variously manifested in lack of facilities and the negative outcome occasioned by that.

Operational/Funding Problems ***Library Facilities***

The Faculty of Education, like all other units of the University, faces the problems of acute shortage of funds. Owing to this, a number of problems come to the surface. For example, new teaching and research facilities are absent. New editions of specialised textbooks and learned journals are more of a dream for the staff and students of this Faculty than a reality. If one takes away the four main Faculty publications the Faculty Library, which used to be well stocked with different publications (often current materials in various disciplines), is now the ghost of its former self. The staff and students, because of that problem, are hardly up-to-date with developments in their respective fields of study, except perhaps through their own personal initiatives. The result of this is that staff and students remain many years behind their colleagues at the international level. This is not healthy if the ideas of the universality of knowledge are to be promoted. This, in our view, does not augur well for scholarship in a world that is fast changing, and where correspondingly new knowledge is progressively being produced. Equally disturbing is that the international nature of intellectual work is not promoted by such a short-fall. The result is that staff and students inevitably remain many years behind their international colleagues.

Funding and Infrastructure

Physical facilities, including buildings and conveniences, cannot be adequately maintained due to shortage of funds. The provision of large lecture theatres appropriate to the number of students taking various courses in the Faculty cooling devices, lighting and the like need to be better. The state of Faculty vehicles and the

provision for their maintenance leave much to desired. All these are things which require effective funding - a problem which is endemic in the whole university system - and indeed the whole higher education sector - in Nigeria. The amount of money granted for use by the Dean's Office to manage the affairs of the Faculty in the 1992/93 academic year, for example, amounts to no more than half a Graduate Assistant's annual pay package. The costs of such gross under-funding are, to say the least, incalculable. The teeming constraints on teaching and research efforts in a faculty full of vibrant, energetic and promising young intellectuals are better imagined.

Expanding the Faculty

The dominating Department in the Faculty, namely the Department of Education, is just too big to continue as a single Department. The outmoded system of a single Department of Education does not marry realities of the educational structure in the larger society. The Department of Education is big enough to be split into at least two new departments: 'Teacher Education' and 'Educational Management,' for example. Taking such a step will not only respond to the demands for more specialist educational administrators, planners, and classroom teachers, it will also allow better opportunities for specialisation and research in these two important aspects of education. Such a step would mean greater chances for specialisation and therefore better contributions towards unearthing educational problems in the society and the discovery of solutions. The present practice of one Super-department of Education is too cumbersome to allow for innovation, challenges, and specialisation in the more than ten disciplines taught by the Department. In the present circumstances evolved at the time of the second National development Plan which envisaged the dire need for post-primary school teachers, members of staff get pre-occupied with teaching (even outside their specialisations) rather than both teaching and research. The society's educational needs have now extended beyond the supply of teachers. There is a need for even more and better skilled administrators and planners, as well as other varieties of education workers, for example more librarians. It is important that

we make a break and respond to the additional needs of the larger society.

Equally demanding attention is the question of new units such as a sub-autonomous *Educational Technology Centre*, within the Faculty, and an *Institute of Education* as opposed to an Affiliated Colleges Unit. A sub-autonomous Educational Technology Centre is relevant since a number of benefits can be reaped by this arrangement: it could provide training facilities in 'media and methods,' educational technology and make possible the production of teaching aids. The Centre's services might also be commercialized in such a way that some funds might be generated at least for its own maintenance. The latter's relevance cannot be over-emphasised at a time when 'Thatchrite' (economic and educational) policies are strangulating higher education of essential funding.

An Institute of Education could allow for more interaction with educationists in the field, so that it provides an avenue for the town-gown cooperation. Practical issues and the production of appropriate educational materials for our primary and post-primary schools, as well as services such as distance learning for serving teachers, 'sandwich programmes,' and many more, are relatively easily handled by an Institute of Education. The challenges of co-ordinating the affairs of affiliated colleges in themselves constitute a full-time job, contrary to the present practice whereby the co-ordinators double as teachers (as in every other academic context in the university).

Equally enticing is the idea of setting up a full-scale 'Science Education Department' or at least a Centre. The present informal arrangement whereby a 'unit' for Science Education operates at skeletal level under the auspices of the Department of Education neither agrees with, nor promotes national educational priorities. For a very rapidly changing society, one clamouring for development, the relevance of such a Department with its own academic programmes, budget, staffing, and necessary infrastructure is very apparent.

Expanding Academic Programmes

The urgent need for the Faculty to expand and move with the changing tide in the society also includes the expansion of its academic programmes. For example,

specialised courses such as 'Postgraduate Certificate in Education' for post-primary school teachers who do not hold a teaching qualification is long over-due. This is even more crucial at a time when the movement for the professionalisation of teaching is gaining much currency. Likewise, the 'English for Business' course which used to be offered by the Department of Adult Education needs to be revived, if only in the interests of re-establishing better links with the local community. Sandwich courses, distant learning programmes, workshops for education practitioners, part-time B.Ed programmes (conceived in the 1980s), undergraduate courses in Science Education, degree programmes in 'Special Education,' 'Guidance and Counseling,' 'Educational Management,' 'Tests and Measurement,' are some of the specialisation courses which will further make the Faculty's offerings responsive to the realities of the educational structure in the society.

Town and Gown

There is for the most part, a disjunction between the (university) Faculty and the immediate community. The closest contribution the scholarly community makes as input into its host community is nothing but educational manpower production. That, for us, is not sufficient. There is, for example, no deliberate arrangement where the Faculty can link up with the very large community of scholars in the university's immediate background environment so that there is no research collaboration, and no forum to exchange ideas and to learn from each other. Such facts, to our mind do not speak well of a Faculty of Education and indeed the university as whole. Even more regrettable is the seeming absence of any deliberate input of ideas for the rejuvenation of the educational sector in the immediate community. The need for such an input has never been more pronounced due to the state of education in the country generally and the local community in particular. Educational administrators, planners and policy makers are left to their own devices. The only official channel of communication which used to exist - the Faculty-Ministry of Education Committee - is no longer functional. Even when it did to operate, the Committee never got beyond unproductive boardroom meetings. As a result, the outcomes of relevant research on various aspects of the education system left to

gather dust on library shelves, largely unknown to those who matter most. True, the anti-research, anti-theory attitude among education officials is not encouraging either. But the issue is: clearly that the Faculty is yet to fashion a deliberate scholarly linkage programme with the local community.

Some Suggestions for Improvements⁶

Although some of the steps that need to be taken in an attempt to address the issues raised in this paper have been implied in the critique, many things can be done, so the picture is not entirely bleak. The following are just some of the steps we would like to recommend (for immediate attention):

1. Re-introduction of community-based academic programmes such as *English for Business*. This will lend support to commercial activities and assist the teeming and promising but largely unlettered (in the Western sense) business community in the University's immediate community. The programme, we understand, was phased out on the grounds that it did not meet NUC standards. Nothing in our view stops the Department of Adult Education and Community Services, in conjunction with the University Consultancy Services Unit, from taking steps to resurrect the program and improve its content to ensure conformity with whatever standards are expected of such a programme. Further, the fact that the programme itself addresses a vital need is enough to give it administrative legitimacy with regard to the mission of a university to its community.

2. Collaboration with the local *Ulama* (and these are readily available) in terms of research workshops, seminars, and even teaching is one way of addressing a number of the problems raised earlier. The vast experiences of leading *Ulama* like Sheikh Salga and the famous Madabawa Malams, Sheikh Kabara, Isa Waziri, Lawan Kalawari and a host of others, are worth sharing and learning from. Each has a 'unique' set of strategies of teacher training for the society which have been for many generations successful but

⁶. We acknowledge Dr. Abdalla Uba Adamu's suggestion that we need to make some explicit recommendations since the implicit suggestions contained in this chapter may not be obvious to all readers.

which are largely ignored in the present dispensation and are hardly researched. Also of interest to the Faculty (and the University) are the novel methods of individualised teaching largely in use among this local community of scholars. The humourous Malam Lawan Kalarawi's methodology of teaching and research are at least worthy of study. Contained in all these issues in teaching and research among the local Ulama, are philosophical, psychological, and methodological approaches of relevance to modern teacher education programmes.

3. Setting up of a *Faculty Forum*. The forum should comprise representatives from each Department in the Faculty, the local community, Federal Ministry of Education, Ministries of Education from the University's catchment areas, and Local Education Authorities. Others to be represented should include all organised groups in the university's immediate community whose main preoccupation is education: Parents-Teachers' Associations in the immediate community, teachers' unions, ANCOPSS, affiliated Colleges of Education, PSMB, the Science Secondary Schools Board, the Agency for Mass Education, etc.

When established, the forum should assist the faculty in drawing up a programme of action in terms of sharing of ideas (merger of theory and practice), research collaboration, and proposing areas requiring the input of the expert knowledge available to the Faculty. The Faculty's academic production may, through the forum, also be made available for the consumption of those for whom they may be most relevant, especially those in the field (education administrators, planners, policy makers, teachers, etc). This will reverse the current trend and practice whereby good pieces of research are left to gather dust on "library shelves" their contents unknown to any one outside the University. In this way the Faculty, in its dual role as a full-fledged academic and professional unit, will then be able to sufficiently move with the society, plan with the people, learn from them, and by so doing marry itself to the community.

Conclusion

In its history, spanning about two decades now, the Faculty of Education has produced thousands of teachers, librarians, education practitioners, etc. But it is

difficult in our view for the Faculty (indeed the University system in the country as a whole) to satisfactorily claim any success in terms of any *deliberate* linkage with the local community: there are as of now no avenues for sharing ideas with members of the local community's scholarship community, no deliberate channels for making the education officials of the immediate community aware of many specialised research and the benefits this may bring to the society. The seat (on the Education Faculty Board) that used to be reserved for a representative of the local community no longer exists. Hardly any provision exists for a forum in which there might be conducted discussions, dialogues, debates and exchange of ideas, experiences and educational theories between the many promising scholars in the Faculty and educational practitioners such as seasoned education administrators, teachers, educational planners, inspectors and supervisors, policy makers, etc.

The expansion of both specialised and academic units/departments does not, in our view, consolidate the Faculty's engagement with the larger society and with the rapid changes in its various structures. The need for specialised and skilled educational manpower in the areas of, for example, 'Special Education', 'Guidance and Counseling', 'Nursery Education', 'Education Extension Services', 'Educational Management', and more, has never been greater. But there is no corresponding expansion in the Faculty's programmes to support the demands for such specialists in the larger society. These gaps between the apparent demands of the economic, social, political, and educational structures of the society, indicate an apparent failure to marry the Faculty to the expanding educational needs of the very society that sustains it. The gown (indeed the University in general) faces in a different direction from the one being faced by the town. A meeting point between the two is necessary if the Faculty is to really 'educate'.

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Faculty Of Law

Ali Ahmed, N. A. Ahmad and B. A. Haruna

Faculty of Law, Bayero University Kano

The Philosophy of the Faculty

The Faculty of Law, Bayero University, Kano was established in the year 1977. The Faculty runs an academic training programme in the discipline of law leading to the award of degree of Bachelor of Laws (LL.B.). The programme contains an integrated curriculum specially designed to impart to students a sound grounding in Islamic Law, statutory Law and the English common Law, which are concurrently applicable in the country. This integrated approach, which seeks to ensure a comprehensive study of a plural legal system and in a comparative manner, has purely and deliberately been adopted to enable students to deal with legal problems realistically and to be in harmony with the culture and needs of the society in which they live. Law Deans have been Al-sid (77-85) , Khan (85-89) and Yadudu (89-94).

Development of the Faculty

Initially, the programme was designed to run for three years (the first and only batch under this programme graduated in 1981). Owing to the heavy demands of the combined and comparative approach adopted, which in essence means that the graduates end up earning two degrees in Islamic Law and Common Law respectively, the duration of the programme was extended to run for four years. With the introduction of the four-year degree structure for all undergraduate programmes, it was further extended to run for five years.

Structurally, at its inception, the Faculty's administrative offices were allocated in the former SMS building (Old Site), and it shared classes with the Faculties of Education, Arts & Islamic Studies, and Social & Management Sciences. In 1984, the Faculty moved to the New Site and occupied part of the present FAIS building. It remained there up to 1988 when it was moved back to the Old Site and occupied the whole of the former FAIS building. With this development, the Faculty has its own separate and detached building.

From the beginning, the Faculty was administered as a single unit. However, in 1987 three departments were created, namely the Department of Islamic Law; the Department of Public Law; and the Department of Private and Commercial Law.

Strength of Staff and Students

The Faculty of Law has more than twenty qualified and dedicated lecturers comprising Readers, Senior Lecturers and lecturers; while the number of students had risen astronomically to 500 by the 1992/93 academic session.

Facilities

(a) *Law Library:* The Faculty is one of the few Faculties of Law in the country privileged to have a separate Law Library. The Law Library is rich and needs to be in the light of its immense importance to Law students and lecturers. It has a collection of well over eight thousand volumes, made up of textbooks, statutes, serials and up-to-date law reports.

(b) *Court Room:* The Faculty has a well furnished court-room with judges' chambers. In it, regular moot and mock court trials are conducted.

Recognition

The programme of the Faculty has since July 1980 enjoyed the recognition of the Council of Legal Education, the professional accrediting body for all Faculties of Law in the country.

Graduates of the Faculty

Since the commencement of the programme the graduates of the faculty have been performing creditably at the Nigerian Law School, Lagos.

Moreover, in a period of little over ten years, the Faculty of Law has produced High Court Judges, Shari'a Court of Appeal Judges, Solicitor-Generals and reputable practising lawyers. By the same token, it has produced distinguished academic scholars. It is needless to add that it has produced a number of State Counsels, magistrates, Area Court judges and a host of others. Different reports

have it that the performance of the graduates in the above fields is very favourable and encouraging.

Department of Islamic Law

Year of Inception: The Department of Islamic Law formally came into existence in August, 1987, following the approval given by the then Vice-Chancellor, Professor Dandatti Abdulkadir, of the submission from the Faculty Board of Law for the implementation of two departments, namely: the Department of Public and Private Law and the Department of Islamic Law. Subsequently the Vice-Chancellor appointed Dr. A. H. Yadudu as the Co-ordinator for the newly created department. Later. M. A. Ahmad became the substantive Head of Department.

Staff Strength: As of today, the Department of Islamic Law has a staff strength of one Senior Lecturer, one Lecturer I, two Lecturers II and two Assistant Lecturers. Recently, the Vice-Chancellor has approved the appointment of Professor Abubakar A. Gwandu as a Visiting Professor to the Department. It also has the complement of supporting staff comprising the Secretary to the Department, two Typists (one Arabic Typist) and one Messenger.

Number of Students: The LL.B degree programme being offered in the Faculty was uniquely tailored to provide academic and professional training in both Common Law as received in Nigeria and Islamic Law as observed by Muslims and practised in courts in the Northern part of the country.

This integrated approach to the study of the two systems of law was adopted with a view to preparing students to deal with legal problems realistically and in harmony with the needs, aspirations and culture of the society in which they live. It is in consonant with the cardinal philosophy and principles upon which the Bayero University, Kano was founded. Hence, all Islamic Law courses are being offered by all the undergraduate students of the faculty.

Development of the Department

The curriculum in Islamic Law courses as designed by the Planning Committee when the Faculty was created has continued to be implemented. However, in 1990 the Department carried out a curriculum review, as a result of which the

Islamic Law content of the LL.B. degree of the Bayero University, Kano was rationalized, enriched and vastly improved. This was partly in response to the National Universities Commission and the Nigeria Council for Legal Education's accreditation exercise.

It was also carried out with a view to implementing a standardized Islamic Law curriculum as approved by the Committee of Heads of Islamic Law Departments of the Bayero, Ahmadu Bello, Maiduguri and Usmanu Danfodio Universities. The reviewed curriculum has been implemented *pari passu* with the old one. By the end of this academic year the old curriculum will have gone, while the new one will be fully implemented.

Achievements of the Department

The Department has recorded the registration of over ten post-graduate students who are undertaking extensive research either purely on an Islamic basic or on a comparative basis for the award of LL.M and Ph.D degrees.

Moreover, during the 1988/89 session the Department organised a highly successful "National Workshop on the Conception and Implementation of a Social Policy: the Kano State Experiment" at which thirty papers were presented. Participants were drawn from organs and agencies of the state associated with the administration of justice and the provision of social services. Experts were commissioned to present scholarly papers. Several members of staff in the Department presented highly acclaimed papers during the workshop. The proceedings of the workshop have very recently been published, and plans to launch the publication have reached an advanced stage.

Department of Private and Commercial Law

Year of Inception: This Department like all other departments was conceived and hatched in the 1987/88 session. But owing to some logistic problems, the department did not become fully operational till the beginning of the 1988/89 session.

Staff Strength: As of now the number of staff in the department is seven. Of this number five are on study fellowships presently.

Number Of Students: The nature of the courses as they are run in the Faculty as a whole does not permit a student to belong to one Department alone. Rather they (the students) belong to the Faculty as a whole. Therefore the number of students we can account for are those that are duly registered with the Faculty. Their present number is five hundred.

Development of the Department: The Department used to be part the Department of Public and Private Law. However owing to the creation of new departments it was cut off from the former. It is currently has a substantive Head. In the last two sessions, the Department was able to send four of its members of staff on study fellowships to obtain a higher degree; this they have done successfully. At the tail end of last year it was able to recruit two more academic staff.

Achievements: Within the short period since its inception, the Department has been able to introduce four to five different awards for students who excel in courses offered by the department.

Department Of Public Law

The Department of Public Law was established at the beginning of 1987/88 Session after approval was given by the then Vice-Chancellor, Professor Dandatti Abdulkadir. The Department was named "Department of Public & Private Law," but now stands autonomous as Department of Public Law.

At its inception, the total number of students was 475, but it has now recorded a total number of 697.

With respect to the Headship of the department of Public Law, the Department has been under a Head of Department who is the chief administrative and academic officer. The Heads of the Department have been as follows:

1. Dr. Nazeer H. Khan
2. Mal. Nura S. Umar
3. Mal. B. A. Haruna.

Staff-wise, at its inception, the total manpower of the department was six, but now it has recorded an increase of two more academic members of staff bringing the total

academic staff strength to eight. This is exclusive of the non-academic and other supporting staff.

Faculty Of Science

Dr. M.Y. Bello and Mal. I.L. Abdullahi

Department of Mathematical Sciences and Department of
Biological Sciences

Introduction

The Faculty of Science was established in 1975, but studies commenced in the Faculty in 1976 when 35 students were admitted. The Faculty started with a unique and innovative programme of study - the Five-Year Integrated Science Programme. Though the structure of the programme was later modified whereby the first two years were designated "Pre-degree" years and the last three the "Degree" years, the philosophy of the programme was to remain until the introduction of the Minimum Standard courses by the National Universities Commission. The integrated science degree programme was a broad-based training programme in which students take courses from various disciplines, with specialization only in the final year.

Programmes Of Study

Currently, the Faculty runs three types of programmes of study -- the one-year Remedial Science Programme, the four-year undergraduate degree programme and various postgraduate programmes.

The Remedial/Pre-degree Programme: Prior to the 1990/91 academic year, there was a two-year Pre-degree programme. This roughly corresponds to the current remedial year together with the first year of the current degree programme. Both the current remedial programme and the defunct pre-degree programme have the same aim. This is the production of qualified candidates for the various undergraduate programmes being run by the Faculty. The programmes were necessitated by the lack of qualified candidates for degree programmes in science-based programmes. For example, this Faculty has never got more than forty candidates (qualified or not) through the JAMB for the four-year degree programme.

Indeed, currently the Faculties of Science, Medicine and Technology get about 75% of their candidates for the degree programmes through the remedial programme. The

Faculty of Education has also indicated its interest in getting some of the products for its Bachelor of Science Education [B. Sc. Ed] programme.

Degree Programmes: The Faculty now runs a four-year degree programme with a variety of areas of specialization. Details of these areas of specialization (single honours) are given under the various departments below. In addition to these single honours areas, the Faculty used to award combined honours degrees usually termed B. Sc. (X and Y) or B. Sc.(X with Y) depending the relative weights of subjects X and Y. The Faculty now discourages such combinations due to time-tabling problems as well as the early specialization in one subject.

The Post-Graduate Programme: The Faculty also runs three types of postgraduate programmes -- postgraduate diploma, masters degrees, and Doctor of Philosophy (Ph.D) degrees. The diploma programme is in Colour Chemistry, while virtually all the departments in the Faculty run masters and/or Ph.D programmes. Details of these are also given under each department.

Student Population: Over the years, the number of students in the Faculty has been growing at an exponential rate. For example, only 35 students were initially admitted into the Faculty in 1976. But by the 1992/93 session, the Faculty has about 1,400 students. About 550 of these are from the Remedial and Level alone.

In addition to its own students, the Faculty also caters for the needs of other faculties. Currently, there are over 250 students from the Faculty of Education, 80 from the Faculty of Medicine, and over 140 from the Faculty of Technology taking courses from the Faculty of Science. The Technology and Medical students are taking all their courses from the Faculty, while the Education students take about 2/3 of the courses from the Faculty. With all these, the Faculty is now among the big three in terms of students population.

Physical Facilities

The Faculty has various facilities for carrying out its main functions of teaching and research. There are various classrooms and laboratories, normally attached to departments.

Workshops

In addition to the laboratories and classrooms, the Faculty also has a number of workshops. There are the wood, metal and electrical workshops under the Dean's Office, as well as the glass-blowing workshop under the Department of Chemistry. All these workshops are used for training students and for constructions/repairs of equipments. The Faculty is now considering the possibility of using the workshops commercially. If this materializes, it may involve the University's Consultancy Services Unit.

Recent Expansions

According to the university's master plan, the Faculty was to move to the New Campus around 1985. This had seriously hampered the physical expansion of the Faculty despite the exponential growth in students' population. Consequently, there was overcrowding in the various classrooms and laboratories -- laboratories and classrooms that were built for thirty or fifty students were being used to teach 150 students or more.

In the recent past, however, the Faculty has witnessed a number of expansions in its physical facilities. To begin with, about two-thirds of the former Faculty of Social and Management Science building on the Old Campus was allocated to the Faculty. This now accommodates the Dean's Office and the Departments of Mathematical Sciences and Physics. Part of the building is also being converted into Remedial laboratories for the Departments of Biological Sciences and Chemistry.

Secondly, some parts of the former Faculty of Education building has also been allocated to the Faculty. The building now houses some classrooms for the Departments of Mathematical Sciences and Physics. Some Physics laboratories for remedial students are also being established there. All these allocations/conversions are made possible through the efforts of the Science-based Faculties Expansion Committee and/or the Vice-Chancellor's Office. The Faculty is very grateful to them. Finally, with the movement of some faculties to the New Campus, the Faculty now has more theatre slots for teaching.

Future Expansions

As the university moves to meet the 60:40 Sciences to Arts ratio, the Faculty has to keep expanding to keep phase with the increasing number of students. There is a need for more large (200 and above capacity) laboratories and more medium size (100 - 150 capacity) classrooms among others.

The main problem is that in addition to our own growth, any increase in the number of students doing Medicine, Technology or B. Sc. (Ed.) automatically puts additional strains on our facilities. Therefore, any move towards meeting the said ratio (through any Faculty) demands additional facilities in the Faculty of Science.

Faculty Administrators

The Faculty had had the following deans since its establishment in 1976.

1. Professor G. G. Parfit (founding Dean), 1976-1983
2. Professor J. Selden, 1983-1985
3. Professor R. V. Hesketh, 1985-1987
4. Professor A. M. Qureshi 1987-1990
5. Professor H. S. N. Hussein, 1990-1993
6. Dr. B. B. Dambatta, 1993 to Date

In addition to the regular administrative staff in the Dean's Office, the Faculty Board of Science also elects a Deputy Dean and a Sub-Dean to help in running the affairs of the Faculty. The Deputy Dean, among other things, takes care of all issues relating to Remedial and Level I students. The Sub-Dean, on the other hand, is in charge of Levels II, III and IV students (among other duties).

The current Deputy Dean is Mallam Ibrahim Lawal Abdullahi from the Department of Biological Sciences, while Mallam Nasiru Isa Fagge of the Department of Physics is the current Sub-Dean.

Departments

The Faculty has five academic departments. Four of the departments are the pioneer departments of the Faculty, while the fifth one joined them later and is currently being "shared" between two faculties. The departments are:

1. The Department of Biological Sciences

2. The Department of Chemistry
3. The Department of Geography
4. The Department of Mathematical Sciences
5. The Department of Physics.

Detailed information on each department/unit is given below:

Department of Biological Sciences

Introduction: The Department of Biological Sciences was established in October 1976. It commenced academic programmes with two Senior Academic staff, one technical staff and a small laboratory. From 1977 to date, the department has witnessed tremendous growth in staffing, in student enrolment, and in academic programmes. Unfortunately, however, the department recently witnessed the departure of a number of its experienced staff, including most of the pioneers.

In the last seventeen years, the department has had the privilege of having the following eminent academicians as its heads of administration: Professor R. A. Shotter (1976-1980); Dr. D. J. Aidley (1981-1982); Professor G. W. Lawson (1982-1987); Dr. C. Betterton (1985-1986); and Professor H. S. N. Hussein (1987-1991). The current Head of Department is Dr. Y. Y. Karatela.

Growth Over the Years: The department which started with only 35 Preliminary students in 1976, now has 522 undergraduate, about 300 remedial and 17 postgraduate students on its register. The department has also graduated a total of 33 students with the Masters degree and one student with the Ph. D. degree from its establishment to date.

Staffing: Like other science-based departments, the Department of Biological Sciences has been facing the problem of inadequate staff, particularly academics. Presently, the department has 22 academic staff, 15 technical staff, and five administrative staff. Three of the academic staff are undergoing training overseas under the university's staff development programme. The number of academic staff is grossly inadequate to cope with the ever increasing number of students, and the extensive teaching/research activities in the department. Presently, the department is in dire need of Senior Academics in most

of the disciplines. The need is even more urgent in Microbiology and Environmental studies.

Academic/Research Programmes/Facilities: The department started with only two honours programmes in 1976; viz B. Sc (Botany) and B.Sc (Zoology). However, it now runs degree programmes in Applied Biology, Botany, Microbiology, and Zoology. Microbiology is the most recent, and was introduced in 1989/90 academic year in order to help in the production of these specialists that are acutely needed by the country, and by Kano State in particular. The department has also been helping the Faculty of Medicine in the training of their Medical and Biochemistry students.

In spite of the shortage of academic staff, the department's postgraduate programmes have continued to attract interests and to grow. The department now runs Masters and Doctorate degree programmes with diverse areas of specialization. It is worth noting that the department has produced the first Ph. D. in the Faculty, and that there are now four registered Ph. D. candidates doing their research in the department.

The department has also been able to establish credible research facilities over the years: it has impressive Ecological and Botanical Gardens; large stock of experimental animals like Swiss white mice, white rats, Guinea pigs, rabbits, many species of birds and fishes, and amphibians; the department's museum is one of the most elaborate in the northern parts of the country; the department's Insectory and Herbarium are excellent sources of reference to any researcher; and its aquarium is equipped with facilities for conducting hydrological and fishery researches. The department is also planning to acquire a plot of land for its proposed Demonstration Farm.

Future Plans: The department is the only one in the university awarding four different types of degrees. This situation has created enormous pressure on the staff as well as on the already delapidated infrastructure. The Microbiology programme has been attracting large number of candidates, since it is the only professional programme in the Faculty. It has also been consuming most of our meagre allocations for consumables, chemicals, etc.

There is a need to break up the department into four independent but related departments in the near future. Each

of the proposed new departments would take charge of one of the areas where degrees are currently being awarded.

Department of Chemistry

Introduction: The Department of Chemistry was established in October 1976 when it started training Pre-degree students. The Department started teaching degree courses in October 1978. Since its inception, the department was headed by the following professors: B. J. Salter-Duke (1976-1981), T. O. Olagbemi (1981-1984), A. M. Qureishi (1984-1991) and A. I. Onuchukwu (1991-1993). The current Head of Department is Dr. B. B. Dambatta, an Associate Professor of Chemistry.

Growth: The department started with only 35 preliminary students in 1976. Of the 31 pioneering graduates of the Faculty of Science in 1981, 15 finished with Chemistry as their major subject. In the 1980/81 session, the numbers of students reading Chemistry at various levels were: Pre-degree I - 81, Pre-degree II - 69, B. Sc Level I - 16, B. Sc Level II - 20, and B. Sc Level III - 15. Over the years, the Department has witnessed tremendous growth in student population. By the 1992/93 session, there are about 340 Remedial, 450 Level I, 270 Level II, 190 Level III, and 60 Level IV students taking Chemistry courses.

The Department has consistently been the largest in the Faculty in terms of the number of registered and graduating students. The general growth in the Faculty's student population has therefore meant an automatic increase in Chemistry students, perhaps at a higher rate.

From the beginning of the 1981/82 session, the department started offering postgraduate courses. The department now runs postgraduate programmes leading to Postgraduate Diploma in Colour Chemistry, M.Sc. and Ph.D degrees with specialization in Analytic, Colour, Organic, Inorganic, Physical and Polymer Chemistry. To date, the department has graduated 18 postgraduate diploma, 36 M.Sc. and one Ph.D candidates. The department has in the 1992/93 session 19 registered postgraduate students for the Postgraduate Diploma, M.Sc. and Ph.D programmes in various fields of Chemistry.

Staffing: In the area of staffing, the Department of Chemistry used to be the best established not only in the Faculty, but in the university as a whole. The department

used to have the highest number of Ph.D holders as well as the best ratio of Ph.D's to others in the whole university. Unfortunately, all these are now changing as a result of the unprecedented departure of qualified and experienced staff members (expatriates and Nigerians) in recent years.

Ironically, this is happening at the time of rapid growth in student population. It has therefore led to an acute shortage of academic staff. To overcome this problem, the department has embarked on a staff development drive, both internally and externally. A large percentage of the registered postgraduate students are staff members with three of them registering for the Ph.D Some other staff members are pursuing their higher studies outside the country.

Research Programme: There has been a dynamic and flourishing research programme in the department since its inception. Staff members, individually and jointly, have carried out various research works in theoretical, organic, inorganic, analytic, colour and polymer Chemistry. The department has jointly been a member of the Freshwater Research Team in the Faculty of Science and has played a leading role in research on harmattan dust. Currently, research work is being carried out by different staff members on medicinal chemistry, agronomic pest control, analysis of soil and harmattan dust, heavy metal analysis, synthesis and analysis of polymers, synthesis and evaluation of dyestuffs and application of dyestuffs on different fibre, and so on. Postgraduate research works are also being encouraged in these areas.

Academic Visitors: The department has over the years received teaching/research visitations from distinguished academics from different parts of the world. Among these are: Dr. T. Huckerby, from the University of Lancaster (1979); Dr. C. C. Cook, from the University of Bradford (1980); Mr. R. Whitehead, from the University of Salford (1981); Dr. Wilke, from the Institut fur Geowissenschaften, Der Universitat Bayreuth, Germany (1980); Professor O'Leary, from the University of Alabama, USA (1981); and Dr. J. R. Edbon, from the University of Lancaster (1985).

Future Plans: The department plans to start a B.Sc programme in Industrial Chemistry as from the 1993/94 session. More courses will be introduced, particularly if the staffing situation improves.

Department of Geography (Geography-in-Science)

Even though the Department of Geography is physically located in the Faculty of Social and Management Sciences, there is more of the department in the Faculty of Science in terms of students. Geography as a subject has been part of the science programme since the early years of the Faculty.

Not only do students get the B.Sc. (Geography) degree in the Faculty of Science, so many other students take Geography courses in the course of their studies. One of the Geography laboratories on the Old Campus is now solely used by Science students for their Geography practicals. It is, therefore, safe to say that there is a Department of Geography in the Faculty of Science. It is hoped that the department, or an offspring of it, would be physically established in the Faculty in the very near future. [For a detailed account on this department, see the Chapter on the Faculty of Social and Management Sciences].

Department of Mathematical Sciences

Introduction: The Department of Mathematical Sciences was established in 1975 as the Department of Mathematics. It is one of the pioneer departments in the Faculty.

The department has helped to graduate students even before students started graduating from the Faculty. For example, in 1980 (a year before the Faculty was to start graduating its own students) two students from the Faculty of Education graduated with B.Sc (Ed) degree with Mathematics as their main teaching subject. These students took all their Mathematics courses (accounting for over half of their total courses) from this department.

Even when the Faculty started graduating students, the Department of Mathematical Sciences started in a unique way. In 1981, the department produced *higher degree* graduates together with its first undergraduates! Since its establishment, the Department has been headed by Mr. Menzel (1976-1978), Professor J. Selden (1978-1985) and Dr. N van Arkel (1985-1991). The current head is Dr. M. Y. Bello (1991 to date).

Growth: Like the Faculty, the department has also been witnessing a very rapid increases in the number of students it has to service. Indeed, the rate of increase is even

higher than that of the Faculty. In the first ten years or so of the Faculty's existence, the department was graduating less than ten students per year. This session (1992/93) however, there are about 40 students in the final year of the B.Sc. Mathematics programme.

The largest increase, however, is in the number of students from other departments/faculties that are serviced by the department. Currently, the department teaches each and every one of the Remedial and Level I students from the Faculties of Science, Medicine and Technology. It is not surprising therefore that most of the lower level courses in the department have students' populations of 500 and above.

Apart from the common Mathematics and Computer Science courses taught to these students, the department also takes care of the specific needs of other departments/faculties. For example, the department teaches all the Mathematics courses taken by Levels II, III and IV Technology students in *their* Faculty. In the current session, about 400 students are taking such courses. As a result of these, the Department's FTE (Full Time Equivalent) is more than five times its head count.

The expansion in the department has not been only in one direction -- there has been horizontal as well as vertical expansions. The department has recently changed its name to the Department of Mathematical Sciences and introduced more courses into its curricula. These are preparatory to the introduction of more degree programmes in the department. The department is currently working on the syllabi for Mathematics-with-Computer-Science and Mathematics-with-Statistics degree programmes. These new programmes would commence as soon as the staffing situation in the departments improves satisfactorily. It is also hoped that the programmes would, on the long run, be replaced by single-honours programmes in Computer Science and in Statistics respectively. In the mean time, however, a few Computer Science courses have been introduced at both Levels I and II to serve the needs of the various departments Faculties of Science and Medicine.

In order to facilitate the teaching of the Computer Science courses, the department has recently set up a Computer Laboratory. The laboratory now has five IBM Compatible Personal Computers and two Apple (MacPlus) computers. More computers are being expected. It is hoped

that by the beginning of the 1993/94 session, the room would be ready as a full-fledged Computer Science laboratory for use by students and staff.

Staffing Situation: Unfortunately, the staffing situation in the department has not kept pace with the growth in students' population. Indeed, as the number of students keep increasing at an exponential rate, the number of senior academics in the department seems to be decreasing, also exponentially. It is ironic that in the early eighties (when very few students were being taught) the department could boast of having about eight Ph.D holders, but that in the early nineties (when the number of students being served has multiplied over tenfold) the department has only one such staff.

To overcome this problem, the department has embarked on a staff development programme, both in-house and externally. The National Mathematical Centre, Abuja is helping with the internal training through its various programmes. Currently there is one staff member pursuing his Ph.D in Canada, and financial support is being sought for some other qualified ones that could undergo such training.

Postgraduate Programmes: As indicated earlier, the department was the first to award postgraduate degree in the Faculty -- it awarded its first masters degrees at the time the Faculty awarded its first undergraduate degrees. However, it is saddening to note that the acute shortage of senior academics, this has not been built upon. Indeed, even the masters programme had to be suspended between 1990 and 1992 due to this shortage.

The programme has now been reactivated, even though the staffing situation has not improved. The reactivated programme is to cater for our own staff, initially. In the same vein, two of our staff members have also registered for Ph.D degrees.

Research Programme: The department has been involved in research programmes since its inception. However, lack of up-to-date journals and the persistent overload on staff (which is a consequence of the acute shortage) have combined to slow down the research efforts. The department is now focussing on research on "applicable" Mathematics for three reasons. The first is that this is the area best suited for the immediate environment that is renown for its industries and commerce. Secondly, this type of research does not

depend very much on technical foreign journals that are difficult to come by. Finally, the computers we have recently acquired would facilitate the necessary data analysis.

Already, contacts have been established with some industrial and business enterprises as well as with the Federal Office of Statistics. Students are also being attached to such establishments for their final year projects.

Department of Physics

Like other pioneer departments in the Faculty, the Department of Physics was also established in 1976. Indeed, the pioneer Dean of the Faculty also happened to be the pioneer Head of Physics Department. Even though the department may not be producing many B.Sc. (Physics) graduates, it teaches so many students. Indeed, virtually all students from the Faculties of Medicine and Technology, and from the Departments of Chemistry and Mathematical Sciences take Physics courses. Thus, like other departments in the Faculty, the department of Physics has been experiencing rapid growth in its student population in the past few years.

Staffing: For quite some time now, the department has been facing the problem of acute shortage of academic staff, particularly at the senior cadres. Even among science-based departments, the Department of Physics was the first to experience this problem, and it is the worst hit so far. To overcome this problem, the department has been recruiting and training Graduate Assistants. It is worth noting that seven such staff members were recruited in one particular year. All of them were trained up to the M.Sc. level in the department. The programme has continued over the years. Some of these staff members then register for their Ph.D in the department or in some other universities.

It is, however, very disturbing to note that some of these staff members do not come back to the department after their training. This is particularly true of those that obtained their Ph.D overseas. Of recent, two of our staff members have refused to come back after getting their Ph.D degrees in Britain. We can only hope that they and others currently undergoing the Ph.D programme both at home and abroad would join us very soon. If that happens, then the

staffing situation in the department would improve tremendously.

Academic Programmes: The department offers single honours [B.Sc (Physics)] degree programme. In addition, it serves the needs of other departments and faculties. The department may introduce more degree programmes if staffing and facilities permit.

At the postgraduate level, the department runs both masters and Ph.D programmes, despite the acute shortage of senior academics. As pointed out earlier, the programmes were mainly meant for staff development. We are glad to note that our efforts have been the most ambitious and the most successful in the university. Virtually all the academic staff that are now on ground are products of those efforts. Imagine what would have happened if we had not mounted the programme!

Our Graduates

It is gratifying to note that the products of this young Faculty are already playing key roles in our national manpower development. Our products can be found in all sectors of the economy, both public and private.

At the Faculty level, more than half of the current academic staff members are products of the Faculty, with one of them heading a department! Similarly, a large number of the science teaching staff of the nearby tertiary institutions such as the Colleges of Education at Gumel, Kumbotso, Bichi, Katsina and Kano are products of the Faculty. At the national level, our products can be found in refineries, banks, universities, research institutes, textile mills, cosmetics and related industries, to mention but a few.

Extra-Curricula Activities

It is said that *all work but no play make Jack a dull boy*. This adage has been aptly demonstrated by our students since the early days of our Faculty. These gallant boys and girls have been able to find time to participate and excel in sporting activities despite our very demanding academic programmes. Our Faculty's share on most university teams is much higher than our numerical strength. But the difference is even clearer on the medal tables of the various inter-faculty sporting competition. Since the days (when the

Faculty of Science was the smallest in terms of student population), our students have been placing first and (rarely) second in the Inter-Faculty Competitions. This trend has been maintained with the growth of the Faculty. Indeed, we again came first in the just concluded 1992/93 version of these competitions. Our students have clearly demonstrated that one can work very hard academically and still excel in sports. Our dominance is not only in sports. We are always a force to reckon with when it comes to extra curricula activities. Just last year, we won the Debate Competition organized by the Law Students Association.

Faculty of Technology

Dr. U. G. Danbatta and Y. Z. Ya'u

Department of Electrical Engineering and Department of
Civil Engineering

Aims and Objectives for the Establishment of the Faculty of Technology

The aim of establishing the Faculty of Technology was to meet the growing need for expertise in the Civil, Electrical and Mechanical Engineering professions. The main objective was to train and produce engineers with the required qualities and capabilities to meet the increasing need for professional engineers in Kano in particular and the country in general.

Headship of the Faculty

The Faculty of Technology took physical shape at the beginning of January 1978 with the arrival of its first Dean, Professor B. W. Young. He worked in collaboration with a planning group consisting of Dr. P. A. Kuale of ABU, Professor G. A. Makanyoula of Ife and Professor G. Q. Ereke of PRODA, Enugu to decide on the form which the Faculty should take. This included the Pre-degree courses, the degree courses and the buildings on the Old Campus and the New Campus. The first students entered the pre-degree programme in October, 1978.

After Professor Young, the Faculty was headed by Professor M. D. C. Doyle and Dr. P. F. U. Taylor. The present Dean is Dr. I. S. Diso, who is also the Head of Department of Mechanical Engineering.

Headship of the Departments

Professor Young was the pioneer Head of the Civil Engineering Department. He steered the Department from its infancy until 1985 when he returned to his country. Dr. S. P. R. Boni, a Ghanaian, took over in an acting capacity until January 1986, when Dr. G. G. Kulkarni was appointed as substantive head of Department. He served for three years. With his departure in August 1989, Engr. S. N. Muyibi was appointed to act. He was the first Nigerian to head the Department. In October 1992, Engr. Muyibi went abroad on

study leave and Dr. A. H. Gambo took over the affairs of the Department.

The Mechanical Engineering Department had Professor M. D. C. Doyle as its first head. He served for over eight years, leaving the service of the University in August 1988. Professor A. S. Sambo took over in an acting capacity. A year later, Professor Sambo left on secondment to the Usman DanFodiyo University, Sokoto. He was succeeded by Dr. A. Salihi who acted until 1990. The current Head of Department, Dr. I. S. Diso, who had briefly acted in 1989, assumed office first in an acting capacity in August, 1990. Following the democratisation exercise carried out in the University in December 1992, he was confirmed as substantive Head.

The Electrical Engineering Department started under the pioneering Headship of Dr. L. B. K. Sastry, who joined the University in 1981. Unfortunately, in the following year he had a stroke and Mr. S. J. Jonak was appointed to act. He headed the Department for four years. In 1986, Dr. P. F. U. Taylor had moved from Ahmadu Bello University, Zaria, was appointed acting Head of Department. He was subsequently confirmed as substantive Head in December 1992.

Staff Development

The Faculty recruited its first graduate assistants in 1981 and sent them abroad immediately for further studies. As the Departments started graduating students, graduate assistants were largely recruited from amongst the departments' products although graduates from other Universities are also employed. Over the years the Faculty has trained more than eighteen members of staff at Masters and Ph.D degree levels. Table I gives a break down of the number of staff currently on study fellowships from each Department.

Table 1: Staff Development in the Faculty of Technology

Department	Technical Training	B.Sc	M.Sc	Ph.D
Civil	-	1	3	3
Electrical	3	-	1	6
Mechanical	1	1	2	8
Workshop	2	-	-	-

Total	6	2	6	17
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Changes in Courses/Curricula

The Faculty commenced with a 3-year B.Eng. degree programme. The programme was structured into nine modules, three for each of the three levels of the programme. Courses were examined at the end of each module or term. In the 1984/85 session, students entered Level I of the new 4-year programme adopted by the Faculty. The 4-year programme allowed the Student Industrial Work Experience Scheme (SIWES) to be extended to cover six months. Also, the Faculty switched from its modular system to the same system operated by the other Faculties in the University, in which courses were only examined at the end of the session.

The 4-year programme introduced a new course, "Engineer in Society," which is compulsory for all Faculty students. The course was taken at two stages; the first part in Level II deals with principles of economics and management while the second part, in Level III, concentrates on laws governing engineering and contractual practices.

In 1986 the Electrical Engineering Department decided to incorporate two mini-projects, one each in Levels II and III. The idea was for the mini-projects to prepare the students for their final year projects.

Following the implementation of the 6-3-3-4 educational system in the country, the Faculty decided, in the 1987/88 session, to adopt a five-year programme for candidates coming directly from senior secondary schools. The flexibility in the programme also allows admission of OND and HND holders to Level II and Level III respectively.

The first year of the programme is spent in the Faculty of Science where students are given courses in basic science and mathematics. At Level II, the first year in the Faculty of Technology, all students take common courses. They eventually split up into their respective departments at Level III.

With the adoption of the five-year programme, the Faculty also adopted the credit-unit course system along with the semester system of examinations. A number of innovations were introduced into the new programme. First, the "Engineer in the Society" course is widened and is now given at three levels (Levels II, III and IV). The SIWES scheme was made a credit carrying course. Thirdly, a new

practical programme - Student Work Experience Programme (SWEP) - was introduced. The programme, which is given at the end of the second and third year lasts for a period of about eight weeks. The programme, like SIWES is a credit-carrying course and is therefore examinable. The aim of SWEP is to introduce the student into a prototype working environment. Unlike SIWES, SWEP is carried on within the Faculty workshop and the laboratories of the various departments. Fourthly, another course entitled "Technical Writing and Presentation" was added in the programme. This course, which is made a compulsory one for all engineering students in Nigeria aims at improving the writing skills of the students and introducing them to the various formats of technical reports.

In between these major courses changes, each of the departments carries out a periodic review of its syllabi for enhancement of materials given as well as allowing for new engineering techniques, knowledge, etc to be introduced.

Student Enrolments

The Faculty of Technology took off in the 1978/79 academic year with an initial intake of only nineteen students. This figure has risen gradually over the year to reach 645 students in the 1992/93 academic year. A breakdown of undergraduate and post-graduate enrolment is given in Tables 2 and 3 respectively.

Table 2: Undergraduate enrolment in the Faculty Of Technology

Academic	Civil	Electrical	Mechanical
1980/81			3
1981/82		21	5
1982/83		21	7
1983/84		24	9
1984/85	6	19	9
1985/86	13	29	11
1986/87	10	31	16
1987/88	21	44	27
1988/89	23	56	33
1989/90	29	76	56
1990/91	36	102	51
1991/92	52	112	67
1992/93	37	129	71
TOTAL	227	671	365

Table 3: Postgraduate Enrolment in the Faculty of Technology

Year	Civil		Electrical		Mechanical	
	M.Eng	Ph.D	M.Eng	Ph.D	M.Eng	Ph.D
1991/92			9	4	4	
1992/93					3	
TOTAL			9	4	7	

Achievements of the Faculty

The Faculty of Technology acts as a support for a lot of consultancy/design projects carried out for the University and the public. Notable among these are such projects as:

1. The making of moulds for use by the Civil Engineering Department.

2. Design and manufacture of pressure bars for Sharada Edible Oil Company, which they had previously imported.
3. Design and manufacture of textile testing equipment for a Master of Science degree student in the Faculty of Science.
4. Design and fabrication of tower and mountain for a weather forecasting equipment (ANIEMOGRAPH) for the Geography Department.
5. Invention and mounting of a turnstile - an in-and-out passage system - at the entrance of the Old Campus Library, which saved the University the foreign exchange needed to import one.

In addition, the Faculty of Technology has its own workshop and a Students' Industrial Training Unit, and with the movement of the Faculty of Law to the Old Campus, it has also more space at its disposal and a larger drawing office.

Achievements of the Departments

The Department of Civil Engineering is involved in research for the development of local building materials and the use of local materials for water resources engineering. In the building materials area, the use of "Makuba" as a stabilising agent is being investigated. So far one paper has been presented at an International Conference in Ghana, and a number of others have been presented locally. The use of "Zogale seeds" for water treatment purposes is being investigated in the water resources engineering area. Encouraging results have been obtained, and a lot more is now being done. The Mechanical Engineering Department has undertaken several researches on various energy-related topics. In solar energy research, for example, the department was able to map out the pattern of irradiation in Kano and environs. An apparatus for the measurement of the thermal conductivity of building materials was also successfully constructed and tested. In agriculture, the Department recently tested a sowing machine very suitable for local farming. In the same vein a palm-date processing-machine was successfully designed, built and tested. Recent significant work includes the determination of the pattern of energy use in Kano as well as the development of a more efficient solar dryer. The department is also undertaking a

study on solid waste for Kano State. The Department of Electrical Engineering has conducted and concluded work in the area of "alternate energy applications" and "micro-computer applications." Other areas of research in which success and considerable gains have been made are:

- π An automatic controller for solar water pumps
- π Design procedure for solar tracking systems
- π Light-activated controller for street/external lights.
- π Adaptive control of industrial robots.
- π Variable structure control with application to industrial machines.

Faculty Of Medicine

Dr. M. M. Borodo

Faculty of Medicine

Initial Developmental History

The idea of establishing a Faculty of Medicine was first conceived in 1983 when the Vice-Chancellor of Bayero University, Professor Ibrahim H. Umar, constituted a seven-man Faculty of Medicine Committee under his chairmanship. The composition of the Committee was as follows:

Professor I. H. Umar	Vice-Chancellor, BUK & Chairman
Professor Samuel	I. Professor of Pathology
Dr. G. Parfitt	G. Dean, Faculty of Science
Dr. O. Mabogunje	A. Dept. of Surgery, ABU, Zaria
Dr. S. S. Wali	Dept. of Medicine, ABU, Zaria
Dr. O. Wambebe	C. Dean, Fac. of Pharmacy, ABU Zaria
Dr. Y. N. Garba	Ag. Director, University Health Service, BUK

After several meetings and deliberations the committee recommended the building of the pre-clinical block in Bayero University Old Campus for the teaching of pre-clinical courses in Anatomy, Physiology, Biochemistry and Community Health Sciences. The committee further recommended the early training of suitable candidates to teach in the medical school later. Similarly, it was recommended by the committee that the first batch of thirty students should be admitted in the Faculty of Science in 1985 for the pre-medicine course. Twenty-eight of these students became the first set of students admitted to the five-year medical programme of Bayero University in October, 1986, with the approval of the National Universities Commission (NUC). The Medical and Dental Council of Nigeria accredited the pre-clinical programme of the Faculty in February, 1988 after the Council's delegation visited the Faculty for accreditation in December, 1987. These students took the First

Professional MBBS examinations in September, 1988 and were ready to start clinical hospital training. However, since a teaching hospital in Kano as well as clinical departments were not available at that time, these and indeed subsequent sets of students were transferred to the University of Ilorin Teaching Hospital for their clinical training. It was initially thought that these students would return to Kano to complete their medical training here. However, owing to difficulties encountered in establishing the clinical programme, these students eventually graduated as University of Ilorin medical doctors in June, 1991.

So far, the University of Ilorin Teaching Hospital has received four sets of students of the Bayero University Kano Medical Faculty for clinical training, while the University of Jos Teaching Hospital has received one set.

Bayero University Teaching Hospital

In the absence of a teaching hospital it has become impossible to train Bayero University medical students during their clinical years here in Kano. Initially the idea of building a new teaching hospital for the medical school was toyed with and land along Gwarzo Road was allocated for that purpose, but there were no funds forthcoming from the Federal Government to undertake the project. Considering the enormity of problems associated with starting a new teaching hospital from the scratch, the Kano State Government in March, 1987 donated an uncompleted cottage hospital in Kano (Mallam Aminu Kano Hospital) to the Federal Government, for subsequent conversion into Aminu Kano Teaching Hospital for the training of Bayero University medical students.

In 1989 the Federal Government appointed Dr. S. S. Wali as the first Chief Medical Director of the Bayero University Teaching Hospital, but a Teaching Hospital Board was not appointed until 1991 with Dr. Abubakar Imam as the Chairman.

A Presidential Task-Force under the Chairmanship of Major General Amadi Rimi (Retired) was appointed in 1989 by the then President of Nigeria, General Ibrahim Badamasi Babangida, to undertake the completion of the Aminu Kano Teaching Hospital for Bayero University Medical School. So far, one wing of the Hospital, consisting of the Paediatrics and the Obstetrics and Gynecology section of the hospital has been completed. But the project is awaiting additional

funds from the Federal Government for it to be pursued further.

Use of Murtala Mohammed Specialist Hospital (MMSH) as Temporary Teaching Hospital

Considering the fact that in Nigeria, teaching hospitals take a long time to get completed, Bayero University authorities, acting on the advice of the Bayero University Teaching Hospital Chief Medical Director, requested the Kano State Government for permission to use MMSH, Kano as an interim teaching hospital before the main teaching hospital becomes ready. The Kano State Government granted this request. So far under this arrangement, the Kano State Government, the Bayero University as well as the Bayero University Teaching Hospital Board have undertaken renovation of the MMSH in keeping with the requirements of Medical and Dental Council of Nigeria for the accreditation of the teaching hospital.

With this arrangement in place, and with the improvement in the academic staff strength in the Clinical (Hospital-based) Departments of the Faculty, it is agreed that, God willing, the current Level 300 medical students in Bayero University will be retained here in Kano for clinical practice from 1994 onwards. This is an important step forward in the development of the Faculty of Medicine.

Office of the Dean, Faculty of Medicine

From the time of its inception in 1985 to date there have been four Deans/Coordinators of the Faculty, with the current one being the fifth.

Details of this office are as follows:

Professor I. Samuel	Appointed Ag. Dean (1983-85)
Professor K.O. Alausa	Appointed Faculty Coordinator (1986-87)
Professor A. Olatunde	Appointed Ag. Dean (1989-90)
Professor P.L. Shukla	Appointed Ag. Dean (1990-91)
Dr. M. M. Borodo	(1991 to date)
Elected Dean	

Faculty Departments and Staffing

Starting with four founding Departments in 1986, the Faculty has now a total of total of thirteen Departments functioning⁷. It is hoped that two additional Departments will be established in the very near future.

The staffing strength of the Faculty for both academic and non-academic staff has also continued to improve over the years, even though the global recession affecting the whole world and developing countries in particular has made it difficult for the University to pursue senior academic staff recruitment more vigorously than it is currently doing.

At the moment there are over twenty-six permanent academic staff in the Faculty, of whom there are three Professors, one Reader and six Senior Lecturer. The Faculty also employes the services of part-time teaching staff to improve the staffing situation in some difficult areas. It is hoped that additional permanent academic staff will join the Faculty soon.

Physical Facilities in the Faculty

The pre-clinical Departments of Anatomy, Biochemistry and Physiology are housed in the pre-clinical building with each Department having a laboratory of its own and the Department of Anatomy having a dissection hall as well. Staff offices for the Pre-clinical Departments are mainly in the main administrative building of the Faculty, consisting of over thirty offices including the office of the Dean.

Additional laboratories, one each for the Pharmacology and Microbiology Departments are virtually completed in the Old Campus of the University. There is also a Medical Library and a large lecture hall in the Faculty Pre-Clinical Block.

Clinical Departments have consulting offices in Murtala Mohammed Hospital. The clinical students' hostel, a multi-purpose clinical teaching laboratory, and the clinical library as well as clinical staff offices and the Dean's administrative office have also been provided in MMSH, Kano

⁷. Anatomy, Biochemistry, Physiology, Community Health, Pharmacology, Microbiology & Parasitology, Medicine, Surgery, Paediatrics, Obstetrics & Gynaecology, Psychiatry, Haematology, Chemical Pathology.

ready for clinical teaching expected to start in the hospital in 1994.

Achievements

1. The Faculty of Medicine has continued to provide qualitative teaching to the medical students, paying strict attention to the founding philosophy of the medical school of producing doctors who are not only competent physicians but who are also well adapted to work in urban and rural communities taking due cognisance of the values of the people they are serving. So far, the Faculty has enrolled a total of seven sets of medical students from 1986 to 1993, totalling over 200 students. Out of these over fifty students have already graduated as high quality doctors serving the Nigerian society.
2. It is hoped that with the commencement of clinical teaching of Bayero University medical students here in Kano from 1994, the first set of doctors receiving the Bayero University Degree of MBBS will graduate in 1997.
3. The Faculty of Medicine has introduced the B.Sc. course in Biochemistry from 1992. The first graduands of this course are expected to graduate in 1995.
4. From 1993 the clinical Departments of Medicine, Surgery, Obstetrics and Gynecology, Paediatrics, and Community Health have started supervision of medical doctors recruited by Bayero University Teaching Hospital Board towards the attainment of a postgraduate medical qualification of the Nigeria Postgraduate Medical College and the West African College of Physicians and Surgeons.
5. The Department of Anatomy hosted the First National Anatomical Society of Nigeria Conference in 1992.
6. The Faculty in conjunction with the Faculty of Science hosted the 34th Annual Conference of the Science Association of Nigeria in December, 1993.

Tasks and Problems

1. The major task of the Faculty is to consolidate its academic staffing position and to establish more firmly its various research projects.
2. With the development of the permanent teaching hospital going on, the Faculty Building in the teaching hospital as well as the permanent students' hostel would need to be built there in the very near future. All the inputs needed for this job have been submitted to National Universities Commission since 1992.
3. It is hoped and envisaged that the Faculty of Medicine, Bayero University will continue to grow and perform its primary jobs of training doctors and making relevant research into the medical problems of Nigeria as its teething problems are gradually solved.

School of General Studies

Dr. Usman Hassan

Director, School of General Studies

Introduction

As Bayero University Kano became an autonomous Institution (1977), the School of General Studies came into effect on the 1st July, 1978. It emerged from the former Department of Preliminary Studies. It left IJMB system and conducted its own internally and externally examined assessments. In addition to 'A' level subjects in Arts, the School added Social Sciences and Education. It had expanded gradually. Having once occupied a few dark offices on the third floor of the main Library, the School now occupies a whole wing of the Science Faculty and part of the Theatre II/III complex, Old Site.

Initially, the School was established to organise and conduct the *General Studies* at the degree level in conjunction with the Faculties, and to organise 4-term Pre-degree in Humanities.

The Division of Humanities runs pre-degree programmes in Hausa, Arabic, Islamic studies, Geography, Mathematics, Education, History, English Literature, French, Political Science, Management Sciences, Sociology, and Economics (Social Science) was scrapped in 1990 following the introduction of 6-3-3-4 educational system.

The aim of the GSP is to increase awareness in students in areas outside their own disciplines. For this reason, students take segments that fall outside their main courses of study in the University. The School of General Studies also organises *Study Skills*. This course is a part of GSP taken by all level 100 students. Study skills aims to teach students the technique of effective and efficient study. Emphasis are laid on Library Instruction, Research Techniques, Note-taking, Reading and Writing skills, as well as the efficient use of one's time. Students who are taking any of SGS courses are required to register with the School of General Studies at beginning of the session.

At present the School has two divisions: Remedial English and General Studies Programmes. The Division of General Studies organises and co-ordinates the teaching of the two General Studies courses with other Faculties. These

courses include Foundation of Nigerian Culture, Nigerian Government and Economy, and Society, Science and Technology, while the Remedial English Section is responsible for the teaching of all Remedial English courses in the University.

The School is headed by a Director, who is both the Academic and Administrative head of the school.

Functions of the School

The School of General Studies is multi-functional in nature. It runs the following courses:

General Studies Programme (G.S.P): This is a compulsory course meant for undergraduate students to broaden their intellectual horizons on issues of domestic and international relevance to their future roles as leaders of the society. It is conducted every session by the School of General Studies and it is taken by all undergraduate students at level 200.

Remedial English Language: This is a course meant for all University students without an Ordinary Level qualification in English Language. It is part of the University law and as recommended by the Senate to withdraw student from the University if he/she fails to attain the required standard in English within two academic sessions from admission into level I or within one academic session from admission into level II.

Future Development

With the introduction of 6-3-3-4 educational system – the School has stopped the 4-Term Pre-degree Programmes. The mother faculties have started to admit Senior Secondary School graduates. So the School will start new remedial programme for candidates from educationally disadvantaged areas of the country whose qualifications do not qualify them for direct entry into the 4-year degree programmes. Similarly, all non-degree courses which are run by some departments in the Faculties will be transferred to the School so as to allow the faculties to concentrate on research, graduate and post-graduate teachings. Details of Courses are contained in the University Prospectus.

Staff:

1. Director
2. Two Coordinators

3. Three Administrative/Secretarial staff

Core Staff

1. Lukman M. Saidu
2. Dahiru A. Fagge
3. Khaleel I. Abdussalam
4. Sindi Medar-Gould
5. Sadiya S. Daura
6. Saka Raji Audu

The Postgraduate School

A. B. Garba

Secretary, Post-Graduate School

Background

Prior to the establishment of the Postgraduate School Bayero University Kano Postgraduate programmes had been organized and coordinated by the Research and Development Committee through the Academic Division.

The National Universities Commission (NUC) formally approved the establishment of the Postgraduate Schools in March, 1989. The School's existence was reflected in the 1989/90 Budget and a Dean was appointed by the Vice-Chancellor in October 1989.

Staff

The pioneer Dean of the School was Professor Munzali Jibril while Mustapha Jamoh served as Secretary until May 1993 with four other staff. The current Dean Dr. S. O. AbdulRaheem was elected for a first two year term in October, 1991. The current Secretary Alhaji Aliyu Bala Garba assumed office in June 1993. Between 1989 and 1993 the staff strength had increased from seven to eleven.

Students

The School took off with some 258 on its enrolment. The student intake rose to 642 and 708 during the 1991/92 and 1992/93 respectively.

Functions

The functions of the school are:

1. Responsibility for the co-ordination of the Postgraduate programmes of study of the University including planning, curriculum Development, Admissions, Registrations, Examination, Certification and Postgraduate Student Welfare;
2. Regulation of the disbursement of funds allocated for Postgraduate work as well as

- ensuring the provision of appropriate facilities, for Postgraduate work;
3. Maintenance of Postgraduate academic standards and responsibility for Postgraduate academic links and exchanges;
 4. Facilitation of the publication of the results of Postgraduate research and General Propagation of the University's postgraduate activities with a view to attracting funding and support from other, bodies;
 5. Monitoring and Evaluation of the progress of Postgraduate studies in the University and submission of an annual report to Senate.

Revenue

The School has become one of the most important generators of revenue for the University. The School realized over N30,000.00 for the University from the MBA programme alone in 1990, in 1991 over N45,000.00 was realised and in 1992 more than N1 million was realised for the University as tuition fees for both commercial and non-commercial courses. Hopefully this year (1993/94) more than N1.5 million is expected to be realised.

Achievements

Within the three years of its existence, the Postgraduate School has recorded an increase of over 100% in the number of Postgraduate programmes. The School's policies have been directed at encouraging all serious; students to complete their studies within the minimum stipulated period. Most of the dormant registrations have been cleared off the School's register, and it is hoped that with closer monitoring of both supervisors and students and a stricter application of the regulations, the School's reputation will be firmly established as a reliable and efficient centre of excellence in Postgraduate Teaching and Research.

**The University Library Reminiscences Of Three Decades
Of Development And Services**

M. A. Sadiq and H. Y. Kethi

The University Library

Introduction

The Bayero University Library complex consists of four physically separate structures located on the two campuses. Three of these are located on the Old Campus. The first is the Main Library, which is situated near Theatre I. This two-storey building was specifically designed and constructed as a college library. The ultimate capacity of the building was projected to be around 300,000 volumes with a seating capacity for 600 readers.

The second is the Law Library. Established in 1978, it was initially housed in the Main Library building. Following the movement of the Law Faculty to the New Campus in 1984 the Law Library was moved to occupy one section of the New Campus Branch Library. However both the Law Faculty and the Law Library were moved back to the Old Campus in 1990. The Law library now occupies one wing of the present Law Faculty building. The third is the Medical Library, which was established in July 1986 and started functioning in October the same year. It is accommodated in the Faculty of Medicine building. A temporary building is now made available to the library at the Murtala Specialist Hospital to be used for our clinical collection, but it is yet to be operational. The New campus Branch Library, set up in 1984, is temporarily housed in the academic core building. It currently serves four faculties, i.e. Technology, Arts and Islamic Studies, Social and Management Sciences, and Education.

The University Library has played three significant roles in the service of its parent institution over the last thirty years. The first decade of the establishment of the Library can, for the purpose of this modest contribution, be conveniently termed as a formative period. That was the period during which the Library served the needs of a college. The College itself was then a constituent faculty of a conventional university.

The second decade of its inception, the period between 1975 and 1977, can be considered as a transitional period for the Library, as indeed it was also for the parent institution! There has been a dramatic change in the role of the Library when the College was upgraded to the status of a University College. In addition to adjusting itself to meet the immediate needs of the foundation faculties, plans were put in place towards getting the Library, within the span of two years, to make adequate provisions to support the programmes of a full-fledged university and to also plan for anticipated growth. From the end of the second decade onwards, the Library continued to grow and improve its services in conformity with the expanding academic programmes of the University.

The objectives of the Library are determined by the objectives of the University, which are primarily geared towards the promotion of scholarship and research. The objectives of Bayero University are clearly spelt out in the law establishing it. These are:-

1. to encourage the advancement of learning and to hold out to all persons without distinction of race, creed, sex or political conviction the opportunity of acquiring a higher and liberal education;
2. to provide courses of instruction and other facilities for the pursuit of learning in all its branches, and to make those facilities available on proper terms to such persons as are equipped to benefit from them;
3. to relate its activities to the social, cultural and economic needs of the people of Nigeria; and
4. to undertake any other activities appropriate for a university of the highest standard².

It is the primary responsibility of the Library to support the University in achieving the above objectives by providing relevant materials and services for the exploitation of the various categories of users. The Library has also the secondary responsibility of meeting the information needs of the local community. Since no Library however well endowed can be self-sufficient in the resources at its disposal, it is the duty of the Library also to

establish links with other libraries for the sharing and exchange of resources.

Development of the Library in the early years

The nucleus of the Library was formed on 3rd February 1964 soon after the movement of Abdullahi Bayero College of Ahmadu Bello University to its temporary site at the Old Kano Airport Hotel. The Library started in a one-room apartment. It was soon moved into a wing of the main block of the Hotel. Its initial stock consisted of 1,135 books (covering Arabic, Islamic Studies, History, and English) and some sixty-five journal titles.³ Thus the objective of the Library was to support the programme of the College by the provision of materials and services for undergraduate studies (later including preliminary studies) as well as research materials for the teaching staff. With a population of thirty-seven students the Library had a seating capacity for 18 readers. The first College Librarian was Mr. Gerald Tibbets who was also an Arabist.

By March 1968 the main Library building on the present Old Campus was ready for occupation when the college moved here. The building was constructed from a grant of £225,000 contributed by the British Government to the defunct Northern Nigerian Government. It initially served as a multipurpose complex providing accommodation for the Library, teaching departments, lecture halls and the College Administration.

While delivering his speech at the official opening ceremony of the building the then ABU Vice-Chancellor predicted that "A University for Kano State is therefore only a matter of time. It is not inconceivable that Abdullahi Bayero College... may well form the nucleus of that future university of Kano"⁴ The prediction was made in April 1969. Actualization of that prediction, as will be seen later in the next section of this Chapter, came about within a much shorter period than was anticipated in the speech.

Transition From a College to a University Library

A lot of changes took place during the second decade. The most significant of these occurred between 1975 and 1977. The economy of the nation was healthy. The period

witnessed rapid developments in all sectors of the economy, and the increasing demands for higher education gave rise to the expansion of the education sector.⁵

Against the above background the Federal Military Government in mid-1975 announced the takeover of the existing state universities and the creation of seven new ones. Among the seven was Abdullahi Bayero College, which in October 1975 was upgraded to a University College. It became a full-fledged university two years later. The Library equally changed in status to become the University Library.

Following the creation of new faculties the Library drew up both short-term and long-term programmes in order to meet the immediate and future needs of the existing and anticipated faculties. In this connection there was an urgent need for more space, materials and staff. There was also the need to prepare programmes for a new Library building at the New Campus.

To create more space for the Library to expand, the teaching departments and the Administration unit had to move to their new buildings. The movement started with the teaching departments, which enabled the Library to acquire fifty per cent of the building. Fortunately the structure of the building is modular. This means the interior of the building is flexible and, as such, can be altered to serve various purposes.⁶ Therefore extensive internal alterations were undertaken. Five reading halls were created and furnished with steel shelves and study carrels to accommodate 70,000 volumes and 300 users. A few years later the Administration unit moved to its new building. This enabled the Library for the first time to take over the entire building.

Also during this period new sections were created. These are the Bindery Unit, Documents, and Nigeriana, which are briefly treated below:

Bindery Unit: The unit as an arm of the Library became operational in 1976 – a year after some binding machines and a printing press were purchased. It was set up primarily to serve the University Library and other departments/units of the University. The major work undertaken for the Library are the binding of books and journals, production of catalogue cards, book accessories, borrowers tickets, letter beads and other essential records. It undertakes similar jobs for outside organizations. The Bindery also undertakes

the binding of students projects, dissertations and post graduate theses at reasonable charges thus saving them the problem of having to look for commercial binders elsewhere, The unit generates some revenue for the university through these operations.

Documents Section (Formerly Graduate Research Unit):
The Graduate Research Unit which is now known as the Documents section of the University Library was set up early 1975 as an independent research centre. Its mandate was, and still is, to build up an extensive research collection for the use of staff and graduate students of the University. The Ahmadu Bello University board of Research released a take-off grant of N112,660 to the late Professor M.A. Al-Hajj who was then Head of the History Department, to start the unit. The unit was initially accommodated in that Department.

Having completed the necessary spade work by acquiring some furniture and a heavy duty copier the unit started its operation by photocopying the works of the key founders of Sokoto Caliphate: Shehu Uthman dan Fodio, his son Muhammad Bello, and his brother Abdullahi. Plans were also made to acquire copies of important manuscripts, theses, and articles relevant to Western Sudan and the Sahara regions.

By the end of 1975 the University College released funds to the unit for the purchase of a microfilm reader/printer, a vehicle, and microfilming equipment. As a result, a darkroom for processing microfilms was established to complement the photocopying effort. The G.R.U. also xeroxed the works of other scholars in West Africa. A notable manuscript collection that was photocopied is that of the Emir of Kano Abdullahi Bayero. The collection was bequeathed to the Shauchi School Library.

In January 1979 the University Senate established a temporary management committee to look after the unit, which was renamed Graduate Data Centre. It was later moved to the University Library and put under the care of the University Librarian and again renamed the Archival Unit. It was finally integrated into the Library under the name Documents Section to form the nucleus of our research collection. The collection consisted of the following:

1. Photocopies of manuscript books written in Arabic by the founders of the Sokoto Caliphate

and other Nigerian authors. Some original manuscripts were acquired by purchase or donation.

2. Theses, dissertations and papers presented at seminars and conferences;
3. Copies of rare books and articles
4. Microfilms of Colonial Office records relating to Northern Nigeria. The soils data files covering a large area of the region were also copied.⁷ Though the collection initially covered Arabic, Islamic Studies, History and Geography, it is being expanded to cover other subject disciplines offered in the university.

The Nigeriana section was created in the 1980/81 session. The objective of the section is to develop a collection of works published by Nigerians and non-Nigerians about Nigeria. Particular attention will however be paid to works on or about Kano. Nigeriana collection is now housed in the Documents Section. Also accommodated in Documents are government publications and the deposit collections.

Access: Since its inception the Documents unit has been attracting scholars from both within and outside the country. The collection is therefore open to staff, graduate students and other research workers. Permission can also be granted to final-year undergraduates to use the collection.

Administrative Set-up

During the College days and until the change in the status of the institution, the administrative set-up of the Library appeared to reflect a centralized structure with the heads of the few sections directly responsible to the librarian. That should be expected because the Library was relatively small and was serving one faculty. With the change in status and role came accelerated expansion. Sections which used to share a single room, for example, were able to secure separate accommodation. Again, with the increase in the number of sections the Library administration found it expedient to reorganize them along divisional lines. Thus the sections were grouped under two divisions - Technical Services and Readers Services. This arrangement did not initially work well because the style of management was autocratic and there was lack of direct

communication between the librarian and the sectional heads. The arrangement was discontinued in 1978 to allow time for a closer study of the system. The divisions were however reintroduced with a participatory style of management in 1982.⁸ The style made room for an effective line of communication within the organization within the framework of the objectives of the parent body.

In realization of this, the first College Librarian proposed the establishment of a local Library Committee to enable the teaching departments to have a say in the activities of the Library. That did not initially materialize, probably because the ABU Library committee of which the College Librarian was a member was functioning. Later on the committee was set up but remained a sub-committee of the ABU Library Committee. It occasionally met until 1971.

In the light of new developments, however, the Bayero University College Library Committee was inaugurated in 1976 with the following terms of reference:-

1. To advise and assist the Librarian on all matters concerning the university Library system and in particular on:
2. Regulations governing the use of the main Library, and
3. the relationship between the university Library and the school or faculty libraries;
4. To consider and approve the Librarian's recommendations on the allocation of funds for the purchase of books, journals, manuscripts, equipment, etc.; and⁹
5. To report to Senate once every term.

The Library Committee took a keen interest in the affairs of the Library as noticed from the frequency of its earlier meetings. Among the important recommendations the committee made was the setting up of book-buying missions to speed up the development of a basic collection for the new faculties. Thus two teams were organized in 1977 - one to tour Europe and the other to tour the Middle East. A third was later set up to go round the country. As a result a lot of books were purchased.

Two other important subjects which the committee addressed were the question of faculty libraries and the new Library building project.

Faculty Libraries

The question of faculty libraries and how they relate to the Main Library engaged the attention of the Library Committee for a long time. The subject generated so much interest probably because it forms part of the Committee's terms of reference. The debate started at the June 1977 meeting when the University Librarian called for the merger of departmental libraries to form faculty libraries. By then only Arts and Islamic Studies had no faculty Library.

The matter came up again at the November meeting of the same year. The thinking on the part of the Librarian was that of developing faculty libraries as an extension of the university Library. Reference was made to the Academic Development Committee's submission to the NUC in favour of developing faculty libraries. That was however not accepted by the NUC.

Nevertheless the librarian was directed to conduct a survey of the existing departmental and faculty libraries and prepare a paper on ways and means of assisting the development and maintenance of faculty libraries. By January 1978 and before the report was prepared, Arts and Islamic Studies established its own faculty Library.

Since then there has been no consensus of opinion between some faculties and the Library Committee on the relationship between the faculty libraries and the University Library. This remained so until December 1978 when the Committee proposed that faculty libraries be regarded as part of the University Library. Provision was made by way of additional funds for the Library to bear the additional responsibility.

Nothing dramatic happened until 1981 when the University released the sum of N50,000 to the Library to purchase books for the faculty libraries. The final decision was that faculty libraries would remain under the control of the faculties until such a time they would be phased out in accordance with the NUC guidelines. Thus the Faculty of Arts and Islamic Studies Library was phased out in 1983 and its stock and staff were taken over by the University Library.

New Library Building

When the University College took off with four faculties it became clear that the existing Library building could only support the programmes of the institution for a few years. The need therefore had arisen for planning a new Library building to meet the projected expansion of the University.

Against this background the Academic Development Committee sent a proposal to the Library Committee for the setting up of a Library Building Planning Committee. The Building Planning Committee was set up in November 1977 consisting of members drawn from the Administration, campus planners, the Librarian, two co-opted members - the late Professor Abdullahi Mohammed (then the Head of the Library Science Department (ABU), Mr Khalil Mahmud, the University Librarian of ABU, and David Kaser, Professor of Library Science, Indiana University, USA, as Library Building Consultant. The committee met on 20th March 1976. The building programme was extensively discussed. It was expected that the concrete proposals made by members would be taken into consideration while drawing up the brief.

In April 1962, when the plan was approved, a contract for the building was awarded. When completed the building will have a capacity for 500,000 volumes and seating capacity for 2000 readers.¹⁰ Although the building is yet to be completed it is now considered by the authorities as one of the priority projects.

Staffing

Staffing is a key element in the smooth running of any organization. This is equally important for an academic Library which is expected to render efficient services in support of teaching, learning and research activities. Staff with the necessary qualifications and experience are therefore needed to run such services. Abdullahi Bayero College Library began its services with one professional Librarian, one Senior Library Assistant, four Library assistants and three supporting staff. By the end of 1973 there were two professional Librarians, twenty-seven Library Assistants/Attendants and thirteen other junior staff. Professional Librarians were hard to come by, as can be noted from the above picture. The following served as College Librarians in the first decade.

Mr. G.R. Tibbets	Feb. 1964-July 1967
Mal.(Late Professor) Mohammed	A. 1st Aug. 1967- Dec. 1968
Mal.(now Dr.) H.I. Said	Jan. 1969-9th June 1970
Miss Winifred May	10th June 1970 - 31st August 1971
H.I. Said	1st Sept 1971 - 31st Dec. 1974

The staffing situation did not improve much in the second decade especially at the professional level. The third decade however witnessed some improvement in the overall staffing position. The Library at present has seventeen professional Librarians, eighteen paraprofessionals, (i.e. holders of Diploma and Assistant Library Officer's certificate), twenty-seven Library Assistants, five Senior and four junior administrative staff, seven senior and six junior technical staff and twenty-two others making a total of 104. Out of this number fourteen are Bindery staff. The Librarians who have been in charge of the Library from 1975 to date are:

Mal.(now Dr.) Bichi (Ag.)	M.Y.	1st Jan - 20th April 1975.
Mal (now Dr.) Kiyawa (Ag.)	I.A.	21st April 1975-31st Aug.1976
Dr. A. Moid (late)		1st Sept 1976-31st Aug. 1978
Dr. H.I. Sa'id		1st Sept 1978 - To Date

Dr. N. Bello acted as University Librarian when the substantive Librarian was on a course at the National Institute.

Library Stock and Users

Another important element of Library services is the development of stock. Stock development is determined by a number of factors, important among which are the availability of funds, the curriculum of the university and the size and composition of the Library users.¹¹

The development of the Library stock over the years can better be appreciated when these and other related factors are borne in mind. By the end of the first decade the Library holding had risen to about 28,000 volumes while serials titles rose to 450. Similarly during the period 865 students and 192 staff registered with the Library, and the Library could accommodate 120 readers.

By 1984 the total holding of the Library was 100,000 volumes with seating space for 430 users. A total of 4326 students and 200 staff were registered. In that year total loans amounted to recorded (excluding short loans) 104,970.

Nearly the same pattern of stock growth was recorded in the third decade, though the rate fell sharply with the inception of the Structural Adjustment Programme (SAP). Now the Library holding is 150,000 volumes. Serials subscriptions however dropped from 2,100 in 1984/85 session to 385 in 1986 and to an all-time low of 130 by 1990. In contrast, the number of registered readers went up to 5,284 students (excluding remedial students) and 350 staff in the current session and there is provision for seating about a quarter of the total users.

Donations

Stock development is achieved by various means. These include purchase (which is the commonest), donation, exchange and deposit rights among others. Since its inception the Library has been receiving donations from individuals and organizations as contributions towards developing its stock. The grant from the Ford Foundation has already been mentioned. The following are however worth mentioning for their contributions to the library. A more comprehensive list is given in the Appendix to this volume.

1. Arab League Educational Scientific and Cultural Organization (ALESCO).
2. The British Council under the ODA book Presentation Project donated a total of 972 books (pre-selected by the Library).
3. Emerson Electronics of USA in conjunction with USIS pledged to buy books worth \$20,000 for the Library. Some titles have been received.

4. The entire stock (including furniture) of the American Cultural Center Library, Kano, was donated to the Library.
5. The Library received 5,000 Library Science books from the University of Alberta, Canada
6. Egyptian Consulate, Kaduna.
7. Canadian Organization for Development through Education (CODE).
8. United Nations Industrial Development Organization (UNIDO).
9. International Crops Research Institute for the Semi-Arid Tropics.
10. American Association for the Advancement of Science (AAAS).
11. United Bank for Africa made a grant of \$30,000 for the purchase of Library books.
12. The Bank of the North donated the sum of N200,000 for the purpose of developing the Library's Management Sciences collection.

Depository Rights

The Library has been granted depository rights to receive publications of the following bodies:-

1. General Agreement on Tariffs and Trade (GATT).
2. The World Bank.
3. United Nations Educational Scientific and Cultural Organization (UNESCO).
4. United Nations Conference on Trade and Development (UNCTAD).
5. Food and Agricultural Organization (FAO)
6. World Health Organization (WHO).
7. International Development Research Centre (IDRC)
8. International Council for Research in Agroforestry (ICRAP)

Services

Apart from the normal loans, reference and bibliographic services the Library offers the following.

1. An orientation programme is organized for fresh students at the beginning of each session. This consists of introductory lectures on the organization and services of

the Library. The lectures are normally followed by a conducted tour of the Library. Each student receives a copy of "A Guide to the Library" on registration. The handbook gives detailed information on how to use the Library facilities. Because of the limitations of the orientation programme, the Library is now planning to introduce User Education as a credit-earning course of the General Studies Programme. It is believed that this is a more effective way of making students more efficient users of the Library resources. Furthermore, the Library organizes a more advanced bibliographic instruction for post-graduate students by special arrangement. This is done in collaboration with the interested departments.

2. For the benefit of the readers the Library runs a low cost photocopying service. The charges are determined by the running cost of the facility and the Library does not intend to a make profit from this operation.

3. Materials not held by the Library can be obtained through inter-Library loan arrangement.

4. The Library buys coupons from the British Library for the purpose of acquiring articles urgently needed by individual researchers. Requests for articles needed for teaching are also entertained.

Publications

The Library periodically publishes the following:

A Guide to the Library
Library News and Accession List
University Librarian's Annual Report

The Library also intends to publish the following:

List of journal holdings of the Library
List of Arabic manuscript holdings
A bibliography of research out-put of the university staff
- current and retrospective

Problems Encountered over the years

When the College was transformed into a University the Library no doubt encountered some initial problems in its efforts to meet the requirements of the new faculties. These

included space, stock development and staffing. Where space is concerned this could not be solved immediately particularly when the Library shared its building with the teaching departments and the administration. It took the Library five years from 1975 to 1980 before it took over the entire building following the movements of these units.

There was an effort by the Library to build up its basic stock in 1977 when it organized book-buying missions. Although the exercise considerably increased the Library stock it had its inherent problems. Again as a result of the book-buying tours the Library by 1978 found itself saddled with a backlog of unsettled invoices. This forced the foreign books and journals suppliers to suspend further shipments. For two subsequent years therefore the Library had to use its regular funds in settling the bills. This also considerably reduced the ability of the Library to develop the collection during the period.

The situation however improved from 1979 to 1984, when the Library received block grants from the NUC. That was why the Library was able to record an average growth rate of 12,000 volumes per annum during the period. The problems of acquisition was back again in the mid-80s when the Library suffered a sharp drop in stock growth. That was the time when SAP set in. Because of the fall in the value of the Naira the book and journal funds became inadequate even to pay for subscriptions of the reduced journal list. Thus the Library reached a stage where it could not update its books and journal holdings.

The scarcity of books and journals occasioned by their rising costs led to other serious problems which the Library had to contend with. These are the incidences of mutilation and illegal removal of books. Although the problems are not peculiar to this Library, efforts are being made to check the practice by intensifying security arrangements.

Staffing, particularly at the professional level, did not appreciably show signs of improvement until the early eighties. Qualified and experienced professionals have been hard to come by over the years. The Library therefore had to make room for staff development and recruitment of new staff before the situation reached a satisfactory level. At the junior level the Library Assistant cadre, which constitutes the largest group, is not always stable. Those with good 'O' levels invariably leave when they secure places for further

studies (of course a few who are interested in Librarianship choose to go to Library Schools). Thus the Library is usually left with no alternative but to secure the services of those with low grades. Unfortunately this is the group who most frequently interact too closely with readers.

Future Prospects

The drastic fall in funding universities in the eighties occasioned by the economic decline seriously affected their ability to carry out their traditional responsibilities collectively. Consequently, the Federal Government found it expedient to approach the World Bank for assistance in order to revive the facilities of the universities, including the procurement of books, journals and equipment among others. Bayero University is among the twenty Federal universities participating in the World Bank Project.

The first consignment of books for the Library was received in July 1993 while the second batch arrived in October. Thus with the World Bank Project having taken off it is hoped that in the next one year or so the Library will be able to update its collection to a satisfactory level in order to meet the teaching and research needs of the University.

Another encouraging development which is expected to strengthen the position of the Library service, has been the increase in the level of funding. Until 1992, Federal University libraries were expected to receive 5% each of the recurrent grant of their respective universities. This has been raised to 10% as from 1993. Furthermore the libraries are now allowed to carry over their unspent funds to the following year.

The staffing situation is now steadily improving. Stability at the top over the years has ensured good planning for staff growth. Consequently many professional staff have taken advantage of staff development in acquiring higher degrees. Other categories of staff also have their share of staff development. With this trend it is hoped that the quality of the Library's services will further improve. Furthermore, Library's officers are now being deployed to lead the assistants at the counters in serving readers in the evenings.

The Library has lately embarked on a phased automation programme. With an IBM PC compatible computer now at its disposal work on the serials record has started. It is hoped that when the necessary software is acquired other housekeeping operations will be covered.

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Twenty Four Years Of C.S.N.L At Bayero

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Brief History

In 1969 there was established at Abdullahi Bayero College, Kano of Ahmadu Bello University, Zaria a *Centre for Hausa Studies* which was located at the premises of the Department of English and Modern European Languages. Professor Neil Skinner of the University of Wisconsin (now retired), pioneered the setting up of the Centre, with only one member, Malam (now Doctor) Ibrahim Ahmad Mukoshy as its Secretary. A year later, it was decided that the Centre should have a Northern regional as well as national scope, a politically expedient strategy that could attract financial and moral support for it.

Accordingly, in 1970, it assumed the name *Centre for Studies of Nigerian Languages*, a name that was later considered to be "clumsy and carried an implication of a fragmentary kind of study." On 4th November, 1970, the Centre committee decided to request the Faculty of Arts and Islamic Studies of A.B.C. to approve the change of name to *Centre for the Study of Nigerian Languages*, and to recommend the same to the ABU Senate. After the ABU Senate had approved the amendment to the name, the Centre for the Study of Nigerian Languages was formally inaugurated on 13th March, 1971. It has continued as such to date. With this development, it was also decided that the Centre should "have a separate building...containing among other things, a seminar room, research facilities and an independent reference library for book, texts and recorded material of Nigerian Languages."

Functions and Scope of Activities

Function

The founding fathers of the Centre decided that the general function of the Centre "was to promote research and stimulate interest in the language and literature of Nigerian Languages; to encourage co-operation among all interested in Nigerian languages; and to provide information and facilities to scholars, publishers, and writers."

Scope of Activities

It was moreover decided by the founding fathers that the work undertaken by the Centre and encouraged by it should have both scholarly and academic aims as well as practical ones, such as producing text books and syllabuses for teaching in schools, with a view to raising the standard of Nigerian languages in schools and training colleges. It was also supposed to collect bibliographies, manuscripts, vocabularies and books.

It was furthermore decided that the Centre should, "to a certain extent, be selective in the languages it concentrates on." This was based on the fact that Nigerian languages that are catered for in other Nigerian Universities such as Yoruba in Ibadan and Igbo in Nsukka, should be low key in its priorities, and that languages like Hausa, Fulfulde, Kanuri, Tiv and Nupe should have higher priority.

Review of Functions and Scope

Over the years, the functions and objectives of the Centre have been reviewed. At the moment, the Centre conducts its business according to the following objectives:

1. to promote the study of and research into Nigerian languages, literature and culture.
2. to convene and conduct conferences, seminars and workshops on Nigerian languages, literature and culture;
3. to prepare pedagogical materials for the teaching of Nigerian languages, literature and culture;
4. to engage in translation both into or from Nigerian languages and other major languages of the world;
5. to promote original writing in Nigerian languages by counselling, guidance and advice to potential writers;
6. to collect materials and establish archives for traditional manuscripts, folk artefacts, crafts and traditional music.

The scope of the functions of the Centre to achieve the above objectives has also been reviewed. Due to manpower

problems, the language priorities of the Centre have been narrowed down to Hausa, Fulfulde and Kanuri. Furthermore, with the emergence of the University of Maiduguri and the introduction of diploma and degree courses in Kanuri studies there, the centre's activities along these lines have been reduced to the barest minimum.

Development

Introduction

At its inception, the Centre did not have an independent location of its own. It was first accommodated in the premises of the Department of English and European Languages. It was only in 1973 that it was allocated a whole wing in one of the new buildings at the college to provide office space for staff, a seminar room, a library and archives.

This notwithstanding, the Centre is still not well accommodated. Now and then, its space allocation is tampered with, a situation that often gives us a feeling of having a temporary status or location.

Staffing

At its formal inauguration in 1971 the Centre had one research fellow, one secretary and one clerk. By 1974 however, the Centre had a total of nineteen research fellows of varying ranks (Nigerian and expatriate). With the departure of the expatriates at different times, the Centre had, by the mid-1980s, a stable population of fifteen to sixteen research fellows mostly Nigerian. By 1994 there were thirteen research fellows, three senior administrative officers, one typist, one clerical assistant, one librarian, one library attendant, one porter and one messenger.

Of the thirteen research fellows mentioned, seven have Ph.D degrees while four have M.A. degrees. Among the four M.A. holders, two are on Study Fellowships for their Ph.D degrees also.

Similarly, among the Ph.D holders, two are linguists and are two literature specialists while the remaining three specialise in cultural studies. The academic ranks of these research fellows are as follows:

Two Professors;

Two Principal Research Fellows;
 Four Senior Research Fellows;
 Two Research Fellow I;
 Two Research Fellow II;
 One Assistant Tutor.

Facilities

From the humble beginning of owning a single typewriter at its inception, (and no other facility), the Centre is now fortunate to possess the following:

Facility	Quantity	
Typewriter	6	
Tape-recorder	5	
Cassette recorder	20	
Duplicating machine	3	
Photocopier	3	(2
unserviceable)		
Scanning machine	1	
Television (video)	1	
Video machine	1	
IBM PC Compatible Computer (386SX)	1	

Deficiency

It must however be stated that some of the facilities are out-of-date and obsolete. There is a need to replace them with more modern means of communication.

The Library

The Centre has its own independent library with a collection of about 1645 books and 437 journals on the language, literature and culture of Nigerian languages, as well as other fields related to language study. A trained librarian is in charge.

Achievements

The success and achievements of the Centre can be assessed by examining what it has done so far within the last twenty-four years in relation to the objectives of its establishment as listed in 1.2 above. The objectives are re-listed here again along with activities undertaken in relation to each.

To Promote the Study and Research into Nigerian Languages, Literature and Culture.

It should be accepted that all activities undertaken under objectives 2-6 below, are realisations of this objective.

To Convene and Conduct Conferences Seminars and Workshops on Nigerian Languages, Literature and Culture.

The Centre has convened no fewer than twelve international conferences on the language, literature and culture of Hausa, Fulfulde and Kanuri in alternate years.

This is an average of four conferences for each language. The proceedings of such conferences have been either published or produced in cyclostyled form. (Please see list of publications). There have been other conferences like the one on literary terms and that on harmonization of orthography.

The Centre staff have by themselves worked in groups in various locations in Kano, Kaduna and Katsina states working on the entries for a Hausa-Hausa dictionary. This dictionary is now in the press.

Similarly, the Centre staff together with other qualified Fulfulde native speakers, have held numerous workshops for the production of a Fulfulde-English dictionary. The entries are now being edited preparatory to going to press.

The most recent national workshop was the one held in 1990 for the review of the translation into Hausa (from English), of about two thousand marketing terms that had earlier been translated by CSNL staff.

To Prepare Pedagogical Materials for the Teaching of Nigerian Languages, Literature and Culture

The works that come to mind for the purpose of illustration, are *Kamus na Hausa da Turanci* (Modern Hausa-English Dictionary) the Hausa-Hausa Dictionary (galleys being proofread); the *Fulfulde-English Dictionary* (in preparation), *Sabumar Hanyar Koyar da Hausa, Nyaribe Kanuribe, Hawarwa Kanuribe* etc (see list of publications in 4). Recently, the Centre has designed a syllabus for a Certificate course in Hausa as a Second Language, and has also produced text material for the course. Printing of the

text has been hampered by lack of funds. *Fassara: Hanyoyinta da Matsalolinta*, and 'Some Aspects of Translating' are pedagogical in nature.

To Engage in Translation

The Centre has translated some works for the benefit of itself and outsiders. For example, it has translated 'Teacher's Guide to Family Health Care', 'Food and Nutrition' (forthcoming). It has also translated (English-Hausa), about two thousand words of modern marketing, *Jagorar Shugabanci a Musulunci* is a translation of a book in Arabic titled *Diya'ul Siyasaat* by Abdullahi dan Fodio.

The translation of works on behalf of outsiders can be illustrated by the translation into Hausa from English, for UNICEF, a book titled 'Facts for Life', and another titled 'Child Care in Islam'. The Centre has also translated into Hausa (from English), 'Core Curriculum for Primary Science', for the now defunct Primary Education Commission. Other similar translations into Hausa (from English) are those of 'Let the Truth be Told' (NNPC, Zaria) 'Sokoto Caliphate' (for Arewa House) and 'Highway Code' (for the Nigeria Police).

Besides practical translation, the Centre conducted certificate translation courses once every year continuously for the decade 1979-1988. Participants in these courses included personnel from legislative assemblies, media houses and the judiciary.

To Promote Original Writing in Nigerian Languages by Counselling, Guidance and Advice to Potential Writers and Authors

In this regard, the Centre generally guides and advises writers and authors on the techniques of writing in any of the three priority languages, orthography and editing etc of whatever form of writing, be it prose or poetry. Examples are the assistance given to Malam Hassan Hasnain for his work on Arabic loan words in Hausa, Alhaji Datti Ahmad for his book on the 'Tajwid of Qur'an', Alhaji Yahaya Mahmoud for his series of booklets on morale and ethics, and Amina Ibrahim Sadiq for her novel *Mahakurci Mawadaci*.

*To Collect Materials and Establish Archives for
Traditional Manuscripts (i.e. in Ajami) Folk Artefacts,
Crafts and Traditional Music*

Our research into and study of literature and culture requires the availability of material and non-material items. Hausa literature is divided into written and oral literature, and there is the need to collect written literature in whatever manuscript form, just as the recording of material of oral literature is vital. A scholar or student of culture needs to see samples of cultural materials of whatever type. In this regard, the Centre has been able to make the following collections:

Manuscripts

To date, the Centre has in its possession 940 large envelopes containing manuscripts (mostly in Ajami) of a varying number of folios. Many of them are poetry in Hausa, or Fulfulde, with a very few in Kanuri. Some of them are accompanied by their *boko* transliteration.

Recorded Materials

Recorded materials here are of two types, those on cassettes and those on reels. Recorded materials include poetry, songs, folktales and traditional music.

Cassette Recordings

To date, the Centre has a collection of 545 cassettes of varying lengths, some of 60 minutes and some of 90 minutes. As of the time of writing this historical brief, the Centre has in its custody a total number of 282 recorded reels.

Collections of Cultural Materials

It is regrettable to report here that the Centre is deficient in this regard. It has very few items of material culture in its custody. This is due to financial constraints which have retarded the establishment of a full-fledged archive. When funds become available, we are duty-bound to make improvements.

Teaching Assistance

Teaching Assistance at BUK

Besides their activities, the Centre's academic staff have, since its inception, been assisting with teaching at various departments at BUK, like the Department of Nigerian Languages, the Department of English and European Languages and the Department of Sociology. In addition, they have also been assisting students with their theses for both undergraduate and postgraduate degrees.

Teaching Assistance at Other Nigerian Universities

The academic staff of the Centre have also assisted with teaching at other universities in Nigeria. These include Ahmadu Bello University, Zaria; Usmanu Danfodio University, Sakkwato, and the University of Maiduguri. They have also served as external examiners at these Universities.

Links with Foreign Universities

For quite a number of years now, the Centre has been hosting summer schools for United States and German students of Hausa. From the United States the students usually come from Indiana University, Stanford University, the University of Wisconsin, the University of California, Los Angeles, and at times from Boston University and Columbia University. From the Federal Republic of Germany, the students come from Hamburg University, Frankfurt University, University of Mainz, Leipzig University, the University of Berlin, and the University of Cologne. The link with the German Universities is such that in 1992, a staff member of the Centre, Dr. Abba Rufa'i, who has been serving as the Nigerian Coordinator of German Students' Studies at Bayero University, was invited to Germany as a visiting scholar by the German Academic Exchange Service (DAAD). The one-month visit, which was undertaken in May of that year, took him to the University of Mainz, Hamburg University, and Frankfurt University. He would have visited Leipzig University if not for some reorganisation taking place there at the time as a result of German re-unification. Furthermore, the Centre was instrumental in the starting of degree courses at Sebha University, Libya, and the University of Kansas, U.S.A. The Centre recruited lecturers in Hausa for Sebha University in 1988 and one of its staff, Dr. Habibu Ahmad Daba, was a pioneer lecturer. He later became the Head of the Hausa Unit

of the Department of African Languages of that University. He however, returned home in 1993.

Dr. Maikudi Karaye pioneered the teaching of Hausa at the University of Kansas in 1990 followed by Malam Lawan Danladi Yalwa, also on the staff of the Centre.

It is pertinent to mention here also that a number of American, British and German scholars were instrumental in the establishment, growth and development of the Centre. Professor Paul Newman, now at Indiana University, became the first Director of the Centre in 1972. By 1973-74, while he was Director, the Centre's academic staff list included such names as Dr. Roxana Ma Newman (American, 1972-76), Dr. Russel Schuh (American, 1973-75), Mrs. Linda Dressel (American, 1973-76), Dr. John Hutchison (American, 1974-77), Dr. Norbert Cyffer (German, 1974-77), Dr. Ekkehard Wolff (German) and Dr. Kiyoshi Shimozu, (Japanese, 1973-76). Mention must be made here also of a German scholar, who though he never worked for the Centre, has for more than two decades been its keen moral supporter, and constant and regular visitor and ally. That is the renowned comparative Chadic scholar, Professor Dr. H. Jungrathmayr, of Frankfurt University.

This is not to neglect the role of British scholars in the establishment of the Centre. Professor Neil Skinner (of British descent), a Visiting scholar from Wisconsin University, pioneered the establishment of the *Centre for Hausa Studies* in 1969. He was then affiliated to the Department of English and European Languages, which was at the time headed by Mr. Proudfoot, a British scholar also. After Professor Skinner's departure another British scholar, Professor D.W. Arnott arrived in 1970 and ran the affairs of the Centre throughout the 1970-71 session. It was during his stay that the Centre's name was changed to *Centre for the Study of Nigerian Languages*. Other foreigners who contributed to the growth and development of the Centre include Mary McIntosh, British (1975-79), who worked on Fulfulde, K.A. Jarrett, British, (1978-81); who worked on Kanuri, Al-Amin Abu Manga, Sudanese (1979-83), who worked on Fulfulde, and Mr. B.A.I. Wedderburn, British (1978-82), who worked on Kanuri.

Participation in Radio and Television Programmes

In the 1980s the Centre, in collaboration with various media personnel, presented numerous programmes on many aspects of the language, literature and culture of Hausa, Fulfulde and Kanuri. These programmes were presented on both Kano State Radio and NTA Kano. The series lasted throughout the decade. In fact the Kano State Radio series, *Hausa Rigar Siliki*, which started in the early nineties and is still going on, is the result of the collaboration.

Highlights

Harsunan Nijeria

In talking about the achievements of the Centre, one must single out its annual journal, *Harsunan Nijeriya*, a masterpiece of its efforts. The first volume appeared in October, 1971 and by 1991-92, twenty years later, the XVth volume of the journal had been issued.

International Conference

The international conferences convened by the Centre since inception to date, to discuss language, literature and culture of Hausa, Fulfulde and Kanuri, have been spectacular among the Centre's activities. They have always been well attended and never devoid of foreign participants both from Africa and beyond.

Commemorative Symposium

In 1989, the Centre was twenty years old. A commemorative symposium was held to celebrate the occasion. It attracted scholars from the United States, Britain, France and Germany. Five scholars presented papers at the symposium and these papers were edited, resulting in the publishing of a small book entitled *Nigerian languages: Yesterday, Today and Tomorrow*.

Translation Courses

It has earlier on been mentioned that for about a decade (1979-88) the Centre conducted a translation course every year and its participants came from state legislatures, media houses and the judiciary. The courses generated interest and there were numerous calls on the Centre to introduce a Diploma course in translation. That could not have been possible due to some academic constraints.

Highlights On Indigenous Staff

In a previous section mention has been made of some foreigners who have contributed to the establishment, growth and development of the Centre. It is equally justifiable that mention should be made of the earliest indigenous contributors to the establishment of the Centre and its growth. They include:

Malam (now Dr. and Professor) Dandatti Abdulkadir (1971 to date)
Malam Gidado Bello (at ABU Zariya since c.1977).
Malam (now Dr.) Ibrahim Ahmad Mukoshy (at the Nigerian Educational and Research Council since 1987).
Malam (now Dr. and Professor) Dalhatu Muhammad (at Ahmadu Bello University since 1977).
Malam (now Dr. and Professor) Ibrahim Yaro Yahaya (1973 to date).
Malam (now Dr.) Abdu Yahya Bichi (1973 to date).
Malam (now Dr.) Habib Ahmad Daba (1973 to date).
Malam (now Dr.) Maikudi Karaye (1973 to date).
Malam Bello Sa'id (1973 to date).
Malam (now Dr.) Ahmadu Bello Zaria (1973-1982).

Professor Dandatti Abdulkadir became the second Director of the Centre (1977-86) and Vice-Chancellor of Bayero University (1986-90). Professor Ibrahim Yaro Yahaya is currently Deputy Vice-Chancellor, Administration at Bayero.

Administrative Structure

Throughout the first three years of its existence, the Center defended the day-to-day conduct of its affairs on the *Centre Committee* which was composed of high-ranking academics of Ahmadu Bello University (largely from Abdullahi Bayero College) including the Vice-Chancellor. Professor Arnott and Professor Rayan served as first and second Chairman of the Committee respectively. It was only in November, 1972, that the first substantive Director of the Centre was appointed. He was Professor Paul Newman, who occupied the post for about four years (1972-76).

In carrying out his functions, the Director is guided and assisted by the following:

The Steering Committee

This committee is composed of eminent personalities from various parts of Nigeria but specifically the northern states. It also includes the Vice-Chancellor of BUK; the Director of the Centre; Head, Department of Nigerian Languages, BUK; the Director, Institute of African Studies, University of Ibadan; three representatives from senior academic staff of CSNL; a representative each from related Faculties at BUK; the Director, Centre for Nigerian Cultural Studies, ABU Zariya; and the Director of Culture, Federal Ministry of Information and Culture. This committee is a policy-making body and used to be chaired by His Royal Highness, the Emir of Daura, Alhaji Muhammadu Bashir. The Committee is supposed to meet once in a session.

The Executive Committee

The Centre's Executive Committee has the following composition:

the Director, CSNL;
two senior academic staff of the Centre elected annually;
two members of the steering committee
the Director, CNCS, ABU, Zariya;
the Secretary, CSNL

The Executive committee shall:

1. assist the Director in carrying out the policies laid down by the Steering committee;
2. be responsible for setting the criteria and procedure for disbursing research funds
3. be responsible for approving and overseeing the publication programmes of the Centre;
4. determine the criteria and procedure for extending the Centre's research facilities to scholars affiliated to the university.

This committee is supposed to meet when the need arises but at least once in a semester.

Centre Staff Working Committee

This committee consists of the Director as Chairman, and all the academic staff of the Centre. It deals with all academic matters of the Centre such as:

1. considering areas of research;
2. approving individual research projects for research fellows and assessing their progress;
3. determining themes and topics for conferences, seminars and workshops and the convening of such activities;
4. handling all matters related to publications;
5. undertaking all other academic matters that may arise not covered in a-d above.

This committee is supposed to meet at least once in a semester.

Language Boards

There are three Boards, one each for the three languages the Centre has prioritised. There is thus a:

Hausa Language Board
Fulfulde Language Board
Kanuri Language Board

The membership of these Boards is made up of all Centre research fellows specialising in any of the three languages, relevant States' representatives, private individuals who are known to have made contributions to the development of the language concerned, publishers' representatives and representatives of relevant departments at BUK and other universities where the three languages are taught and studied.

The functions of these Boards include:

1. identifying areas of research that they feel need attention;
2. suggesting ways of meeting the needs of such areas;
3. examining and assessing research outputs of research fellows working on the respective languages, and making recommendations;

4. participating in academic activities if need be;
5. serving as public relations links between the Centre and the wider Nigerian society for moral support and assisting in raising funds for the Centre;
6. undertaking any considered measure appropriate that may contribute to the development of the respective languages as well as the growth and the development of the Centre.

These Boards are supposed to meet at least once in a session.

**List Of Centre's Publications And Collections
Journals**

Harsunan Nijeriya			
Title	Volume	Availability	Price
Harsunan Nijeriya	No. 1, 1971	O/S	N4.00
Harsunan Nijeriya	" 2, 1972	"	N4.00
Harsunan Nijeriya	" 3, 1973	"	N4.00
Harsunan Nijeriya	" 4, 1974	"	N4.00
Harsunan Nijeriya	" 5, 1975	"	N4.00
Harsunan Nijeriya	" 6, 1976	"	N4.00
Harsunan Nijeriya	" 7, 1977	AV.	N20.00
Harsunan Nijeriya	" 8, 1978	"	N20.00
Harsunan Nijeriya	" 9, 1979	"	N20.00
Harsunan Nijeriya	" 10, 1980	"	N20.00
Harsunan Nijeriya	" 11, 1981	"	N20.00
Harsunan Nijeriya	" 12, 1982	"	N20.00
Harsunan Nijeriya	" 13, 1983	"	N20.00
Harsunan Nijeriya	" 14, 1984/89	"	N20.00
Harsunan Nijeriya	" 15, 1990/91	"	N20.00
Harsunan Nijeriya	" 16, 1991/92	"	N20.00
Kano Studies			
Kano Studies	No. 1, 1965	"	N3.00
Kano Studies	No. 2, 1966	"	N3.00
Kano Studies	No. 3, 1967	"	N3.00
Kano Studies	No. 4, 1968	"	N3.00
Kano Studies New series	Vol.1 No-4, 1979	"	N8.00
Kano Studies New Series	Vol.2 No.1, 1980	"	N8.00
Kano Studies New Series	Vol.2 No.1 1981	"	N8.50
Kano Studies New Series	Vol 2 No.3 1982/85	"	N10.00
Kano Studies New Series	Vol. 2 No.4 1986	"	N10.00

Kano Studies New Series	Vol.3 1988/94	No.1	"	N15.00
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Published Books		
Title	Availability	Price
Kamus na Hausa da Turanci UPLP 1977	Av.	N10.00
Waka a Bakin Mai Ita No.1 NNNC 1977	"	N4.00
Waka a Bakin Mai Ita No.2 NNNC 1977	"	N4.00
Rayuwar Hausawa, Thomas Nelson Nigeria Limited, 1981	"	N8.00
Sabuwar Hanyar Koyon Harshen Hausa da Al'adun Hausa, CSNL/BUK/Gaskiya, 1977	"	N7.50
Nyariwa Kanuribe, NNPC, 1978	"	N10.00
Hawarwa Kanuribe, NNPC, 1973	"	N10.00
The Standard Kanuri Orthography, Nelson 1979	"	N15.00
Semonem Wuro Saruseqere, Nelson, 1979	"	N10.00
Nigerian Languages: Yesterday, Today and Tomorrow, CSNL, 1991	"	N20.00
Studies in Hausa Language, Literature and Culture, Vol. 3, CSNL, 1993	"	N40.00
Gime Shehu Usmanu bi Fodio, CSNL, 1993	"	N40.00
Studies in Fulfulde Language, Literature and Culture, CSNL, 1991	"	N40.00
Jagorar Shugabanci, CSNL, 1992	"	N45.00
Mimeographs		
Fassara: Hanyoyinta da Matsalolinta, CSNL/BUK, 1976.	O/S	N3.00
Sunayen Hausawa na Gargajiya da Ire-iren abincinsu, CSNL/BUK, 1979	"	N3.00
Tarihin Kago Tarho, CSNL/BUK, 1979	"	N3.00
Jagoran Fahimtar Kur'ani Maigirma, CSNL/BUK, 1979.	"	N3.00
Sunayen Dawaki da Kayan Hawa, CSNL/BUK, 1977	Av.	N4.00
Takaitaccen Tarihin Rubuce-rubuce Cikin	O/S	N3.00

Hausa		
Hikimaji Duniyaru under Al'adaaji Fulbe, CSNL/BUK, 1981.	"	N3.00
Directions for Fulfulde Research on Fulbe Culture, 1, CSNL/BUK, 1982	"	N3.00
Some Aspects of Translation, CSNL, 1983 Hausa Language, Literature and Culture I, CSNL/BUK, 1978	O/S	N5.00
Hausa Language, Literature and Culture II, CSNL/BUK,	Av.	N10.00
Gime Fulfulde Shehu Usman bin Fodio I, CSNL/BUK, 1981.	"	N5.00
Gime Fulfulde Shehu Usmanu bi Fodio II, CSNL/BUK, 1988.	"	N10.00
Sunayen Shanu da Ire-iren Abincinsu da Nononsu, CSNL/BUK, 1988.	O/S	N5.00
A Glossary of Some Business and Legal Terms, CSNL/BUK, 1983.	O/S	N7.00
Problems in the Lexicology of African Languages, CSNL/BUK, 1989	Av.	N5.00
Wakokin Yabon Soja, CSNL/BUK, 1989	"	N10.00
Tarihin Kafuwar Jam'iyyun Biyasa a Nijeriya, CSNL/BUK, 1989	"	N5.00
Papers on Fulfulde Language, Literature and Culture, CSNL/BUK, 1989	"	N10
An Introductory Phonology of Hausa CSNL/BUK, 1983.	O/S	N6.00
Ilimin Tsarin Sauti na Hausa, CSNL/BUK, 1983	"	N6.00
Soobaaajo Duuniya: Hautaande E Mantoore	"	N4.00
Papers on Fulfulde Language, Literature and Culture, CSNL/BUK, 1991.	O/S	N20.00
Papers On Hausa Language, Literature and Culture, CSNI/BUK, 1991.	"	N20.00
Takardu a Kan Harshe da Adabi da Al'adu na Hausa, CSNL/BUK, 1991.	"	N20.00

Key: O/S = Out of stock
Av. = Available

Under Publication

1. Kamusun Hausa-Hausa.
2. Studies in Hausa Language, Literature and Culture, Vol.4
3. Fulfulde-English Dictionary.

COLLECTIONS

Manuscripts

There is a catalogue that gives a detailed list of all the 940 manuscripts so far collected by the Centre.

Recordings

There is a further catalogue that gives out detailed information on each of the 545 cassette recordings (both 60 and 90 minutes) in the custody of the Centre. Similar detailed information on each of the 282 reels the Centre possess is also given.

Conclusion

It can be seen that from its humble inception in 1969 to date the Centre has striven hard to realise the objectives of its establishment. It has achieved what it has achieved, but an assessment of the grade of the achievement is left to the reader, we shall not play the *magori*.

The twenty-four years of its history embraces the period of the achievements of the Centre, but most of that period belongs to the 'good old days'. Can it achieve as much in these hard times of scarcity of funds and the high escalation of costs for goods and services? For example, the Centre's conferences or workshops used to be well attended because it could accommodate and even feed participants. With the exorbitant charges of hotel bills nowadays, can it do that any longer? In the 1991/92 session, the total budgetary allocation to the Centre was some N40,000 broken down into N14,000 and a little extra for research and conferences (for 3 languages), and N15,000 and a little extra for operating expenses. The latter amount, cannot nowadays even pay for the printing of our journal *Harsunan Nijeriya*.

To meet its needs as a Centre giving priority to some languages in the North of Nigeria, the CSNL used to station

researchers at some strategic locations like Maiduguri, Jos and Ilorin. It provided them with accommodation at these places. Is that possible now? These questions are being asked because of the difficulty in getting funds. Language studies do not enjoy high priority status either in the public or the private sector. Hence the lack of adequate financial support.

There have also been difficulties in recruiting qualified native speakers of the other languages, especially Fulfulde and Kanuri. They are not forthcoming, and it seems unlikely that the situation will improve.

The realities of the moment and changing circumstances may raise other questions about the Centre. It should be observed that when the Centre was established in 1969, there was only one University in Northern Nigeria - Ahmadu Bello University, Zaria; hence the necessity for the Centre to engage research on a number of languages in the North.

The realities of the moment are such that there are now seven conventional Universities in the North - Ahmadu Bello University, Zaria, the University of Abuja, the University of Ilorin, Usmanu dan Fodio University, Sakkwato, Bayero University, Kano, the University of Jos, and the University of Maiduguri.

What this means is that almost every important language in the North has now got a conventional University closer to it than BUK where the Centre is. For example, the University of Maiduguri is in the homeland of Kanuri while its catchment area includes the home state of Fulfulde, Adamawa. The University of Jos is in the vicinity of Tiv and Jukun languages, while the University of Abuja is close to the home area of Nupe and Gwari.

In the light of current realities, therefore, there is no reason why the Centre should not discard research in some languages and leave the responsibility to those Universities that are much closer to these languages. There is need, at the moment, for a division of labour in this matter.

If the points mentioned above are taken into account, there is no reason why current realities should not dictate a review of the functions, the scope of activities, and even the status of the Centre.

Appendix

Paul Newman: A Brief Biography

Currently, Department of Linguistics Indiana University Bloomington, IN 47405, USA	Education Ph.D. Linguistics (UCLA) M.A. Anthropology (Pennsylvania) B.A. (Pennsylvania)
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Professional Positions

Professor and Chair, Department of Linguistics, Indiana University (current)
Director, Institute for the Study of Nigerian Languages and Cultures, Indiana University (current).
Professor, Department of African Linguistics, University of Leiden, The Netherlands, 1975-1982.
Professor and Director, Centre for the Study of Nigerian Languages, and Head, Department of Nigerian Languages, Bayero University formerly Ahmadu Bello University], Kano, Nigeria, 1972-1975.
Assistant/Associate Professor, Department of Anthropology, Yale University, 1966-1973.
Instructor in Hausa, University of California, Los Angeles, Summer 1965.

Editorial Experience

Founder and Editor-in-Chief (1979-1983), then Consulting Editor (1983-present) *Journal of African Languages and Linguistics*.
Bibliographer for Chadic (1985-present), *Bibliographie Linguistique/Linguistic Bibliography* (Permanent International Committee of Linguists).
Associate Editor, *Language*.
Associate Editor, *Current Anthropology*.
Member of Editorial Board, *Anthropological Linguistics*.
Subject Editor for Linguistics, *The Social Science Encyclopedia*, ed. by Adam Kuper and Jessica Kuper.

Publications

1. **Books and Monographs:** Ten, between 1968 and 1990.
2. **Articles and Book Reviews:** Ninety, between 1964 and 1993

3. *Ethnomusicological Works*: Seven, between 1962 and 1983

**Kano Studies: A BUK Journal of Savanna and Sudanic
Research**

Professor Ibrahim Yaro Yahaya

Director, Academic Planning Unit, Bayero University
Kano

The University is universally recognised as the highest educational institution. It is variously tagged a citadel of learning, an ivory tower, the academia, you name it. However, knowledge is not static. It is dynamic. It expands as it undergoes changes. The University is therefore not a passive consumer. It is an active participant in the transmission, dissemination and promotion of knowledge through teaching, lectures, discussions, seminars, workshops and conferences. It enhances, boosts, and expands knowledge through various research activities in the library, in the field, and in the laboratory; it generates new ideas, brings out and documents facts, cultivate art and literature, and develops hypothetical and theoretical frameworks necessary for inventions to meet human needs.

The avenues of teaching are at once the classrooms, the lecture halls, the theatres, whereas the media for the documentation of ideas and results of research findings are journals which publish essays and papers and books on specialised areas of discipline. To provide these media, the University necessarily supports the establishment of learned journals under whatever name: 'Bulletin', 'Periodical', 'Chronicle', 'Record', 'Annals', 'Studies', 'Forum', or some local name, to document and disseminate the ideas and facts developed by the members of staff, students and researchers of that and other related institutions for internal and external consumption.

It is in fulfilment of this objective that Bayero University from its embryonic stage evolved several learned journals, the most outstanding and enduring one being the *Journal of Savanna and Sudanic Research*, nick-named *Kano Studies*. The first edition was published in September 1965, barely a year after the establishment of Abdullahi Bayero College, as Bayero University was then called. It was then a Faculty under Ahmadu Bello University. The editorial comment in the first edition of *Kano Studies* on the reasons that precipitated the establishment of this journal stated that:

Quite early in the College's history, a student magazine, symbolically entitled 'Confluence', was being produced and the present collection of more substantial pieces of work, which appears at the end of the first full academic session, has grown out of 'Confluence', largely in response to the enthusiasm of students, staff, and friends of the College. We hope that this may prove to be the first issue of many, in which intellectual workers in Kano, whether students, teachers, lecturers, or researchers will be able to present an account of their work.

This maiden edition was identified as Volume 1 No.1 (1965). After the publication of this issue, the editorial staff felt very encouraged with the response they received. Acknowledgments and recognition came to the editorial desk from many sources. The views of the editors in the second issue centred around the varied disciplines which the articles contained in the first edition represented:

Ahmadu Bello University (to which Abdullahi Bayero College belonged), after all, does occupy a unique situation in Africa. Nowhere else do the three major cultures, Hausa-Fulani, Islamic, and western meet in quite this way. The articles in this second issue of *Kano Studies* deliberately represent that confluence of ideas, just as in No. I. We believe we were one of the first journals to publish Arabic and English literary and historical articles, side by side. The juxtaposition of two great literatures in this Faculty could lead to a unique cross-fertilisation.

The Editorial Board has changed hands several times. The late Professor John Lavers was a founding Editor-In-Chief followed by Ibrahim Yaro Yahaya, who took over from the 1974/77 edition of the New Series, Volume 1 No.2. Those who served as patrons, advisers or members of the Editorial Board at different times include the former Provosts of the College, Deans, and Heads of Departments, Mr. H.L.B. Moody, Malam Muhammadu Mijinyawa, Malam Awwal Ibrahim, Dr. Umar

Jah, Dr. T.A. Qureshi, Dr. Lynn Fischer, Dr. Ibrahim A. Kiyawa, Malam Kabir Bashir, Professor Bawuro M. Barkindo, and Professor John Paden.

Kano Studies has consistently and steadily kept to its editorial policy. It is a journal of multi-disciplinary approach, embodying learned articles that emanate from the increasing number of the Faculties of the University and their respective Departments, reflecting their individual focuses and contributions to the development of that discipline.

Like many similar journals, *Kano Studies* has had its ups and downs. It is designed to be an annual publication, but funding and at times shortage of relevant papers creates a bottle-neck. However, these problems notwithstanding, to date ten issues have been published containing articles that represent new findings in the areas of humanities and the sciences, a reflection of the Science-Arts faculties of the University. For the interest of teachers, students and researchers, it is pertinent to give a highlight of the contents of the ten issues which are readily available in the University Library, the University Bookshop, Ahmadu Bello University Bookshop, Zaria, Usman Danfodiyo University Bookshop, Sokoto, and the University Press PLC, Ibadan.

Kano Studies

A BUK Journal Of Savanna And Sudanic Research

Volume 1 No. 1 1965

Contents

Abdullah el -Tayib	Abdullahi Bayero College
Cartriona Anderson	The King of Abiriu
Shehu A.S. Galadanci	The Origin & Doctrines of the Mu'tazilah
Hassan Ibrahim Gwarzo	The Life & Teaching of al-Ghazali
Dennis Brown	The Integrity of the Novel
Richard Wilson	The Continuity of T. S. Eliot
John N. Paden Kano	Hausa Poetry
Robert Armstrong	Summer Schools in Kano

Griselda el-Tayib	Women's Education in the Sudan
Muiz Mustafa el-Dusogi	Dr. Taha Hussain and his Literary Method
Babikir el -Badawi	El -Farazdaq
Dushain	
Abubakar Balarabe	Northern Nigerian Festivals: I

Volume 1 No 2 1966

Contents:

Editorial

Contributors

A.H.M. Kirk-Greene	The Role of African Languages
Aminu Usman	Poem
Abdullah el -Tayib	The Teaching of Arabic in Nigeria
Dalhatu Muhd	Poem
Abdullah el-Tayib	Themes of Hospitality in Arabic Poetry (Arabic Text)
Richard Wilson	Three Country-House Poems of the Seventeenth Century
H.L.B. Moody	Journal of Historical Society of Nigeria
Liman Muhammad	Comments on Kano Hausa Poetry
John N. Paden	Kano Hausa Poetry : Reply
D.M. Last	Aspects of the Caliph Bello's Social Policy
A. El -Rayah	Hashim Style in The Book of Sibawayh
Abubakar Balarabe	Northern Nigerian Festivals II

Editorial Note

Volume 1 No. 3 1967

Contents:

Editorial

Invitation to

Contributors

David Gillies-Reyburn	Architectural Design, Abdullahi Bayero College, Kano
Hamidu Alkali	A Note on Arabic Teaching in Northern Nigeria
H.L.B. Moody	The Walls and Gates of Kano City: Historical References
Mohammed Ali al -	Free Will and Predestination in

Rayyah Hashim	Islamic and Christian Thought
W.M. Steele	Agricultural Research in Kano
Johanna E. Moody	Paul Staudinger: an early European Traveller to Kano
Joonus Abdulla Okene	A Fabian Lover (Poem)
Wada Mohammed Aliyu	A Hausa Folk-Tale
H.L.B. Moody	Aspects of "A Passage to India" (E. M. Foster)
Babikir el-Badawi	Kutub-ul-Tahmid wa-salama
Dushain	
Muiz Mustafa el -	The rise of Radjaz in Pre-Islamic
Dusogi	times, and its development during the Ummayyad period

Notes on Contributors

Volume 1 No 4 1968

Contents

Articles and Documents

Muhammad A. Al -Hajj	A Seventeenth Century Chronicle on the Origins and Missionary Activities of the Wangarawa
Muhammad Uba Adamu	Some Notes on the Influence of North African Traders in Kano
Al-Hajj Hassan Gwarzo	Seven Letters from the Tripoli Archives
John E. Lavers	The Adventures of a Kano Pilgrim, 1892-1893

Hausa Language and Literature

Alhaji Mudi Sipikin	A poem: Tabbaccen Arzikin dan Adam Ilmi
Ibrahim Yaro	An Unexplored aspect of the Hausa Language

Research Notes

Al-Hajj Hamidu Alkali	The Mahdi of Toranke
-----------------------	----------------------

Bibliographical

Mary G. Mason	An Annotated Bibliography of Eduard Flegel's Expeditions in the Niger-
---------------	--

Muhammad Awal Ibrahim Benue Region, 1879 -1886
 A Poem: Dans un vestibule d'examen

New Series Volume 1 No 1 1973

Muhammad A. Al-Hajj and John E. Lavers R. C. C. Law J. O. Hunwick Michael Mason Ibrahim Yaro Yahaya P.J. Jaggar John N. Paden
 The Travel Notes of Al-Sharif Hasan B. Al-Husayn
 The Oyo Kingdom and its Northern Neighbours
 The Dynastic Chronologies of the Central Sudan in the Sixteenth Century: Some re-interpretations
 The fall of Etsu Abubakar : The Account of Ubandawakin Bida
 Kishi: Feeling Among Hausa Co-Wives
 A Kano Blacksmith's vocabulary (with illustrations by Angela Fagg)
 A Note on Hausa Religious poetry in Ajami Script

New Series Volume 1 No 2 1974/77

Contents

M. A. Al-Hajj Kamal I. Bedri, and P.E. Starratt M. N. Alkali M. Jibril M. Maqsud P.J. Shea R. Shenton U. Jah
 The Writings of Shehu Usman Dan Fodio: A plea for dating and chronology
 The crown of Religion concerning *The Obligation of Princes*
 The concept of Islamic Government in Borno under the Saifawa Dynasty
 Northern Nigeria: Literature and the English Language
 The impact of cultural values on the development of moral judgments of Hausa Muslim children in Kano
 Economies of scale and the dyeing Industry of pre-colonial Kano
 A Note on the origins of European Commerce in Northern Nigeria
 A Review of A. Abubakar's *Arabic Culture in Nigeria*

New Series Volume 1 No. 3 1978

Contents

Omar Jah	Source Materials for the career and the Jihad of Al-Hajj Umar-Futi, 1794-1864
Sa'ad Abubakar	The Foundation of an Islamic Scholastic Community in Yola
Dahiru Yahya	The Intellectual factor in the Sa'di-Songhay conflict
Paul Lovejoy Muhammad Maqsud	Notes on the Aslal-wangariyin Moral Education in Islamic Schools in Northern Nigeria
H.S. Umar	The Jallaba: An Introduction
F. D. O'Reilly	The Genesis and Diffusion of the Nigerian Cooperative Ideal 1935-1960
E.A. Olofin	Effects of Gully processes on farmlands in the Savanna area of Nigeria-Chalawa Basin: Case Study.

New Series Volume 1 No. 4 1979

Contents

Murray Last	Early Kano: The Santolo Fangwai Settlement System
B.M. Barkindo	Islam in Mandara: Its Introduction and impact upon the State and people
Elias N. Saad	Islamization in Kano: Sequence and Chronology
Mahdi Adamu	The Economics of culture among Hausa During the Present Millennium A.D.
Ismail H. Abdalla	Medicine in Nineteenth century Arabic Literature in Northern Nigeria: A report
Ahmed Beita Yusuf	Modes of Address among the Kano Hausa: a case study in Sociolinguistics
Musa Abdullahi	Nigeria Military and Grassroots Politics in Northern Nigeria 1966-75
K.O. Ologe	Flow characteristics of the River Tubo and some implications for water Resources development
N.A. Oyeniyi	Some Aspects of Draw-down Agriculture

O. Abdulraheem in Kainji Lake Basin
Myths of Hierarchy and Stability in
Islamic Polity: The Example of Shaihu
Umar

New Series Volume 2 No. 1 1980

Contents

A. Religion

- Kani A. M. Some Reflection on the Writing of
Shaykh Usman b. Fudi
- Wali Yusuf The Translation of the *Nur al-Albab* of
Usman ibn Fudi

B. Sharia'h

- Abdullahi S.U. Shehu Abdullahi Ibn Fudi's Legal View
and its Relevance to Present-Day
Nigeria

C. Social Science

- Abba Isa A. *Kulle* (Purdah) Among the Muslims in
the Northern States of Nigeria: Some
Classifications
- Abdel-Rahim, M Islam and Social Integration in Africa
Ahmad, S.S Niger-Nigeria Relations 1960-1975: A
Study of the Dynamics of Bilateral
Relations between Neighbouring
Countries
- Lynn F. Fischer A Survey of a Rural Hausa Community
Affected by the New University Site

D. History

- Barkindo, B. M. Mandara-Fombina Relations before 1900
Shea, J. P. Kano and the Silk trade
Lavers, J.E. A note on the term 'Hausa' and Afunu

E. Traditions

- Abdulkadir, D, Oral Literature Studies: Formulaic
Theory
- Aliyu, A.Y. Language and Traditions of Origin
Among the People of the Benue-Plateau
Region
- Dangambo, A. The 'Signs of the Hour' Among the
Muslim Hausa, with Special Reference
to their verse

F. Education

Hassan, Usman The provision and content of Islamic
Education in Kano

G. Geography

Muhammad, H.E. Colonial Urban Planning Policy and the
Disintegration of Kano Physical
Structure.

O'Reliey, F.D. Kano in Nigeria: Students Cognitive
Maps

New Series Volume 2 No. 2 1981

Contents

Religion

Yusuf Wali *Kitabal Nasab* Abdullahi Ibn Fudi
(translated)

Al-Amin Abu-Manga The Position of the Prophet in
Danfodio's Poetry

Ahmed R. Mohammed The Spread of Islam in Ebiraland,
1990-1960

Isa A. Alkali Sir Ahmadu Bello The Sardauna of
Sokoto's Conversion Campaign 1964-65
in Adamawa Division and Northern
Sardauna Province

Administration

Ahmed B. Yusuf Sakkwato Caliphal Administration of
Justice: Implications for Present-Day
Nigeria

History

Mervyn Hiskett Reflection on the Location of Place
Names

Education

Abdullahi Muhammad & M.B. Khan From Cradle to Grave : The
Contribution of Ulama to Education in
Nigeria

Ahmed Kani The Rise and Influence of Scholars in
Hausaland before 1804

Joe McIntyre Knowledge, Status and Behaviour: The
Socialisation of a Malam and its
Theatricality

Danjuma A. Maiwada Curriculum Development in Koranic

D. DuBey Education
Education Socialisation : A Study of
Teacher Education and Socialisation in
Nigeria

Geography

E.A. Olofin Utilising the New Farmland Created by
the Tiga Dam in the Kano River Basin

New Series Volume 2 No. 3 1982/85

Contents

Religion

Mahmud Minna Bello and Tijjaniya Some Light About
the Conversion Controversy
Ahmed Mohammed Kani Aspects of Moral Education in Sokoto
Caliphate
John Philips The Islamisation of Kano Before the
Jihad
Musa Ali Ajetunmobi A Critical Study of Makhtsar Khalil
A.U. Jalingo Islam and Political Legitimacy in
Northern Nigeria
Abdalla Uba Adamu Islam and Science in Northern Nigeria:
Case of Dogmatism or a New Age
Synthesis?
Asma'u G. Saeed The British Policy Towards the
Mahdiyya in Northern Nigeria : The
Study of the Arrest Detention and
Deportation of Shaykh Sa'id b. Hayat
1923 to 1959: Bibliographical Note
Ibrahim L. Bashir Classism Conflict and Socio-Economic
Transition in a Changing Society

Administration

Yusufu Bala Usman The Critical Assessment of Primary
Sources: Heinrich Barth In Katsina,
1851-1854
Philip J. Shea How Indirect Was Indirect Rules? A
Documentary Approach to an
Administration Problem

Education

Gidado Tahir The Significance of Leadership

Perceptions of, and Solutions to
Issues and Problems of Western
Education in Hausaland: 1940s-1960s

Geography

- Mohammed A. Liman Public Housing Provision in
Metropolitan Kano: Towards Increasing
the Effectiveness of Low Income
Housing Programme
- Kolawale D. Aiyedun Land Use and Subsistence Economy in
the Wushishi Area

Book Review

- Mohammed Sanni *The Idoma Nationality: 1600-1900:*
Abdulkadir *Problems of Studying the Origin and
Development of Ethnicity*

New Series Volume 2 No. 4, 1986

(Bayero University celebrated its tenth anniversary at the
Convocation in January, 1986. As its contribution to the
celebration *Kano Studies* reproduces two of the lectures
delivered at the time).

Contents

History

- Dahiru Yahaya The Legacy of the Emir of Kano
Abdullahi Bayero 1926-1953
- Mohammed Sani The Bayero University Kano Has Come of
Zaharadeen Age

Sociology

- Ahmadu Usman Jalingo Social Stratification and Political
Order in Northern Nigeria
- Habibu Ahmad Daba Social Hierarchy and Hausa Greetings

Economy

- Tukur Bello Ingawa Some Aspects of the Pre-Colonial
Economy of Hausaland
- Ibrahim Ahmed Kiyawa Economic Activities and Social
Organisation in Traditional Kano
- Ibrahim L. Bashir The Role of Government and Expatriate
Firms in the Colonial Economy of
British West Africa: The Case of
Nigeria, 1900-1940

Culture

- Hamman Tukur Sa'ad The Impact of Modernisation and Westernisation On Traditional Hausa Architecture
- Francis Oppon-Boachie & Bello B. Dambatta Herbal Healing - A Scientific Appraisal
- Abdulhamid Abubakar Taboo and Dialect variation: An aspect of Hausa Culture
- M.G.A. Raji Modern Secular approach to the study of Arabic literature in Nigeria
- Rosemary H. Horner & Abubakar B. Moahammed The Communication Strategy Approach to the Teaching of Second Language Oral Discourse

Education

- Sabo A. Indabawa The Search for an Egalitarian Society: Survey of Some Provisions in the National Policy on Education
- Kabir Ahmed Landform Systems in the Rivers Kano and Gari Catchments, Within the Hadejia Jama'are River Basin
- F.D. O'Reilley The Sokoto Valley Rice Project: 1926-1960

New Series Volume 3 No. 1 1987/88**Contents****Religion**

- K.A. Balogun The contributions of thefudis to the Theories and applications of the Islamic Law in the Sokoto Caliphate
- A.R. Mohammed Lokoja As A Centre of Islamic Scholarship and Tradition in the Niger-Benue Confluence Area 1870-1960's

History

- Murray Last Before Zaria: Evidence for Kankuma (Kangoma) and its Successor states
- Isa Alkali Abba A Reconsideration of the Indirect-Rule System in Northern Nigeria with Particular Reference to the District-

- B.M. Barkindo Head System
- The Role of Al-Maghili in the Reforms Of Sarki Muhammadu Rumfa (c.1499) of Kano: A Re-Examination
- Mohammed Sanni European Conquest and African Abdulkadir Resistance: The Case of Idah and Ankpa in Igalaland C. 1896-1904
- Haruna Wakili The Hadejia Revolt Of 1906: Its causes and Consequences

Science & Technology

- Lawal Alhassan Bichi Aspects of Community-Based, Community Oriented Programmes in Primary Healthcare
- A. Jalal The Spectrophotometric Determination of Nitrate in Jakara Dam

Education

- Kabiru Isyaku Effects of Birth Order on Academic Achievement of Hausa Undergraduate Students
- Ibrahim Yaro Yahaya Some Parrallels In Unofficial Islamic Beliefs in the Near Eastern and Hausa Folk Traditions

Geography

- Janet E. Nichol Farmland Trees in the Kano Region: References and Trends
- Kabir Ahmed Management of Grazing Lands in Kano State
- J. Afolabi Falola Water Resources Development and Change in Rural Kano, Nigeria

New Series Volume 3 No. 4 1988/94

Religion

- Jibril Hamman Yola Sighting the crescent of Ramadan and Shawwal: Issues at stake.
- Tijjani Mohammed Naniya The Dilemma of the Ulama in a Colonial Socieity: The Case Study of Kano.
- Sulaiman Muhammad Jami'u Factors Behind Maitatsine Syndrome.

History

- Tijjani Garba Some perspectives on taxation in parts of the Sokoto Caliphate in the 19th century.
- Haruna Wakili The Buhari of Hadejia Revolt, 1848-1863: A Re-examination
- M. D. Sulaiman A Journey to the East: The Development of Pilgrimage Tradition among the Hausa
- Abdulkarim Umar Dan-Asabe The Traders of *Kasar Kano* in the 19th and 20th Centuries

Social Sciences

- Musa Abdullahi Civil Service Reform under the Military: Review of a Process and a Preliminary Assessment of the Babangida Reforms
- Hamman Tukur Sa'ad The significance of Landscape elements in Traditional Hausa settlement
- S. Patrick and A. Abdulhamid The Impact of the Jakara Dam on the Downstream Morphology and Agricultural Production

Education

- Ahmed Eshak The status of Primary School teachers
- Akilu Sani Indabawa Economic recession and the management of education in Nigeria: A democratic option

Language, Literature and Culture

- Abdulhamid Abubakar Language and Nigerian Culture
- M.G.A. Raji Umar Ibrahim's *Hadiqatul-Azhar*
- Z. Khan Nupe cultural vignette, social hierarchy and greetings from Sociolinguistic perspective.

In addition to these fourteen regular issues of *Kano Studies*, a special occasional issue was published in 1991 by special arrangement between Bayero University and the University College Londaon. The special issue carried research papers which were the results of Youth Health

Project funded by a grant from the British Academy under the supervision of Professor Murray Last.

Kano Studies Special Issue 1991

Contents

Murray Last, Halil Said	Preface
Murray Last	Adolescents in a Muslim City: The cultural context of danger and risk
Salisu A. Abdullahi, Mohammed Haruna	Poverty and Drug Abuse : A Study of Dawanau Rehabilitation Centre, Kano State
Garba Ilyasu, Murray Last	The Presentation of Mental illness at the Goron Dutse Psychiatric Hospital, Kano
Mustapha Kabir	Medicine in an Islamic Society: A Critical Enquiry into the Efficacy of Hausa Medicine
Abdulkarim Umar Dan-Asabe	Yandaba : The "terrorists" of Kano Metropolitan?
Mohammed Haruna, Salisu A. Abdullahi	The "soccer craze" and the club formation among Hausa Youth in Kano, Nigeria

Summary

As stated above Kano Studies has experienced steady flow at some stage, while at other times, the publication gets a hold-up. Since it is a very vital medium for the reflection of the University's contribution to knowledge, the continued existence and regular publication of this journal should be encouraged, and even enhanced through any possible means of sourcing the funds. For the meantime, copies of the published editions are available in some University Bookshops as mentioned earlier. In addition, subscribers can obtain most of these issues at the following:

Issue	Year	Niger ia	Overse as £1
Kano Studies 1	1965	N1	£1

Kano Studies 2	1966	N1	£1
Kano Studies 3	1967	N1	£1
Kano Studies 4	1968	N1	£3
Kano Studies NS1 (1)	1973	N3	£3
Kano Studies NS1 (2)		N3	£3
	1974/7		
	7		
Kano Studies NS1 (3)	1978	N3	£3
Kano Studies NS1 (4)	1979	N3	£3
Kano Studies NS2 (1)	1980	N8	£6
Kano Studies NS2 (2)	1981	N7	£5
Kano Studies NS2 (3)		N10	£3
	1982/8		
	5		
Kano Studies NS2 (4)	1986	N10	£3
Kano Studies NS3 (1)		N15	£3
	1987/8		
	8		

**Superior Vena Cava: Program Planning And Staff
Development In Bayero University Kano**

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Introduction

Just as the human heart forms the core nexus to life, so does the office of the Vice-Chancellor in Nigerian universities, especially in this era of reform. With a highly centralized and bureaucratized educational system, information about goals, directions and program structure to individual faculty units from the central funding authority, in this case the National Universities Commission, will have to pass through the Vice-Chancellor's office for onward transmission and implementation. This chapter provides a brief over-view of three aspects of the Vice-Chancellor's office that determine the very nature of the purpose of the establishment of a university in the first place: academic programming processes and staff training. Information and analyses in this chapter are provided within the developmental context of the issue being discussed to provide a more panoramic view of the evolutionary nature of academic program planning, not just Bayero University, but also as it affects the rest of the Nigerian university system.

A Big Brother for the Seven Sisters

The virtual explosion of higher education in Nigeria immediately after the oil boom of the 1970s was unprecedented in the history of higher education in African countries. The oil wealth, heavily exploited after 1973, suddenly made it possible for the Federal as well as the State Governments to embark on building more universities as manpower factories in a massive human resource drive. Between 1975 and 1980, alone, seven new universities were established. The expansion was taken to bizarre proportions when, between March to December 1983, in a test-case of newly discovered democracy as much as twenty eight *private* universities were established by various individuals and corporations in the country. These private universities were all closed down following a Military coup in December 1983.

The increase in the number of new university institutions in Nigeria from six to thirteen within four years presented a major challenge to the National Universities Commission and the universities to devise methods of preventing a fall in academic standards through severe stretching of available facilities. It is therefore understandable if a heavy emphasis is placed on the sustenance of academic standards.

Moreover, the establishment and retention of the conventional new universities nevertheless created new planning priorities and made significant demands on funding procedures in both the new as well as the old universities. The National Universities Commission (NUC), the organization responsible for the establishment and maintenance of the universities was given the responsibility of ensuring that the new universities, and any as may be established in the future are provided with the extensive planning guidance as to avoid the mistakes made in the planning of the older universities in the countries. In each of the new universities, whether federal or state, a site would have to be developed and therefore co-ordination and planned development was not only necessary but considered of paramount importance. Consequently, the NUC presented an implantation program to the Government which approved it and authorized planning expenditure.

To achieve this end, the Commission set up two planning groups to advise it -- a Physical Planning Group and an Academic Planning Group. The Academic Planning Group -- the focus of this chapter -- was aimed not only to ensure the rapid take-off of the new institutions, but also to ensure programs were not proliferated indiscriminately thereby prejudicing the maximum utilization of funds and of human and materials resources. Significantly, this is the first time Nigeria had the opportunity and the challenge to plan simultaneously the establishment of many universities and to relate them to the real needs and aspirations of the people.

The Academic Planning Group

The Academic Planning Group for the new universities was setup in February 1976, following the approval by the Federal Executive Council in December 1975 of NUC's implementation program for the new institutions. This

program included the setting up of a Central Academic Planning Group for all, and then a Physical Planning Group for each of the new institutions. Abdullahi Bayero College, an autonomous college of Ahmadu Bello University which later, in 1977, metamorphosed into Bayero University Kano was one of the new universities to become the focus of the Academic Planning Group⁸.

The NUC set up the central Academic Planning Group (APG) comprising of senior faculty from various universities and was assigned the tasks of advising the NUC on the academic development of the new institutions. This was to include faculty and curriculum development, staff requirement, time schedule for the commencement of the various individual academic programs of each new institution and so on. The Group was specifically requested to take into consideration the programs in the existing universities, and to plan each institution as part of an overall national program. Three issues formed the core of the deliberations of the APG:

1. What are, or should be the objectives of the new universities?
2. How will the new universities and their communities relate to the environment, to the society at large?
3. How can the curriculum be designed in these institutions to relate to the stated objectives of the environment?

These embryonic and broad policy directions eventually shaped the outcome of the recommendations of the Academic Planning Group which became a firm item on an agenda by 1977. Eventually, the functions of the Academic Planning Department, as it evolved later, included:

1. Compiling and publishing three year Rolling Plans for all Federal Universities.

8. The other universities were the University of Calabar, the University of Jos, the University of Maiduguri, the University of Sokoto (Usmanu Danfodiyo University), the University of Ilorin, and the University of Port Harcourt (NUC (1977) *Report of the Academic Planning Group*, Lagos: Nigeria).

2. Preparing Universities Annual Recurrent Grants requests to the Federal Government.
3. Rationalizing and processing applications for academic programs in the Universities.
4. Periodic assessment of high level manpower requirements of the country in conjunction with appropriate governmental agencies.
5. Preparation of Statistic Digest of University Education in Nigeria.
6. Analysing Academic Briefs for masterplan development in the Universities.
7. Evaluating the annual institutional performance against the approved academic plans.
8. Helping set up Minimum Academic Standards for the academic programs currently being taught in the Universities.
9. Helping to organize and co-ordinate the accreditation of academic programs in all Nigerian Universities (*NUC at 30*. Lagos: National Universities Commission, November 1992).

Academic Planning Processes in Bayero University

In Bayero University, the first stage in implementing this national directive for the establishment of the Academic Planning Unit was initiated on October 23, 1989 while the university was in the throes of academic transformation from the old British term system to a more cosmopolitan and American Course Unit System. In an appointment letter as the Academic Planning Officer to Dr. Kabiru Isyaku, a Tests and Measurement specialist with doctoral qualifications from University of Indiana, the then Vice-Chancellor of the University Professor Dandatti Abdulkadir outlined the basic expectations of establishing the unit which tally with those provided by the National Universities Commission. In specific terms, these include:

1. Development of long-term academic plans for the University in accordance with N.U.C. guidelines, Government directives and the University policies.

2. Liaison with N.U.C. on academic planning and related matters through prompt and adequate response to all N.U.C. initiatives as well as through original action where appropriate.
3. Monitoring compliance with University and N.U.C. policies on admission, recruitment, teacher-student ratio and the maintenance of the optimum ratio between academic-related and other expenditures.
4. Collection, collation, analysis and application of statistics from within and outside the university for the sound formulation of University policies and plans and for the superintendence of their effective implementation; such statistics will relate to the demographic characteristics of the applicants for the University's courses, the proportion of successful candidates in relation to unsuccessful ones, the distribution of students by course, Department, Faculty, age, sex, State of Origin, nationality, etc (Vice-Chancellor's Office Internal Memo, Dr. Munzali Jibril, Deputy Vice-Chancellor (Academic) to the Vice-Chancellor, 2nd November 1989. BUK Academic Planning Office Archives, VC/A/88, Volume 1, Closed 7/9/1990).

The Academic Planning Office was then made substantially an extension of the Vice-Chancellor's office. The NUC arranged an orientation program for the new Academic Planning Officer from November 8, 1989 to November 17, 1989 to acquaint him with the expectations of the NUC concerning academic program planning of the University.

The initial activities of the Academic Planning Office in the early days concentrated on getting statistical information concerning staff strength and computing teacher-student ratios in the various disciplines for planning purposes.

The Academic Planning Office was to liaise its activities with the Academic Development Committee, responsible for approving program structures in the university; and the Development Office, responsible for planning future expansion of the university.

However, the core responsibilities of the Academic Planning Office emerged in December 1989 when the National Universities Commission initiated a massive systemwide accreditation exercise of all the approved academic programs of Nigerian universities. As an initial stage in the process, the Academic Planning Office was sent *Manual of Accreditation Procedures for Academic Programmes in Nigerian Universities* from the NUC for distribution to all the departments in the University to prepare them for the accreditation exercise. The Manual was to serve as a reference book on all that the accreditation entails. By December 29, 1989 the Academic Planning Office has concluded arrangements for the accreditation of the academic programs of the university, and in response, the NUC sent the following as a time-table for the accreditation:

Date	Faculty	Program
04/6/90-8/6/90	Science	Biology, Botany, Chemistry Zoology
18/6/90- 22/6/90	Science	Physics, Mathematics
16/7/90- 20/7/90	Social Science	Accounting/Bus Adm
21/10/90- 5/10/90	Social Science	Econs, Geo, Pol. Sci
8/10/90- 12/10/90	Arts	Eng. French, Hausa
15/10/90- 19/10/90	Medicine	Medicine
22/10/90- 26/10/90	Arts	Hist. Isl. St. Arabic
29/10/90- 2/11/90	Law	Law
12/11/90- 16/11/90	Technology	Civl, Elect. Mech.
4/2/91-8/2/91	Education	Educ, Lib Sci, PHE

Adult Education was omitted from the schedule of accreditation, and when the Academic Planning Office sought clarification on this (APO to NUC, VC/A/88, 29th December 1989), the NUC responded that "Adult Education was not included in the schedule of programmes to be assessed,

because it is not in the approved Minimum Academic Standards documents. It is therefore not a recognised degree programme in the National University System that is subject to accreditation" (NUC to APO, BUK, NUC/SCA/5, 6th March 1990).

The APO was therefore given the responsibilities of ensuring that the minimum expectations for successful teaching and learning all disciplines as outlined in the *Manual of Accreditation* have been complied with before the accreditation teams arrive. The accreditations were successfully completed within the scheduled timeline, although up to 1994 none of the Departments in the university was made *officially* aware, either from the University or from the NUC about its accreditation status.

On January 10, 1990 a new Academic Planning Officer, Dr. Ibrahim Yaro Yahaya, was appointed by the Vice-Chancellor, and when Dr. Yahaya was later promoted to the rank of a Professor, the Academic Planning Office, quite independently, was also elevated to the status of Academic Planning Unit, with Professor Ibrahim Yaro Yahaya as its first Director on December 12, 1990.

Banking on World Support: The World Bank and Staff Development in Bayero University Kano

Closely related to the activities of the Academic Planning Unit in Bayero was the maintenance of a *World Bank Federal Universities Development Sector Adjustment Operation Credit Facilities*. This was started in 1990 to provide the university with US\$120 million for rehabilitation of the status of books, journals, equipment and staff development. The criteria which Universities must meet to qualify for the Credit were actually objectives set by the university system itself and aims at ensuring academic excellence, cost effectiveness in the management of Universities.

By early 1980s the indicators that Nigeria's economy has gone down the recession drain were quite clear. This has severe consequences on many funding priorities and project, and the university sector was not spared. Belt-tightening, coupled with relatively poor facilities for effective teaching, learning and research due to lack of funds created a massive brain drain bandwagon which saw Nigerian professors willing to work at level of Graduate Assistants in foreign (i.e. developed countries of Europe and North

America) universities to earn what is clearly a more significant salary scale and status. As noted,

There was a growing and steady turnover of experience staff in the Universities, euphemistically referred to as "Brain Drain". Academicians in medicine and related sciences found jobs in the Near East. Social scientists were drawn to the USA, young brilliant scientists relocated to Europe, and even educationalists left the Universities for State and Federal Government assignments. Meanwhile the university student populations increased, Classrooms and lecture theatres became completely inadequate for the large and increasing admissions...Universities found it difficult, in the face new national economic measures to buy books, maintain or retain journal subscriptions or even train staff overseas. Sabbatical leave overseas became a rare luxury and even taking it within the country was not always possible, in the face of acute shortage of lecturers. In the face of all these, Government's effective subvention to the Universities declined.⁹

It was in the face of all these problems that the Nigerian Federal Government decided, in 1989, to devote the entire higher educational projects on World Bank credit facility to universities. This was agreed upon in principle, and between July 1988 to July 1989 the project document preparation group at NUC worked with their World Bank counterparts to produce a final draft report on the project implementation.

The main objective of the credit facility to the universities was to inject a substantial amount of hard currency into the university system in order to resuscitate and rejuvenate teaching, learning and research. The areas identified for improvement were Library (equipment, books and journals), maintaining equipment and laboratories, staff development (training young staff overseas) and staff

9. NUC (1994) *Federal Universities Development Sector Adjustment Operation: A Progress Report*. Abuja, World Bank Project Implementation Unit Secretariat: National Universities Commission, p. 3.

recruitment (attracting foreign staff) through the Nigerian Expatriate Supplementation Scheme (NESS). The then Honorable Minister of Education, Professor Jibril Aminu succeeded in obtaining for the universities a credit facility of US\$120 million. The credit facility had a thirty-five year maturity period and at a service charge of 3/4%. The credit was to be drawn within a three year period, effective July 1991.

The agreement itself was signed on June 18, 1990 with World Bank, and NUC was given the responsibility to implement the project for and on behalf of the Federal Ministry of Education. It was of course significant that Professor Jibril Aminu was not only then the Minister of Education, but had just previously served as the Executive Secretary of the NUC.

The World Bank Project Implementation Unit (WBPIU) was established in January 1990 at the Office of the Executive Secretary, National Universities Commission. However, the universities to benefit from the credit facility were those established before 1985. Excluded with post-1985 universities are State Universities. Bayero University, categorized as a Second Generation Federal University (established before 1980) was one of the recipients of this facility.

Each of the universities benefiting from the credit was requested to establish its own World Bank Project Implementation Committee (WBPIC) and in particular to ensure that each had a computer and adequate staff in its Secretariat under the Vice-Chancellor's office. Each WBPIC was to establish a database of staff, equipment, books, journals, students, etc., necessary to furnish information and analysis required to work towards meeting the eligibility criteria before benefiting from the credit.

In Bayero University, the responsibility for the establishment of the necessary committees and co-ordinating the project between the University and the NUC was placed under the Academic Planning Unit; thus blending two functions all under the Vice-Chancellor's Office. The Director of the Academic Planning Unit actually became Chairman/Co-ordinator of the World Bank Project.

By September 1990 virtually all the infrastructural facilities necessary for project implementation were in place. A permanent office was established at the New Campus and an administrative Office and computer programmer

allocated to the office. A Kentec IBM PC Compatible computer with an 8088 processor was borrowed from the University's Computer Center to start off the project, and Ashton Tate's database, Dbase III+, and Lotus 123 Release 1.1 spreadsheet were used as the main programs to generate the information the Project would require. Wordstar 2000 wordprocessor then complemented the suite. The use of such ancient hardware and software clearly indicate one vital area where this unit would have to be significantly improved.

While masses of printouts of list of books, equipment, journals were generated by the World Bank Project office, one area where its effect was clearly felt was in staff development. Within the period of its established, the University has arranged facilities were academic staff members of the university pursuing higher degrees, especially doctorate, to obtain a period of attachment with foreign universities in most cases for the purposes of instrumentation, especially as it affects those in science and technology disciplines.

The idea was that such staff members, ideally were already enroled on their Ph.D programs in various Nigerian universities, and may require advanced laboratory or library facilities to intensify their arguments or expand their exploratory procedures. Such facilities were clearly not possible in Nigerian universities where they were enroled. The World Bank credit facility makes it possible now for the University to send such staff members to overseas universities where they carry out a significant portion of their laboratory or library based work for one academic session, before returning to Nigeria to complete their theses. About thirteen staff members of Bayero University have benefitted from the initiation of the Project to July 1994 in Bayero University are:

Name	World Region	Discipline
Rabi'u, S	Old Dominion, U.S.	Biological Sciences
Salisu, S. D.	Massachusetts Institute of Technology, U.S.	Physics
Ibrahim Y. Yola	Southern University, U.S.	Physics
Musa, D. I.	Lawson State University, U.S.	P.H.E.

Gonoh, B. A.	Tennessee University of Technology, U.S.	Electrical Engineering
Alabe, M	University of Terente, Netherlands	Electrical Engineering
Aliyu, N. A.	University of Wales, U.K.	Chemistry
Adamu, M.K.	University of Leeds U.K.	Chemistry
Aliyu, M. M.	University of Newcastle, U.K.	Civil Engineering
Yahaya, D. B.	University of Leeds, U.K.	Mechanical Engineering
Musa, A. O.	University of Northumbria, U.K.	Physics
Achaver, R. S.	University of St. Andrews, U.K.	Physics
Abdullahi, A. M.	University of Sussex, U.K.	Technology Education

Managing the Information Superhighway in Bayero University

In 1988, at the beginning of a massive systemwide reform in Nigerian universities¹⁰ which saw the introduction of the Course Unit System (CUS), calculation of the newly introduced concepts of Grade Point Average (GPA) and other CUS accessories posed considerable problems in Bayero University Kano because not all staff were clear on what a GPA is, how it can be calculated, and most importantly who should be responsible for it, especially as it seemed rather too administrative.

Thus the reform also came accompanied with increased bureaucratic procedures, and administrative chores. The demands of such fragmented system are reflected in a consideration of the structural modalities of the British modular system. As, for instance, noted by Sheil (1993),

Modularisation relies heavily on administrative systems and infrastructure to achieve its effect. For instance, in the modular system the ease of movement

10. For details of the evolution of the course unit system in Nigerian universities, and its antecedent influence from United States, see Adamu, A. U. (1994) *Living on a Credit Line: Reform and Adaptation in Nigerian Universities, 1960-1994*. Studies in African Higher Education Series. Lewiston, New York: The Edwin Mellen Press (forthcoming).

between institutions and coulees of various types and on various levels calls for the existence of information systems capable of recording and indeed facilitating such movement.¹¹

And there were certainly no computers to help in the process. At one stage an impasse was reached between staff and administration in Bayero University. The faculty insisted that such administrative chores should be the responsibility of either the university administration or the Registrar's office. The university administration countered that the faculty did not have complaints about doing such tasks in the old system. Moreover, security considerations makes it necessary to ensure that only internal examiners (i.e. all academic faculty) should handle student results.

Although a series of directives were issued from the university administration regarding the importance of these records, no detailed tutoring on how it could be done was provided by the universities, or the NUC which initiated the whole process. This, perhaps not unexpectedly, caused considerable problem in that accurate student records became difficult to keep, and tracking of students achievement even more difficult to maintain.

The whole situation would have gone quite well if before the reform an administrative support unit is established, and comprising of academic faculty to process the system on a permanent basis in each university.

In the Bayero University one of the first problems with regards to course evaluation faced was carry over results. While it is relatively easy to keep track of results for a students in their current level (i.e. year), it becomes more tricky when the same student has a string of courses to carry over in lower levels – and the higher the current level of the student, of course, the more the possibilities of such lower level carry-overs. Keeping tracks of all these courses and results was problematic. For

11. Sheil, T., "Modularisation in the UK — Structure first, then Substance." *Association of Commonwealth Universities ACU) Bulletin of Current Documentation (ABC) Number 108*, April 1993 pp 21-28.

the student, in trying to cope with a lecture time-table that schedules a current year course with a lower level carry over course at the same time, and in different places either on the same campus, or on separate campuses creating severe time conflicts.

It was also problematic for the examination officers who have to keep track of every course the student registered and sat for. While students are required to provide such information at the beginning of the sessional registration exercise (there was no facility for registrations each semester), getting carry over results for the students is also problematic; in some cases because students were not aware they were required to carry over any course, while in other cases students were not sure whether a missing result on the result sheets (and there were many missing results) was caused by either a failure on the part of the student in the course, or a failure on the part of the examination officers to record the result for the appropriate course.

The time gap between the semesters is normally two to three weeks, with almost all of taken up with marking, recording, collating and preparing the results for submission to the various university examinations Boards and eventually to the Senate for approval. By the time the results were ready for posting on the students notice board, it is well into the middle of the second semester. On the average about 40% of the university term time is spent by the lecturers on marking assignments and scripts, collating and synthesizing the results.

And because the results are all entered manually on numerous forms, another 10% of the time is spent on verifying missing results, or rectifying incorrect result entries against courses for students before the results are submitted to a departmental meeting for approval.

The actual semester examinations are normally taken - in theory, but never practically done, in the first three years of reform - 15 weeks after the commencement of the semester. The semester examination time is usually dreaded by every examination officer, not least because of the sheer complexity of manually preparing an examination time table with numerous possibilities of clashes between the courses in the same level and across the levels. The spread of the students amongst faculties created a situation where

examination and lecture time-tables were to be produced in a way that avoids clashes either within the Departments in the same faculty, or with other departments in other faculties.

However, the clashes were brought about because students carrying over courses from one Level (i.e. year) to another, find that they have been slotted to take two or more totally different examinations, in different departments at the same time. To illustrate, it is very common to find a Level IV History student carrying over a Level III course in the Department of English, as well as a Level II course in the Department of Education. It is of course, not uncommon for all his three courses to be scheduled for examination at the same time.

During examination time-tabling, there is no way the individual examination officers could keep track of who is carrying over what course without a global view of the entire registration scheme. This is because registration lists are never accurate because many students carrying over courses from lower levels often fail to register their carry over courses. And even if the students do register such courses student attendance list does not reflect the accurate number of students who actually registered for such courses. This is because due to possible clashes with other courses, students inevitably prefer to attend their current level courses than their carry over courses. It is only during tests, or assignments that lower level classes get full attendance.

And since examination time-tables for each Department or Faculty are designed independent of other Departments (although the allocation of examination times for the whole university are done collectively at a committee level by the Central Scheduling Committee), or Faculties, the end product of course, is that within half an hour of the time the first draft of the examination time-table is published on the notice board, streams of students troop to the examination officers in all departments reporting clashes. These clashes are normally sorted out by making adjustments on either times or dates of the affected courses leading to more clashes. To sort out the issue, unorthodox examination times became imposed into the system. Examinations then start as early as 8.00 am and finish as late as 12.00 am of the following day. This is because it was discovered that by moving courses that clash to unusual hours (after 7.00 p.m.)

a considerable number of the clashes will be reduced. But there was a considerable anxiety in giving out examinations beyond 6.00 p.m. because of the erratic nature of electricity supply.

All these point to a very obvious and crucial issue: the need for a well developed information management system to handle the course unit system. For despite the complexity of the system as operated in Nigeria, it remained a manual, and consequently labor intensive process in the first five years of its introduction. The needs for a well developed management information system with regards to the record keeping in the course unit system were acknowledged even a less complex system such as the modular system as operated in some British institutions. In providing a case study of the management of the modular system in Oxford Polytechnic, it was noted that¹²

The record-keeping and office procedures implications of the Modular Course when it started in 1973 with an intake of 75 students were modest but have since grown with the Course. There is now the need to keep track of thousands of individual student module programmes, termly timetables and assessments and of applications for places across hundreds of field combinations. *This growth would have been strangled by the paperwork involved if new computerized systems had not been introduced and continuously developed.* The foresight of the Course founders, in using a computer for a range of student records applications from the very first intake, set the pace for subsequent information technology developments. That original range was surprisingly wide and included personalized student records, timetables and class lists (emphases added).

The first steps towards the introduction of Management Information Systems (MIS) to handle the management of the courses among other things, in the Nigerian universities were taken in 1987 at a joint seminar held by both the National Universities Commission and the British Council.

12. Coghill, C.,(1989) "Systems" in Watson, D. (ed), *Managing the Modular Course -- Perspectives from Oxford Polytechnic*. Milton Keynes: Society for Research into Higher Education/The Open University Press. p. 117.

Naturally, since the British were to provide the computers, there were expectations that the computers to handle the system in all Nigerian universities were to be from British companies.

At the joint NUC-British Council MIS seminar in 1987, a clear statement of aims and objectives were formulated with regards to the function of the MIS in Nigerian universities, and which include:

1. to develop a viable computerized MIS as to maximise the effective use of resources.
2. the need for modern data approach to University management practices;
3. it is envisaged that it will assist management and indeed operating personnel, by producing timely and accurate information, not only to plan and control present and future operations, but also to pinpoint potential problems that need to be rectified.

The objective of the (National Universities) Commission in embarking on the MIS project include the following:

1. to standardise the system of obtaining reports and statistical information from the various universities on:

- students
- staff
- financial matters
- library

2. to record such information on diskettes or tapes at the user universities and send the diskettes or tapes to the NUC for budgetting, information storage, analysis and retrieval purposes.
3. to ensure that such information are accurate and timely
4. to organise information for planning, budgetting and decision making.
5. to help the Universities put in place effective management system and improved utilization of

resources. (NUC 1992: Address by the Executive Secretary Professor Idris Abdulkadir at the Opening Ceremony of the University MIS Workshops of the Nigerian Universities at the Lomay International Hotel, Jos, Plateau State, Nigeria on April 27, 1992, p. 2-3).

In 1989 the MIS project for Nigerian universities took off officially. The NUC in conjunction with British Overseas Development Administration (ODA) consultants selected four pilot universities for the MIS project (the University of Lagos, University of Nigeria, Nsukka, Federal University of Technology, Minna and the University of Ilorin) and a workshop for academic planners, bursars of Nigerian universities was held at the University of Lagos. In March 1990 a special Technical Committee on Software Design and Development was established to design the programs to be used for the MIS project. The ODA organized a training program on University MIS in the U.K. for one MIS Chairman from each of the pilot universities from January to April 1992. The whole idea behind the MIS therefore was to network all Nigerian universities eventually using Personal Computers ("386-486 models"; NUC 1992 p. 17). "By the time all Nigerian universities are networked to a central hub possibly via satellite, the gains of the system will be so overwhelming as to overshadow in no small measure, the cost of its development, installation and commissioning." (NUC 1992 p. 64).

It is of course interesting that inspiration for the MIS to manage the Nigerian variant of the distinctly U.S. course unit system should come from Britain, rather than the United States. Further, the support services needed to manage the MIS even within the universities, especially with regards to effective communication networks, have not been established while all these grand plans were being debated _ at workshops. Indeed it is instructive that the report of the team sent to the U.K. by the ODA on MIS in British universities acknowledged the evolutionary, incremental and utility support function of the British industry and commerce by noting that:

All British universities have efficient information systems which they have developed over the years out

of their own initiatives. Their computers are linked to the Universities Central Council on Admissions (UCCA) computer by telephone cable and this facilitates the updating of applicant's records at both ends simultaneously by either party. In addition to efficient and large central computer systems, many have administration computers dedicated to payroll, personnel data and students' records (NUC (1992) *Pilot Stage Implementation of MIS in Nigerian Universities: Concepts, Perceptions, Problems and Prospects* p. 4).

The minimum infrastructural facilities for MIS were outlined by the Report of the Chairmen of the Pilot Universities MIS as below:

Computers	20 of 386 machines with printers for each pilot university
Software	WP51, Lotus 123, Dbase III+, dBase IV
Training	Pre-pilot training including data collection techniques
Security	Secured housing against fire, theft, damage
Storage	Storage in dust-proof environment
Support	User-support services
Maintenance	Central maintenance depot
Power supply	Backup power plant

The chairmen further noted that

In suggesting these requirements, careful thoughts have been given to the reality of the compelling nature and risks of introducing MIS in the Nigerian university environment in terms of meeting the challenges of large data requirements; the extensive nature of data sourcing such as in cases where some universities have two or more campuses and nation-wide extension programmes and public functions; user expectations in satisfying their information requirements vis-à-vis the usefulness of an MIS may be seen by some as an expensive venture that should succeed; as well as the need for a sound initial and

continuing commitment and management support (NUC 1992 p. 10 of Pilot Chairmen's Report).

The MIS project was to be partly externally funded by the British Council and the Overseas Development Administration. At the preparatory MIS workshop held for Registrars, Academic Planners, and Bursars in April 1992, the workshop resolved that

1. The computerised MIS project is desirable and timely and should be introduced in all Universities, Federal and States.
2. The NUC should provide a minimum of four (4) out of the ultimate twenty (20) computers for all the Federal Universities at the initial stage of MIS. The NUC should request the proprietors of other universities to procure same for their institutions and assist these Universities to obtain external funding to do so.
3. All Universities should make budgetary allocations for MIS as from 1992/93. All participating universities must ensure local input into the project is provided as a reflection of their commitment to MIS (NUC, 1992 p. 21)

Thus although all Universities in the country must conform to the NUC minimum academic standards guidelines, yet the NUC would not provide MIS support for non-Federally established universities, even though they will also be accredited and graded on the same basis as the Federally funded universities. The MIS project, as envisaged by the NUC has a significantly wide scope, as stated in the Workshop proceedings,

Initially, computerised MIS in Nigerian universities should start with a few stand alone Personal Computers (PCs) without networking, to deal essentially with students, staff and financial records. It is noted that one of the main problems with this arrangement, will be the slow rate of input and retrieval of data. Also, inputting of data at different locations could lead to inaccurate output. Centralised data preparation was proposed to address the

above problem, and the need for back up was emphasised (NUC 1992 p. 22).

In a general circular to Nigerian Vice-Chancellors (NUC/MIS/2/92 of September 2, 1992), the Chairman of the NUC Management Information System (MIS) provided the first outline of the proposed structure of MIS units in Nigerian universities. All this flurry of activity was being undertaken at a time when the course unit system, for which the MIS was to provide the vital support function, had already been in operation officially since 1988.

However, due to operational difficulties, it was not until May 1994 that the formal office of the Management Information System (MIS) was established in Bayero University. A committee, the MIS committee was established with Dr. M. Y. Bichi as its Chairman. A unit, the MIS Unit was created under the office of the Vice-Chancellor, and Dr. Muhtar Hanif Alhassan was appointed by the Vice-Chancellor as the Director of the MIS. The Unit was assigned two computers to start off the project, or at least before those promised by the NUC arrive. The computers were a Gateway 2000 486SX-33 and a Vutech 386SX-40; both of which meet the minimum expectations of the MIS as designed by the NUC.

The three units - Academic Planning, World Bank, and MIS clearly are the heart of the University, and their expansion in accordance with the NUC's recommendations vital to the sustained existence of the University.

Section Four



**THE TIES THAT BIND:
SUPPORTING THE CITADEL**

The Bayero University Staff Schools System

The Nursery School

Mrs. E. F. Antwi

Headmistress, BUK Nursery School

Establishment And Development

In early 1975, lecturers and non-teaching staff of this University approached the University authorities for the establishment of a Nursery School to cater for their little children in preparation for primary school education. The school then began as a day-care centre at house number AB 25 under Mrs. J. Tyler on the University Campus. In 1980, a Governing Board of Trustees was established, The then Vice-Chancellor, Professor Ezielo appointed Dr. Usman Hassan, who was the Deputy Dean of the Faculty of Education, as the Chairman of the Board.

The existing Nursery School was built and officially opened in January 1982 with forty children, comprising Nursery One and Two. Eventually, the Chairman and his Governing Board constructed more classrooms to cater for the increasing population of the school. Eight additional classrooms were built by the Governing Council on its own. The school is managed solely from the school fees paid by the parents and has no other source of income. The Chairman and some Board members often assist us generously during the times of need.

In 1991, owing to the ever-increasing demand for places for staff children at the New Campus, the University authorities built two more classrooms to be used as a Nursery School near the New Campus Primary School. The new school now has an enrolment of about 80 children.

Staffing

There are eighteen staff comprising of ten teachers, five Nursery Assistants, a Messenger and a Gardener. The school was headed by Mrs. C.J. Brown in 1982-83, Mrs Betty Davidson in 1984-85, Mrs. Khan in 1986, Mrs E. Vettori in 1987-90 and Mrs. E. Antwi from 1990 to date. Student enrolment has grown from under forty in 1985 to over 300 today.

Staff Training

With the assistance of the Faculty of Education, the school always organises vocational and refresher courses for its staff to increase efficiency of work.

Physical Development And Expansion

The school was started in a house, and the house consisting of eight classrooms was constructed with the necessary infra-structures provided.

In 1991, the University, through its Task Force constructed two new classrooms at the New Campus as an annex to cater for children whose parents live at the New Site. This has enabled the students' enrolment to increase tremendously, yet there is still a great demand for enrolment in the school.

The School Curriculum

Subjects taught in the school include Oral English, Language, Nursery Rhymes, Health Education, Science, Games, Social Studies and Creative Activities. The official medium of communication is English Language and all subjects are also taught in English. Children quickly acquire a good command of English Language after fifteen months.

Achievements And Activities

The BUK Nursery School is noted for its lofty objectives and achievements over the years. For instance, the school came first in the Kano State Fine Art competition organised by the Kano History and Culture Bureau in 1990. Earlier, in 1987, our school beat A.T.C. Nursery School in athletics competition on that school's home ground. Our school's inter-house sports competition and cultural shows confirm that children are in the top form of performance and discipline. Our children always among the best in Kano metropolis.

Parents-Teachers Association (PTA)

In 1989, Parents-Teachers Association was formed to assist in the running of the school with Mr. G.G. Afful as its first Chairman. The current Chairman is Dr. Musa Idris. The Association has been very helpful to the school since

its formation, especially in the area of promotion of staff and children's welfare.

Future Development

Since the Nursery School was established to cater for the children of the staff of the University, growth in the staff strength of the University calls for expansion of the school - its accommodation, teachers and facilities. The school badly needs play things, toys and furniture. At times, the University authorities have been very helpful, but we are still appealing to the authorities to come to our aid when help is needed. Any help provided will be thankfully received.

The Staff Primary School

Alhaji Magaji A. Umar

The Headmaster, BUK Staff Primary School

Aims And Objectives

Primary Education is the foundation upon which other levels of education are built. In view of that the aims and objectives of setting up the staff primary school are:

1. to develop the child morally, i.e. the inculcation of good conduct and behaviour;
2. the inculcation of permanent literacy and numeracy, and the ability to communicate effectively;
3. laying a sound basis for scientific and reflective thinking;
4. developing in the child the ability to adapt to his changing environment;
5. To enable the child to have an understanding of the community, of what is of value for its development and of the contribution which the individual can make to the community;
6. giving the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity;
7. providing basic tools for further educational advancement, including preparation for trades and crafts of the locality.

Brief History of the School

The staff school was originally built by the Local Education Authority, L.E.A. Kano, at the request of the then Bayero College Provost in 1969. At that time, only one block of two classrooms and an office were built. In 1970 another block of classrooms was built, thus making four classrooms. The number of teaching staff at the inception of the school was three, while the number of the pupils was sixty-five. In addition, the teaching staff were supplied by L.E.A. and paid for by them.

In 1974 the University Authority took over the entire running of the school and appointed a graduate to head it.

It was expanded and more teaching staff were recruited. At present the school has expanded considerably, with an Annex at the New Campus of the University. There is a total of thirty-eight classrooms, i.e. six streams for Primary Three and above, while Primary One and Two have seven streams respectively.

Heads Of The School

(a) The Heads of the school are categorised into two. The first category comprises Heads appointed by the Local Education Authority Kano from 1969 to 1974:

1. Alhaji Faruk D/Iya, 1969-72.
2. Alhaji Adamu Sheshe, 1972-74.

The second category comprises Heads appointed by the University authority from July 1974 to the present day.

1. Mrs. Hadiza B. Lavers, 1974-81.
2. Mallam Mamman W. Hildi, 1981-87.
3. Alhaji Abdullahi S. Maiunguwa, 1988-91.
4. Alhaji Magaji A. Umar, from 1991.

(b) Oldest Staff: There are many teaching staff who have served for well over a decade so far. Their enormous contributions have transformed the school into what it really is:

1. Mallam Iliasu F. Bichi
2. Mallam Sule O. Ademoh
3. Mr. Joseph I. Agwoko
4. Mrs. C. B. Mshelia
5. Mr. U. K. Ukoha
6. Mrs. S. A El-Nafaty
7. Mrs. V . O . Bello
8. Mrs. C. O. Nwadigo

Staff Development

In 1976 the Federal Government stipulated that the minimum teaching qualification in primary school is the

Nigeria Certificate of Education (NCE). Through part-time studies for the NCE certificate, a total of twenty-one teachers have benefited from the programme. In addition, the University authority has allowed some teachers to go for first-degree programs on study leave without pay. Six teaching staff have obtained first degree certificates and two teaching staff are pursuing under-graduate courses.

Management Board Of The School

The school has a management board which oversees the running of the school effectively and efficiently. The Board draws its membership from within and outside the University. The first Chairman of the Board was Professor M.S. Zahradeen, the incumbent Vice-Chancellor of the University. He served for fifteen years, therefore the over-all development of the school can be largely attributed to him. His enviable achievements over the years transformed the school into what it is today.

Professor M.S. Zahradeen was succeeded by Dr. Shehu Yahya of the Economics Department in July 1991. Dr. Yahya served for very brief period before he proceeded on sabbatical leave in February 1992. The current Chairman, in the person of Dr. Abdalla Uba Adamu was appointed in June 1992, and he was re-appointed in November 1993 for a two-year term.

The membership of the Board embraces representatives of the Ministry of Education, the Kano State Primary School Management Board, the Faculty of Education, BUK, and the PTA.

Parents-Teachers Association

The current P.T.A. is under an interim committee headed by M. O. Falaiye (Mrs). The constitution of the PTA has been drafted and approved by the entire body of the PTA. Election of new officers under the provisions of the constitution is proposed for in the next meeting.

The PTA plays the role of advisor to the Management Board and it gives assistance to the school when the need arises.

School Fees

The current school fees are two hundred and fifty Naira per child per term for those in the non-University

staff category. Undoubtedly the fee is the lowest compared to what other private schools charge, the high standard of the school notwithstanding. Children of University staff enjoy free tuition effective from September 1992

Achievements

The school has been playing a leading role in both National and Kano State Common Entrance Examinations. This fact has been confirmed by Kano Educational Resource Department (KERD). Furthermore, the school is recording impressive results annually in several Entrance Examinations into many private Secondary schools within and outside the state. The table below shows the school performance in the National Common Entrance Examination in the past four years.

Year	No Of Children Registered	No Of Passes	Percentage
1990	152	150	98.6
1991	142	140	98.6
1992	140	140	100.0
1993	140	140	100.0

Awards

The school has participated in many competitions at different periods and achieved tremendous success. Some of these include:

1. 1st position in a Fine Art Exhibition organized by the World Organisation for Early childhood (OMEP) in 1989.
2. 1st position in the Qur'anic Recitation competition organized by Islamic Foundation Bureau in 1990.
3. 2nd position in an Essay-writing competition organized by the Kano state Library, 1990.
4. 1st prize winner of the Tropical Commercial Bank Maiden Award for the best pupil in the Kano State Common Entrance Examination, 1989.
5. 1st position in a Teaching Aids Exhibition organized by the Jigawa State College of Education, Gumel 1993.

Problems And Prospects

The school in its effort to improve its already high standards has planned to carry out the following programmes.

1. Introduction of computer literacy. The programme will be co-sponsored by the P.T.A.
2. Revival of the school Magazine *The Fine Trumpet*. This programme will also be co-sponsored by the P.T.A. The programme is designed to encourage creative writing among the pupils.
3. A science and mathematics club will be established to encourage and sustain the pupils' interest in these subjects. In the same vein, the Fine Art club will be revived as qualified Art teachers are now recruited for the school.

Problems

1. The school requires additional classroom blocks to decongest the number of children in the classes. Moreover, the New Campus Annex should be made a full-fledged primary school by the provision of a block of classrooms to enable the school to have classes from Primary One to Six against the present situation of Primary One to Five. This will make it possible for the pupils at the New Campus site to complete their primary education there, instead of being shuttled back to the Old Campus Primary School for their Class Six. The problems of transportation have forced many parents to encourage their children at the New Campus site to take the Common Entrance Examination from Class Five, leaving them ill-prepared to fully cope with secondary education, even if they pass.
2. The school requires the supply of a new set of furniture for both staff and pupils. Owing to the lack of furniture in the school many pupils are found sharing a seat. This ugly situation is not conducive to learning.
3. The school requires a photocopying machine to assist in the conduct of tests and examinations.

4. The school library requires improvement. The physical condition needs renovation and new reading books are required to arouse pupils' interest in reading.
5. The school is lacking games facilities for football, basket-ball, lawn tennis, table-tennis and handball.
6. The school requires an assembly hall or a multi-purpose hall. The hall would be used for the conduct of assembly, concerts, conferences, seminars. Furthermore, the hall would be utilised for P.T.A. meetings and other annual occasions.

The Staff Secondary School

Mr. W. S. Adoble

The Principal, BUK Staff Secondary School

Aims And Objectives Of The BUK Staff Secondary School

The idea of a staff Secondary school at Bayero University was raised at one of the PTA meetings of the Staff Primary School in 1982. It was felt that such a school was necessary, as many non-indigene members of staff were finding it increasingly difficult to obtain places for their children in the State secondary schools. There are other laudable reasons, such as establishing a secondary School that could cater for the children of expatriate staff of the University. The school if established would also help parents who wanted qualitative education for their children.

Historical Background

In order to achieve its objectives, a Development Committee was formed with Dr. P. Aiyelongbe, the Director of Lafia Surgery, as its Chairman. The first fund-raising was under the chairmanship of Dr. Ibrahim Hassan Gwarzo. The Chief Speaker was Alh. M. A. Bida, Managing Director of Dangi Pharmacy.

The first batch of students, 64 in number, made up of 32 boys and 32 girls, started the school on 11th November 1985.

The pioneer members of staff were as follows:

1. Mrs. R. R. Hurst, (Principal)
2. Mrs. H. J. Isa, B.Ed. (Home Economics)
3. Mr. K. C. Matthew, B.Sc. (Mathematics/Science)
4. Mal. D. M. Sajo, N.C.E. (Agric. Science)
5. Mal. Ibrahim A. T/Wada, N.C.E. (Maths/Geography)

The school employed 3 junior staff: a guard, a cleaner and a gardener.

Junior And Senior Secondary Schools

The first batch of students were admitted into the senior secondary school as Science students in Sept. 1989.

This first batch graduated from the senior secondary school in July 1991 and recorded one of the best results in the State. Out of the 20 students, the best 2 students recorded 8 distinctions each, while 15 Of the pioneer students gained admission into various universities in October 1991.

Subjects Studied

Junior Secondary

1. English Language
2. Mathematics
3. Integrated Science
4. Social Studies
5. Agricultural Science
6. Home Economics
7. Hausa
8. French
9. Arabic
10. Physical and Health Education

Senior Secondary

1. English Language
2. Mathematics
3. Physics
4. Chemistry
5. Biology
6. Agricultural Science
7. Geography
8. History
9. Economics
10. Hausa
11. Literature in English

The Administration

The pioneer Principal, Mrs. R. R. Hurst, resigned in July 1991 and the Board of Governors of the school appointed Mr. W. S. Adoble, who had joined the staff in October 1986, as the Acting Principal. His appointment was confirmed in October 1993 as a full Principal of the school. He is assisted by Mrs. J. A. Tebu as the Vice-Principal.

Currently, the school has twenty three full time teaching staff, two part-time Teaching staff, and four junior members of staff.

Plans For The Immediate Future

The school plans to introduce the teaching of Further Mathematics and French into the Senior Secondary school next session starting from September 1994.

Support Services¹

30th Anniversary Of Bayero University Bursary Department In Context

V.A. Umoru

The University Bursar

Some thirty years ago, the embryo of what became Bayero University as an institution of higher learning came to be established in Kano, and was known as Ahmadu Bello College and later Abdullahi Bayero College of Ahmadu Bello University, Zaria. Abdullahi Bayero College thus became one of six institutions that operated under the ownership and academic umbrella of Ahmadu Bello University, Zaria.

An administrative set-up consisting of the Principal's Office, the Secretary's Office and the Finance Office, was established to provide the College with the required administrative support unit to facilitate the discharge of the College's academic functions. At this stage, the Finance Office was an outpost of the Bursar's Office, Ahmadu Bello University Zaria from which it (the Finance Office) received professional guidance, while operationally it was responsible to the Office of the Principal for the day-to-day financial administration and control of the finances of the College.

The Finance Office, headed by a Finance Officer, had a relatively limited range of responsibilities on its schedule. The responsibilities included the preparation of budget proposals, the administration of payroll services and the payment/settlement of bills, invoices and staff claims.

That is to say that the range of responsibilities of the Finance Office was limited to recurrent financial operations, while the Ahmadu Bello University Bursary Department took charge of financial activities in physical and manpower development as well as staff welfare services. It was therefore to be expected that the Finance Office would operate in a limited structure of organization, viz: (i) Payroll Office, (ii) Cash Office, (iii) Invoices/ Budget Office, (iv) Stores. This structure remained from the

¹³. The current volume does not contain information about the activities of the Registry because the information was not made available. (Eds).

inception of Abdullahi Bayero College through to June 1975, when the college was upgraded to an autonomous University institution named Bayero University, Kano.

The establishment of Bayero University, Kano was formally proclaimed with effect from 1 July, 1975. The proclamation meant that the University would now take responsibility for the whole range of financial activities, including those formerly performed by Ahmadu Bello University on behalf of the College. These included financial activities in physical development, manpower development, staff welfare, budgeting and financial planning, internal audit, and related matters.

In consequence of the new status of the University as an autonomous institution with its own laws, and statutes and new roles, the erstwhile Finance Office metamorphosed into a new enlarged unit named the Bursary Department, established as the financial nerve centre to actualize the running and development of the new University institution. The Bursary Department is headed by the Bursar, who according to the laws and statutes of the University, "shall be the Chief Financial Officer and shall be responsible to the Vice Chancellor for the day-to-day administration and control of the financial affairs of the University". Administration and control of the financial affairs of any organisation is a specialist and challenging calling which requires appropriate academic and professional qualifications as well as requisite exposure, experience and positive personal disposition of the holder and occupier of the office of the Bursar. Against the background of appropriate credentials in qualification, the Bursar must be steadfast and visionary in the administration and control of financial affairs, so that operations can be goal-and result-oriented, thus enabling the University to effectively discharge its mainstream obligations in physical development, the promotion of academic pursuits, and the welfare of its personnel.

Towards this end, an expanded and restructured Bursary Department was evolved out of the basics of the former Finance Office. In Bayero University, the Bursary Department has witnessed the emergence of the following organisation structure through which its business of financial administration and control is conducted: (1) Finance Division, (2) Accounting Division, (3) Budgeting and

Planning Division, (4) Stores Division, (5) Administrative Division. Each division is made up of sub-units/sections which perform inter-related/interdependent roles within the traditional accounting framework of checks and balances otherwise referred to as the internal control system:

Brief Responsibilities Of Units In The Bursary Department

Finance Division

Cash Office/Treasury Unit

1. Receiving money;
2. Paying out money;
3. Daily banking of money received;
4. Management of University investments;
5. Management of money in safes and in transit;
6. Safe custody of value/financial books;
7. Liaison with the Main Accounts Unit for the movement of vouchers.

Pension And Insurance Unit

1. Processing of approved Pension and Gratuity benefits payable to Senior and Junior staff;
2. Processing of approved Contract Gratuity payable to officers on contract appointment;
3. Keeping File Records of the Nigerian Expatriate supplementary scheme on information received from the NUC.
4. Handling of University vehicles accident reports and ensuring ultimate claims settlement by the insurance Company;
5. Maintaining of insurance files and other records.

Loans And Advances Section

1. Processing of approved Senior and Junior Staff Vehicle Loan Applications;
2. Processing of approved Staff Housing Loan applications;

3. Processing of approved Senior and Junior staff salary advance application;
4. Processing of approved Junior staff correspondence course applications;
5. Reconciliation of Loans Accounts in respect of Vehicle and Housing Loan Schemes, Refurbishing and Furniture Loan Accounts;
6. Maintaining appropriate Registers and ledgers in respect of items i-iv above.

Accounting Division

Accounts Payable Unit

1. Settlement of suppliers' Invoices and Bills received from Departments and endorsed by the Bursar.
2. Processing of Touring and Cash Advance; and examination of accounts returned in respect thereof;
3. Deduction of withholding tax from suppliers payments and repayment of same to the Revenue Division of the State Ministry of Finance;
4. Settlement of Water Rates, Electricity bills, NITEL bills, etc;
5. Processing of petty cash imprest requests by departments;
6. Keeping records of documents relating to all payments.

Junior Staff Payroll Unit

1. Preparation of payroll particulars and fixed data change for all Junior staff;
2. Preparation and organising the payments of monthly salary to all Junior staff;
3. Preparation and payment of leave transport grant;
4. Keeping all payment documents in safe custody;
5. Attending to mails from staff of the University concerning payments;

6. Preparation and payment of union dues (NASU) to the Headquarters in Ibadan and BUK Branch;
7. Preparation and payment of PAYE Tax to Kano State Revenue Division;
8. Attending to all post payment queries from Junior staff;
9. Checking and computing overtime claims for Junior staff;
10. Preparation and payment of course allowances to Junior staff on courses.

Senior Staff Payroll Unit

1. Preparation of salaries for senior staff;
2. Preparation of claims to staff;
3. Preparation of data change to machine room;
4. Preparation of Leave Transport Grant to staff;
5. Preparation of Tax Relief for staff and remittance of PAYE to the Kano State Revenue Division of the Ministry of Finance;
6. Attending to staff queries on claims, salaries, etc;
7. Keeping all payroll documents in safe custody;

Main Accounts/Data Unit

1. Summarization of all payment and receipt vouchers;
2. Analysis of staff salaries;
3. Vetting and coordinating TVs of all sections;
4. Reconciliation of main Accounts Books e.g. Ledgers, Vote Books, etc;
5. Drafting of Final Accounts;
6. Filing of Sectional Documents.

Contracts And Services Unit

1. Payments of all certificates, bills, invoices relating to capital projects;

2. Preparation of quarterly and annual returns in respect of capital expenditure;
3. Monthly returns of indebtedness on all capital projects;
4. Monthly balancing of capital expenditure against cash office book receipts;
5. Annual transfer of completed capital projects in project register to fixed asset register;
6. Attend as representative of the Bursar on Maintenance Committee;
7. Processing and control of Research Grant, issuing statements of outstanding grants and the circulation of notices to recipients to render account as appropriate.
8. Processing of approved requests for Teaching and Research Equipment and the maintenance of a register of such equipment purchased;
9. Settlement of rents on University rented Houses;
10. Processing of requests for new vehicles as approved by the V.C for departments.

Computer Room

1. Responsible for the computation of monthly salaries;
2. Data charges; Posting of variable data changes in respect of (i) above;
3. Opening of salary cards;
4. Posting of Transfer Vouchers;
5. Posting of General Ledger Accounts;
6. Production of monthly Trial Balance.

Students Accounts Unit

1. Organisation for financial clearance of students on sessional registration;
2. Processing of Federal Government Students' claims;
3. Maintaining ledgers for all fees collected from students, e.g Caution Deposit;
4. Maintaining withdrawal register for refunds and repayments of Caution monies, etc.

Budget & Planning Division

Budget Development Unit

1. Processing and circulating to Depts. of NUC call circulars for annual budgetary proposals;
2. Costing and summarizing of departmental proposals returned by departments;
3. Consolidates departmental proposals into BUK submission for onward transmission to the NUC;
4. On receipt of annual allocation information from the NUC, the commencement of the annual budgetary process for the BUK;

Budgetary And Expenditure Control Unit

1. Processing of departmental commitments through LPO, etc, against available vote balances pro-rata;
2. Adjustment of departmental votes by use of Transfer Vouchers (T.Vs) in respect of inter-departmental services;
3. Reconciliation of foreign based accounts of the University;

Budget Information Reporting Unit

1. Preparation of the annual budget guide in respect of establishment positions, costs and department services on actual and budgeted basis;
2. Periodic budgeting reports to the departments, and where required, to the NUC;
3. Liaison with the Academic Planning Unit of the V.C's Office, and the Development Unit of the Registrar's Office for the integration of academic and financial planning processes.

Stores Division

General Stores Unit

1. Preparation of inventory lists, classification of general stores and abstracts on movement of general stores;
2. Processing of stores requisitions for departments;
3. Periodic reconciliation of stock sheets/bin cards with physical stock;
4. Overseeing to safe custody and security of stock in the warehouse/store house;

Stationery Stores Unit

1. Preparation of inventory lists, classification of stationery stores and abstracts on movement of stationery stores, and processing of requisition for departments.
2. Periodic reconciliation of stock sheets with physical stock;
3. Overseeing to the safe custody and security of stock in the store house;

Gas And Petroleum Stores Unit

1. Same as for other stores units above.

Stores Control And Statistics Unit

1. Periodic survey of market prices of commodities for purposes of guidance in the periodic procurement of items;
2. Circulation of stock lists to departments as guides for the requisition of needed items, stock movement and stock prices in liaison with the stores units;
3. Preparation of monthly stores returns through the uses of TVs, and the reconciliation of the same with the relevant ledger controls at the main Accounts Unit in the Bursary Dept;
4. Conduct of annual stock taking and preparation of reports, briefs and statements in respect thereof.

Administrative Unit And Staff Matters

Secretarial Unit

1. Responsible for the orderly execution of secretarial duties in the dept;
2. Responsible for the inventory, maintenance and security of secretarial facilities.

The Staff Unit

1. Overseeing the general attendance of staff at work places and at appropriate times;
2. Control of movement of non-accounting staff during office hours and the preparation of reports on erring staff for disciplinary measures;
3. Establishment of file records on staff appointments, promotions and movements;
4. General superintendence over security of departmental property safety conditions at work and related matters.

Through the above organisational structure, it has been possible for departmental operations to proceed smoothly and produce results. Guided by defined schedules of duty, Bursary staff have worked in a harmonious and conflict-free climate. With some of the divisions and vital units under able accounting officers, it has relatively facilitated the superintendence of effective leadership under the Bursar. Hence, in spite of the effects of the last three years of turbulence in the University system, Bayero University financial operations have remained stable resulting in the current efforts being made to draft the final accounts of the last financial year which ended 30th June, 1993. Effective financial planning and the early production of statutory annual accounts have yielded practical benefits in mobilising funds for mainstream academic work, and for the operation of a wide range of staff welfare schemes and development programmes. In appreciation of the foregoing level of Bursary performance, the Council of the University at its meeting in 1983 (para.7) remarked that "members unanimously praised the

performance of the Acting Bursar (noting) that the University accounts are up to date and external audit report is usually promptly presented shortly after every financial year to which it relates". In its own response the Visitation Report (1992) 7.16, para. 11, stated inter-alia that "The Panel observes that the Bursary Department performed well in respect of the preparation and audit of the University's final accounts. It recommends that the department should be commended for this". Gratifying as these compliments may be, the Bursary Department is however, not basking idly in the euphoria of these well-founded appreciations. Rather, the Department is bracing up to face future challenges which will come with the continued development of the University. In this respect, the Bursary Department has embarked on a wholesale computerization of its operations, so as to sustain a high level of relevance to the Bayero University of 2000 A.D. and beyond.

The Estate Department

Alhaji Abubakar Wada

The Director, Estate Department

With re-constitution of Abdullahi Bayero College into a University on 1st October 1976, the History of Estate department started as a service, maintenance Department headed by a Scottish maintenance officer, Mr. Colineus. He was succeeded by Mr. Awoniyi, Mr. Fadel - Egyptian and Alhaji Sada in that succession line in other Departments the staff were posted from A.B.U. as the mother institution.

The Department took off at its infancy with the following composition:

Maintenance Officer i c., Mr. Colineus
Mr. Kassim O. Muibi, Electrician
Alhaji AbdulFasak Onafeko, Mechanic
Jimoh Olujide, Carpentry
Y. A. Aliyu took care of Transport and doubled as Job costing clerk.

In October, 1977 when the College became full University, the Department was fully established and a Director of Works was then appointed in person of Suleman U. Alkali who reconstituted the Department fully. Thereafter Electrical Engineers, Quantity Surveyors and Director, Physical Planning (P.P.U.) were appointed to take care of the Capital Projects in addition to general maintenance. In fact it was during the periods 1977 to 1984 that most development of infrastructure the Old Campus and full physical planning and execution of the New Campus commenced in earnest and later completed.

The Physical Planning Unit was under the general control and supervision of the Director of Works. In September, 1990 a Presidential Visitation Panel was constituted under the Chairmanship of Professor A. F. Ogunsola. The outcome of this panel brought about a major reorganisation in the Department. Two major changes were made i.e.

1. Separation of Estate Department from P.P.U. with each Director being made an autonomous head of the two sections. The Director of Works became fully responsible for the general maintenance and up-keep of University infrastructures and machines installation and plants. While the Director of P. P. U. was charged with the responsibility of executing capital project.

2. Transport Section: The transport section was merged with the mechanical section, while students buses along with their driver's and mates were transferred to the Dean Students Affairs.

With the above development the scope of administration has changed and took a new dimension as follows:

A. *Administration*: The Department is headed by the Director of Works who is responsible for the day to day running of the department. He is assisted by Chief Technical Officer (Mechanical); Assistant Chief Executive Officer; Principal Technical Office I (Electrical) and Principal Maintenance Office (Buildings).

B) *Building/Civil Section*: This section has the responsibility of maintenance of the following:

1. **Residential Houses**: Old Campus - 163 Houses, New Campus - 135, excluding Professorial Quarters, 48 Flats at Zoo Road; 56No. junior staff Qtrs - at Old Campus and the junior staff quarters at New Campus.
2. **Old Campus Student Hostels** (Male). There are 11 blocks as follows: Blocks 'F', 'G', 'H', 'J', 'K', 'L', 'M', 'R', 'N', 'P' and 'Q'.
3. **Old Campus Student Hostels** (Female): There are 6 Blocks as follows:- Blocks 'E', 'S', 'A', 'C', 'B', 'D'. This female hostel is known as Nana Hall.
4. **New Campus Student Hostels** (Male). The following are the names of the hostels including their numbers: Idris Garba Hall; El-Kanemi Hall, and Sa'adu Zungur Blocks 'A', 'B' and 'C'.
5. **New Campus Student Hostels** (Female). The only female student hostel at the new campus is known as Ramat Hall.

6. **Faculties:** There are seven faculties at present. They are: Faculty of Arts and Islamic Studies; Faculty of Education; Faculty of Science; Faculty of Social and Management Sciences, Faculty of Technology, Faculty of Medicine, and Faculty of Law.
7. **Service Departments:** There are two Library complexes in the two campuses, Health Services departments in the two campuses; Estate Department and the University Guest Houses in the two campuses.
8. **Water Supply:** The Department takes care of the general/plumbing problems including the main lines that connect the whole water system network in both campuses and the boreholes in the Old campus.
9. **Parks Gardens:** Under the supervision of a Horticulturist, the Parks and Gardens are maintained by regular trimming and watering by the staff under this department.
10. **Generating Plants:** There are seven generating plants located in both campuses and Zoo Road Flats distributed as follows:
 - a. Old Campus: 2 Nos. Functional
 - b. 1 No. Non-Functional
 - c. New Campus: 1 No. at Residential Areas
 - d. 1 No. at Faculty of Technology
 - e. 1 No. at Junior Staff Quarters
 - f. Zoo Road Flats: 1 No. at Zoo Road Flats
11. **Electrical and Telecommunication Facilities.** There are a number of R.M.Us, transformers, and switch rooms.

Staff Strength on the Ground

This number does not reflect the staff that had resigned, retired, been dismissed, or died, and who were not replaced.

1. Senior Staff, 29

The staff are distributed according to their trade (professional areas).

Finance

This is an area that hinders the operation of the Estate as it is well known that the allocation of all the codes has marginally been increased if not stagnant at certain periods, while inflation continue to increase almost daily. This has contributed to lack of materials for certain repairs that can be efficiently and effectively done by our staff. A glaring example is in area of electricity and plumbing materials. While we could obtain 2hp airconditioner at the rate of N800 at present the price of 2hp compressor ranges from N4,000 to N6,000 minimum. A tap that used to cost N3.00 is now N120.00 - N200 depending on quality and make.

General Problems

The major problem is lack of funds, tools and materials. Even the Central stores of Bursary Department are unable to stock our requirements. We need good vehicles and machinery to be able to function effectively. Despite all the constraints, we are able to maintain the electricity and water supply within the available resources.

Physical Planning Unit

Arch. Kabiru Maina

The Director, Physical Planning Unit

On April 14, 1977 Campus Physical Planning Committee was appointed by then Principal of Bayero University College Muhmud Tukur. The terms of reference for this Committee include among other things to carry out the ground work of plans for major building and their siting, to under-take the ground work of the layout of the New Campus.

Later in July 1977 the services of Physical Master Planners for the new universities was engaged by the National University Commission known as Nigerian Universities Physical Planning Development Group, of which Bayero University was a member.

Manpower Requirement For Implementing The Programme Of Physical Master Planners

For the first phase of building in all the New Universities each University will have a considerable responsibility for the overall and individual project programme of its own development. The main tasks that accrues from this programme were:

1. Initiating academic, physical and financial proposals with the Master plan framework and the allocated budget.
2. Preparing detailed briefs within the standards set by the National University Commission and to ensure compliance with the master plan guidelines.
3. Selecting and appointing executive consultant to deal with architectural, engineering, landscape and financial matters of individual projects and obtaining tenders within the cost limits set by the N.U.C.
4. Examining and approving consultants work at key stages, and making submission to the N.U.C.
5. Entering into contracts with contractors to carry out the projects within these limits, and issue payments.

The main responsibilities described above are a number of implied tasks which are both specialized and difficult for any University to effectively handle unless it has the services of experienced staff.

Some of the most important technical activities that must be dealt with are:

1. The preparation of detailed briefs for individual activities
2. The coordination of the site works, building construction and financial programmes in relation to the Master-plan.
3. The monitoring of executive consultants works to ensure compliance with the Master-plan guidelines for Architecture, Engineering and Landscape.
4. Periodic Review and updating of the Master Plan.
5. An annual review and updating of the construction and financial programmes.
6. The preparation of quarterly and annual returns.
7. The preparation and submission of new capital projects including estimates for the annual budget hearing of N.U.C.
8. The evaluation from time to time of the local construction industry, and its capacity to meet the University's requirements.

The monitoring of consultants is a relatively new innovation. This innovation can be done without inhibiting initiative or imagination. A fundamental question is how and who can deal with the wide range of these responsibilities described above. In principle, there seem to be several ways to organize adequate manpower these tasks. Most Universities then have Academic Planning Units attached to the Vice-Chancellor's Office with the responsibilities to examine and advise on Academic matters which are complicated and involve many people. On Page 109 of the academic working party's report of March 1977, it is recommended that the post of a **Physical Planning Officer** be created to deal with the Physical problems of a University during its formative years. The N.U.C. in turn will like this principle taken further in the form of a **Physical Planning Unit**, headed by the Physical Planning Officer. (Director who should be an

Architect-Planner, or Engineer-Planner fully conversant with every detail of the master plan). He would need a professionally qualified and experienced support staff of at least an Architect, Civil Engineer, Quantity Surveyor and clerk of works. This unit needs to be quite separate from the normal works and maintenance department (who have different problems and responsibilities) and charged with carrying out the wide range of responsibilities described earlier, but which does not include executive works of specific projects.

One obvious solution to obtaining the level and numbers of expertise required is to retain the services of the Masterplanning teams to assist the Universities until such time as Universities themselves are able to man their own physical planning unit. The principle of setting up a Physical Planning Unit in the new Universities was considered by the N.U.C. at its meeting in Kano during the late April 1977 and approved that it be adopted and tried. The most important feature to note is that proposals to allow the Physical Planning Unit itself and secondly the continuity services of Consultant Master Planners. The proposals put to the Universities was that a Physical Planning Unit should be set up immediately in some basic form and that it should be served as vigorously as may be necessary, by the continuity services from Consultant Master Planners. The basic idea is that whatever the immediate size of initial planning unit, it should in due course, take over the duties of Consultant Master Planner as the staff of the PPU develops.

In the Bayero University Scheme Mr. Raswant was seconded from the Staff of Master Planner Group to that University as Head of PPU. His primary assignment was to assist in the establishment of the Physical Planning Unit. The essential characteristics of Bayero University scheme is that the master planning consultants will provide an initial core staff of three people for the P.P.U. expanding later to five for a minimum period of twelve months and with the possibility of an extension. The P.P.U. Group (Director, Architect/ Planner, Civil Engineer, Quantity Surveyor, Clerk of Works) will be supported by members of the present master planning group who will be engaged for continuity services. The P.P.U. will function under-the leadership of a Director.

Any support groups should also function at the pleasure of the Director. The P.P.U. answer directly to the University.

Terms Of Reference For A Physical Planning Unit

1. To be responsible to the Vice Chancellor for the control of all the Physical Development of the University.
2. To serve the University by interpreting, modifying and up-dating the University Master Plan and for this purpose, to use the Services of the Consultant Planners as may be necessary.
3. To represent and serve the University as the overall coordinator of on-going development programmes and to ensure that all such development complies with the Master Plan.
4. To work with the University Academic Staff and appropriate University Authorities to translate the academic programme into physical facilities.
5. To serve as the advisory body to the University for design, building and development activities.
6. To serve as the primary link between the University and NUC, Master Planners, Professional Consultants, Contractors, and any other Agency as required by the University.
7. To prepare a procedures manual for the University in the context of N.U.C. procedures Guide, and the procedural relationships with the University, the master planning consultants, and other groups concerned with planning.

Activities Of Physical Planning Unit

The recommended activities for the Physical Planning Unit are based on the recommendations as set out in the Consultants proposed scope of Services.

Planning

1. Assist the University to protect the integrity of the University Master plan.

2. Periodically review of the master plan and make recommendations to the University in response to major changes to such aspects as educational philosophy, availability of funds, limitations of the construction industry.
3. Interpret the N.U.C. standards and ensure their application to the development of the University.
4. Make recommendations to the N.U.C. for standards which arise out of aspects of design which may be unique to the University.
5. Serve as the primary liaison between the University, the N.U.C. and any other agency required by the University.

Programme

1. Assist the University to prepare and develop capital projects and budgets on a regular basis for submission through the appropriate University authorities to the N.U.C.
2. Produce a revised and final University capital development programmes based on available funds from the N.U.C. for review and approval by the University Administration.
3. Prepare capital project briefs based on the approved yearly development programme for the University submission for N.U.C.
4. Produce and monitor schedules for execution of the yearly capital development programme.
5. Review and submit to the University for approval any brief that may be required from professional consultants.

Design

1. Assist the University in interviewing various professional consultants and recommend specific firms to the appropriate University authorities as the need arises.

2. Monitor and coordinate the activities of all professional consultants contracted to the University.
3. Monitor the activities of all executive consultants to ensure compliance with the master plan guidelines for architecture, engineering and landscaping. This procedure should ensure the development of a physically, visually, and economically coordinated campus.
4. Prepare necessary designs and documents for minor projects as may be required by the University.
5. Process consultant requests for payment of fees and recommend action in this regard by the University.
6. Assist the University in the tendering process.

Construction

1. Monitor and coordinate the activities of all contractors.
2. Co-ordinate advance ordering of equipment and materials that may expedite construction and/or result in economic benefit to the university.
3. Receive and review and where necessary change order requests and recommend action by the University.
4. Receive and review request for payments from contractors and recommend action by the University.
5. Receive and review requests for final acceptance of facilities and recommend action by the University, and carry out inspections as required.

Health Services

Dr. Nasidi Nuhu

The Director, University Health Services

Health Services Department was established in 1967 at the present Bindery Section with a visiting Doctor, Dr. Bannet from Zaria on twice weekly visit. He had a Nursing Superintendent, Mallam Hamidu Hong who handles patients in between his visits. The Clinic was then only available during working hours. In 1974 when Dr. Bannet left, the Clinic was under visiting Doctors coverage from Dala Orthopaedic Hospital and as Dr. I.D. Ahmad, a Private Practitioner in Kano. In 1975 a permanent Physician was sent from Zaria by name Dr. Olatunji who worked for few months in 1974/75 and was relieved by a British woman who finally handed over to Dr. Abu Aly Kassim in 1975 at which time Mallam Abdu Hong had resigned his appointment and the Clinic was managed by three Nurses i.e. Mallam Mohammed Umar, Mrs. Iroko, and Mrs. Olagunju and Mallam Yaro Ganda as Cleaner. The staff and student population was then only about 800. Later in 1975 the Clinic moved to its present location which was then a residential house. The present Casualty Theatre and an additional Consulting Room were added.

There were only three Doctors then each with his emergency bag for treatment of Staff and Student at home. Later in 1980 with rapid expansion of the University and increased awareness and demand, the Clinic was converted to a 24 hours working unit with corresponding increase in number of workers with X-Ray Services. Later a Laboratory was built and equipped, a Dental Unit, Dispensary, Antenatal Clinic, and later Sick-Bay. A Radiologist and a Dentist covering X-Ray and Eye Clinics, and Dental Unit respectively. There are total of Five (5) Doctors now .

The Sanitation Unit started since 1970 with four labourers and later converted to a full pledged Unit with two Refuse Vehicles, one Sewage Vehicle and a Tractor. Spraying and Fogging Machine were added for regular spraying of homes and hostels.

The facilities were gradually expanded from out-patient Clinic only during working hours to a 24 hours service centre with six beds for admission of patients. The Clinic has had functional Dental and X-Ray Units manned by

Medical Officers. The Clinic was recognized as an International Centre for vaccination by the World Health Organisation (W.H.O) in October, 1977 and has since remained so.

Staff development has been tremendous. The Unit started with only Two Staff and can now boast of Thirty-Eight Senior Staff out of which about Thirty have been made what they are by the University through various Courses and Seminars. Among the Nurses there are few who are employed as Clinical Assistants and trained to either Staff Nurses or Midwives while all Nurses who came in a single qualification (either Nurse or Mid-wife) have been trained to double qualification. There are Five Doctors in the department and the level of patronage is tremendous with about 8,000 Students and mostly polygamous 1,874 Staff in attendance.

We have three Ambulances, three Refuse Vehicles, one Sewage, one tractor and two departmental Vehicles for daily running up and down.

There had been two Directors: Dr. Abu Aly Kassim and the past Director, Dr. Garba Yakubu.

Sports Services

Alhaji Isyaku

Acting Director, University Sports Services

The History Of The Establishment and Development Of Sports in the University, 1975 to date

Since 1975 the running of Sports in the university has been under the Sports Unit of the Registry. However in order to assist in the formulation of policies and planning of sporting programmes for the University, the idea of a Sports Advisory Committee (SAC) was initiated by the Sports Unit in 1984 with a view to utilizing the experiences and inputs of the University Community in the implementation of Sports Programmes. The Sports Advisory Committee draws membership from the Registry, the Health Services Department, Maintenance department and all faculties, with the chairman appointed by the Vice-Chancellor.

Facilities

The following sporting facilities were developed in the University between 1975 to 1991 (at old campus) of the University.

No.	Type Of Facility	Surface Type	No Available
1.	Soccer pitch	Grass	2
2.	Basketball Court	Concrete	2
3.	Volleyball court	Concrete	2
4.	Tennis Court	Concrete	2
5.	Squash Court	Concrete	2
6.	Hockey pitch	Grass	1
7.	Tennis Court	Concrete	2
8.	Fives	Concrete	2
9.	Badminton Court	Concrete	2
10.	Table Tennis Table	Plywood	4
11.	Track and Field	—	1
12.	Indoor Sports Hall	Indoor	1

Personnel

While other Universities in the country had a minimum of four professional staff and two administrative staff to run sporting programmes, Bayero University had one professional staff (University Coach) at a time during the year under review to manage the facilities listed above and to run sporting programmes (intramural and extramural) for staff and students in the university.

Year/Period	Staff No	Name	Designation
1975 to 1980	One	Mr. S. T. Adeoti	University Sports Coach
1980-1981	One	Mr. Rabi'u Abdullahi Garundanga	University Sports Coach (on Secondment from Kano State Sports Council)
1981-1982	One	Mr. Usman Baffa	Asst. Register (Sports)
1982-1983	One	Mr. D. White	Sports Consultant
1983-1984	One	Mr. F. Adiat	University Sports Coach
1989-1990	Four	Mr. Adiat	University Sports Coach
		Tijjani, Usman, Auwal	University Sports couches
1992 to date	Five	Alh. Isyaku	Ag. Director of Sports
		Mr. Adiat	Principal Coach
		Tijjani, Usman, Auwal	University Sports Coaches

Participation/Positions/Hosting of Games

Application for BUK's participation in the Nigeria Universities Games Association (NUGA) was granted in 1977 and the University's positions in NUGA from 1978 to 1991 are as follows:

Year	Venue	No of Universities	BUK's Position
1978	Lagos	7	Observer Status
1980	Benin	16	16th
1982	Zaria	16	15th
1984	Ile-Ife	16	13th
1986	Ibadan	20	6th
1988	Port Harcourt	24	8th
1990	Calabar	30	13th
1991	Ilorin	31	No appearance

Hosting Of Games

1984	Zone (A) NUGA Preliminary
1986	Zone (A) NUGA Preliminary
1991	FISU Eliminations (Zone D)
1993	WAUG Eliminations (Zone D)
1994	Hosting of NUGA

General Sport Participation By Students

Apart from extramural competitions the Sports Unit some inter-faculty and recreational sporting activities for non-champions.

Major Problems of Sports

The following could be considered the major problems facing sports development in the University during the year under review:

1. Lack of adequate equipment and supplies
2. Under-funding for sports competitions both intramural and extramural. Funding of Sport has always been at the mercy of the Vice-Chancellor. This situation led to the drastic reduction of BUK Contingent to major state and national sports competitions.
3. Lack of Commensurate incentives for sports participation.

Recommendations for Improvement of Sports

In view of the Federal Government's desire to curb or eliminate **student unrest** in Nigeria Universities and in recognition of the role of recreational activities in the enrichment of students campus life, the provision of **sporting and recreational** facilities and the management of **regular intramural and extramural sports competitions** should be considered by the Federal Government as a **viable option for curbing student unrest and tension.**

Furthermore, taking cognisance of the crucial role of purposeful recreation in the physical, social, mental and psychological development of adolescents and youths, whatever budgetary allocation is made on sporting and recreational activities should be regarded as an investment capable of yielding unquantifiable benefits. With the increase in the population of adolescents in Nigerian Universities, it is most desirable that avenues be provided the **purposeful activities** through sports, and that the provision of adequate sporting facilities and equipment be considered as part of **welfare package for staff and students.** The following suggestions will no doubt assist in the fulfilment of the **mission of sports at Bayero University.**

1. Funding

A direct budgetary allocation for sports should be made by the Federal Government for the promotion of sports in view of the above comments.

2. Facilities

No meaningful programme of sports can be implemented without adequate facilities. It is therefore proposed that the following **additional sporting facilities** be provided for **staff and students.**

		Additional Minimum Proposed		
	Facility	Old Campus	New Campus	Total
1.	Soccer pitch	1	2	3
2	Basketball	-	4	4

3.	Volleyball	-	2	2
4.	Tennis Court	2	4	6
5.	Squash court	1	1	2
6.	Hockey pitch	--	2	2
7.	Tennis Court	--	2	2
8.	Fives	--	1	1
9.	Badminton Court	4	6	10
10.	Table Tennis Tables	2	10	12
11.	Track and Field	---	1	1
12.	Indoor Sports Hall ¹⁴		1	1
13.	Swimming pool	--	1	1

Apart from the provision of additional facilities the existing facilities in the old site particularly the courts and pitches either need resurfacing and repairs or sufficient equipment and supplies need to be purchased.

The Newly Created Department of Physical and Health Education

The Department of Physical and Health Education (which could have made important impact in the spiriting life of the University during the years under review) did not take off until 1988 although it was approved by the National Universities Commission in 1983/84 academic year. With the establishment of the Department, efforts of the Sports Unit of the University should be complemented with the professional services of the staff of the Department of Physical and Health Education.

The Directorate of Sports

In line with Cookey Report (1981) and for the effective implementation of adequate sports programme in the university, the Sports Unit needs to be upgraded to a functional directorate. The Sports advisory Committee should be made autonomous as a Sports Council which will be

¹⁴. A multipurpose indoor hall that could be used for or purposes apart from sports.

responsible for initiating, implementation and execution of its policies.

Sports Scholarship

As an incentive for outstanding performance in Sports, it is suggested that the University implements an annual scholarship scheme for at least ten outstanding sportsmen and women per year.

Sports and Academic Time-Tabling

It is suggested that proposal approved by the Committee of Vice-Chancellors (CVC) to have one evening per week as lecture free for the purpose of sports should be implemented by the University for maximum participation in Sports by students in university.

A Brief History of Student Affairs Division

Dr. Bawa Hassan Gusau

The Dean, Student Affairs

Up to 1976, the Student Affairs Division was still a subsidiary of the main office in ABU, but with the establishment of Bayero University Kano in 1977 as a full fledged University, the Students' Affairs Officer became fully established with subsequent addition to roles and offices structurally such as the careers office, welfare office, Halls office and Sports Unit.

In 1981 the office of Students' Relations Office (SRO) was introduced. One of its major functions is to bridge the communication gap between the university authorities and the students. This was consequent to the incident in 1980 as a result of which the authority was shaken by a violent demonstration which disrupted Senate meeting by the students without the authority's knowledge. The Student Relations Officer's role was conceived as that of *openly* interacting and monitoring all student activities.

In 1989 the first Dean of Students was appointed to head the Students' Affairs Division in compliance with Abisoye Panel recommendations of 1986, and the Students' Affairs Division thus ceased to be under the control and management of the Registrar, but directly under the Office of the Vice-Chancellor.

The Students' Affairs Division is assisted to accomplish its noble objectives of providing welfare services to the students through the following committees:

1. Student Welfare Board
2. Students Disciplinary Committee
3. Hall Advisory Committee
4. Student Orientation Committee
5. Sports Advisory Committee
6. Students Union Government and
7. Student/Police Relations Committee.

Performance Of The Students' Affairs Division

The students' Affairs Division through its various machinery administration with experienced personnel has been

able to weather storms and handle disciplinary cases with firmness and fairness, and has diffused explosive situations that would have engulfed Bayero University and Kano metropolis. Out of the cases of students' unrest for the decade, only three were caused by internal factors. This is partly because the students' welfare, with which the Students' Affairs Division is directly concerned, is well managed.

Again, through effective monitoring of potential trouble situation and the intervention of the authority, a number of students' tensions over certain national issues have been successfully contained. For instance, the 1977 Students' unrest which swept across the Nigerian University campuses as a result of increase in school fees affected Bayero University only slightly. Even the 1989 students riot over the issue of SAP was so effectively managed by the Students' Affairs Divisions that Bayero University, Kano, was one of the few institutions of higher learning that was not affected or closed down as a result of the disturbance.

The Hall Offices has been able to manage the students' hostel allocation effectively over the years, as there was no any students crisis that emanate from that. The hostels regulation as contained in the students' handbook are always strictly implemented.

Students' Transport

Inter-campus shuttle bus service-free of charge; about 12 buses in the fleet; large sums being spent yearly to put the buses in operation.

Recreation And Sports

A variety of recreational facilities are available on the two campuses. These include good and standard football and hockey pitches, good and standard courts for basket ball, volley ball, badminton, fives, squash, handball and lawn tennis respectively. The University athletics tracks is rated as one of the best in the state, while the sports complex building provides an indoor sporting centre.

B.U.K. started participating in the University Games in 1978. In the past, not much had been achieved in the various sporting events in which our students competed against other games in the Nigeria University Games in 1987, 1980 and 1982 held at the Universities of Lagos, Benin, and A.B.U. Zaria.

However, emphases were later laid on the development of intra-mural activities. It was not until 1984, 1986, and 1990 NUGA games at Universities of Ife, Ibadan, Port-Harcourt and Calabar respectively that Bayero University, Kano, was placed 11th, 6th, 13th, and 17th respectively on the medal table. Only two weeks ago the University successfully hosted the 3-day Zone D preliminaries of the West African University Games (WAUG) comprising of A.B.U., University of Ilorin, FUT, Minna, University of Niamey (Niger Republic), and the host B.U.K.

University Consultancy Services Unit

Isa Nuhu Sheshe

The Secretary, BayeroConsult

The Council of Bayero University at its meeting in September 1985, approved the setting up of a consultancy firm, to be known as the Bayero University Consultancy Services Unit, under the direction and control of Consultancy Services Board. This decision is in line with the Federal Military Government's directives urging universities to provide complementary funding for their financial needs.

The Bayero University Consultancy Services (BAYEROCONSULT) was thus inaugurated in November 1985 as a multi-disciplinary consulting firm that will provide qualitative and professional services to the three tiers of Government (local, state and federal), parastatals, private agencies and the private sector.

Aims And Objectives Of Bayeroconsult

BAYEROCONSULT was established with the following objectives:

1. To provide the much needed technical, professional and expert advise to all tiers of Government (local, state and federal), parastatals, private agencies, the private sector and international organisations.
2. To prepare feasibility reports on proposed projects for clients, and provide supportive professional services when and if required.
3. To develop comprehensive training and development programmes, seminars and workshops for junior and senior executives in both the private and public establishments.
4. To provide a source for generating additional revenue for the University and make suggestions for the optimal investment of part of the funds so generated.

The Governing Board Of Bayeroconsult: The Pioneering Board

The pioneering Board of Bayeroconsult was made up of one representative each from the six faculties, the School of General Studies, the Centre for the Study of Nigerian Languages and the Bursary Department. The Registry department provided the Secretary. The composition of the Board was as follows:

Dr. Musa Abdullahi	Social and Management Sciences	Chairman
Dr. G.O. Yomere	"	Member
Mr. S.B. Forojalla	Education	Member
Mal. A. Q. Zubair	Faculty of Law	Member
Dr. T.B. Ingawa	School of General Studies	Member
Mr. I.K. Micah	Bursary	Member
Dr. F.O. Akinbode	Technology	Member
Prof. R.V. Hesketh	Science	Member
Professor M. Jibril	FAIS	Member
Dr. I.A. Mukoshy	CSNL	Member
Isa N. Sheshe	Registry	Secretary

The Current Board

Dr. Musa Abdullahi	D.V.C. (Academic)	Chairman
Dr. M.G. Ochogwu	Education	Member
Mal. O.T. Mustapha	Science	Member
Mal. S.S. Adamu	Technology	Member
Mal. T.A. Fagge	School of General Studies	Member
Mal. N.A. Ahmed	Law	Member
Mal. A.U. K/Hausa	CSNL	Member
Dr. U. Sangari	SMS	Member
Dr. A.R. Muhammed	FAIS	Member

Mal. A.A. Adamu	Bursary	Member
Isa N. Sheshe	Vice-Chancellor's Office	Secretary

A representative of the Estate Department

The following have served on the Board of BayeroConsult at one time or another from its inauguration to date.

Board Membership From 1985 to date

Dr. Abdullahi Musa	SMS	Chairman
Dr. Abdullahi Musa	D.V.C. (Academic)	Chairman
Dr. M.G. Ochogwu	Education	Member
Mal. Mustapha O.T.	Science	Member
Mal. S.S. Adamu	Technology	Member
Mal. T.A. Fagge	School of Studies	Gen Member
Mal. N.A. Ahmed	Law	Member
Mal. A.U. K/Hausa	CSNL	Member
Dr. U. Sangari	SMS	Member
Dr. Muhammed A.R.	FAIS	Member
Mal. A.A. Adamu	Bursary	Member
Dr. G.O. Yomere	SMS	Member
Mr. Forojalla S.B.	Education	Member
Mal. A. Q. Zubair	Faculty of Law	Member
Dr. T.B. Ingawa	School of Studies	Gen Member
Mr. I.K. Micah	Bursary	Member
Dr. Akinbode F.O.	Technology	Member
Prof. Hesketh R.V.	Science	Member
Professor Jibril M.	FAIS	Member
Dr. I.A. Mukoshy	CSNL	Member

Mal. G.A. Shehu	Estate Department	Member
Mr. B. Adepoju	SMS	Member
Dr. A. Salihi	Technology	Member
Professor B.A. Salim	FAIS	Member
Mal. J. Muazzam	SMS	Member
Dr. Onochukwu	A.I. Science	Member
Mal. A. D/Kudu	Bursary	Member
Mr. E.O. Ezenkwe	Estate	Member
Mr. J.O. Rabi	Bursary	Member
Mal. Maikafi	Shekarau CSNL	Member
Dr. H.A. Dada	CSNL	Member
Dr. M.O. Fatope	Science	Member
Dr. Kabir Isyaku	Education	Member
Mal. M.N. Aliyu	Law	Member
Mrs M.E. Ndefru	SMS	Member
Dr. Jega	Attahiru SMS	Member
Dr. Sammani Sani	CSNL	Member
Dr. Muhammed	Rufa'i FAIS	Member
Dr. Ibrahim S. Diso	Technology	Member
Dr. Abubakar	M.S. FAIS	Member
Mal. Musa Alibe	Technology	Member
Mal. Muhammed	M.A. SMS	Member
Dr. I.A. Adikwu	Science	Member
Dr. O.D. Obande	Science	Member
Mal. D.A. Fagge	General Studies	Member
Mal. S.S. Adamu	Technology	Member
Dr. S.B. Ahmed	FAIS	Member
Mal. N.I. Fagge	Science	Member
Mal. A.U. Alhaji		Member
Mal A.A. Adamu	Bursary	Member
Isa N. Sheshe	Vice-Chancellor's Office	Secretary

From its inception up to 1989, the Bayerconsult operated from the substantive office of the Secretary.

Towards the end of 1989, office space was provided at the former Administrative Block, Old Campus. At that time, it became necessary for us to look for a handful of staff to enable the unit to function. When all efforts to get such staff from the university failed, the unit had to use its resources to recruit the following categories of staff:

1. An accountant.
2. An accounts Clerk/Typist
3. A messenger
4. A driver (after the purchase of a car)

The unit thus started independent operations in the year 1990.

The Management Staff

The management committee, which comprised the Chairman, the Secretary and the Accountant, managed the unit all on a part-time basis until July 1990, when the Secretary was seconded to serve there on full-time basis for a period of one year which was later extended by another year.

Location Of The Unit

Former administrative Block, B.U.K Old Campus.

Projects Executed

The Bayero Consult has executed so many projects on behalf of the Federal Government, State and Local Governments as well as the private sector. The projects executed by the Unit so far include the following:

Project	Client	Year
Inspection of Kano State Foundation	Kano State Foundation	1990-92
Secondary Schools		
Review and Editing of Translation of "Child Care in Islam"	UNICEF	1990
Public enlightenment campaign on drug purchase at Govt. Hospitals	Ministry of Health, Kano	1990
Leadership training for rural women	State Comm. for Women,	1990

	Kano	
Fish Farming	Bayeroconsult	1991-92
Workshop on Micro Computers, Applications in Management and Engineering		1990
An appraisal of the Kano State accelerated Wheat Production Programme	Min. of Agric, Kano	1989
Survey on the resettlement of the Nomadic Fulani in Katsina State	Katsina St. Govt.	1989
Complete structural design and bill of quantity preparation	BUK TAFOCAB Teaching Hospital	1990
Soil Testing for the Watari Irrigation	Ministry of Agriculture, Kano	1990
Effluent Testing for Various organisations		1990-93
Feasibility Study on treatment of Industrial Wastes in Kano		1990-93
Two week intensive orientation training programme for newly recruited personnel of the National Population Committee	National Population Committee	1991
Protection of the 2.5MVA transformer at the new campus	B.U.K.	1993
Intensive English training for Beginners	Local Businessmen	1992
National Seminar on the role of Local Govt. Secretaries in a democratised Local Govt. set up		1992
Intensive Hausa training for American students		1991
Chemical analysis of water samples	Various Organisations	1990
Translation of "Facts for Life"	UNICEF	1989/90
Fabrication of 100 cage Bars	Protein	1989

	Derivatives Ltd	
Tuition programme for SSCE Candidates		1991-92
Preparation of salary pay roll ATC/ABU		1990
Professional Diploma in Mass Comm. Programme		1987-94
Tuition programme for UME Candidates		1992
Two day leadership orientation Seminar for Civil Service Union	Civil Service Union	1994
Kano State Council		
Consumer Census for National Electric Power Authority	N.E.P.A.	1986
Market Survey on PAN Nigeria Language Typewriter	Federal Ministry of Education	1988
Supply, Installation of Change-over Switch	BUK	1993

The Computer Centre

Professor J. T. Ndefru

The Director, Computer Centre

Activities of the Centre

Constitutionally, the Computer Center of Bayero University Kano renders computer services of various sorts, ranging from consulting, training, bureau services, etc. to the entire university community and the society at large. In particular, research students have immensely benefited from the services. A lot of people have become computer-literate through the Computer Centre Services while a lot of consulting has taken place over the years. Computer technology is for today and for generations to come. The computer is a friendly tool for development.

The Computer Centre since its acquisition of the VAX-11/780 mini computer in 1980 has been actively involved in making its services available to users in the following areas:

1. Research facilities for academic staff and postgraduate students.
2. Learning and teaching: Students of FSMS have been taught and are being taught "Data Processing and Information Systems" courses from the 1979/80 session to date. The University community has been exposed to non-fee paying courses by the Computer Centre staff from year to year.
3. Revenue-yielding courses and consultancy services have been rendered by the Computer Centre Consultancy and Staff since 1982 (e.g. NEPA project 1986/87). The Centre has extended its training activity to the public through the BAYEROCONSULT. Currently BAYEROCONSULT is in business with the Computer Centre in revenue generation for the university.
4. All computers are used for (a) teaching students from FSMS; (b) training for M.Sc Projects (especially in the Sciences), and (c) Research (FORTRAN; and BASIC).

Computer Equipment

The Computer Centre has TWO types of computer systems, namely, the main-frame system and microcomputers.

1. The main-frame is the VAX-11/780 system made by Digital Equipment Corporation (DEC), U.S.A., and comprises: a central processing unit of Mbyte; 15 remote terminals; 1 line printer; 2 character printers; 2 RMO3 Hard Drives, each with a capacity of 67 MByte; 1 TE16 Tape Drive.
2. Seven Microcomputers: Three AT (Advanced Technology) models and 4 XT (ordinary models). One XT model is on loan to the MBA programme.
3. One CompuAdd 320 (80386SX model) with 80387 Maths co-processor.

In addition to these, it should be noted that there are as many as 25 IBM PC compatibles distributed in various Departments of the university. For instance, all the offices of the Heads of Departments in the Faculty of Science are fully computerised. Also the Department of Mathematical Sciences has about five IBM and two Apple Macs for its teaching laboratory. It is expected that before the end of the decade, all the units in the university will be fully computerised and networked for effective information flow and management.

The University Guest House

T. A. Gberikon

The Manager, University Guest House

Aims And Objectives

The aims and objectives for the establishment of the university Guest House at the inception of Abdullahi Bayero College (now Bayero University Kano) at that time was among others:

- π To provide temporary, decent and nice accommodation for newly recruited staff, before proper accommodation were allocated to them.
- π To provide accommodation and meals For External Examiners.
- π To provide accommodation for other Guests of the University.

In 1984 when the student Catering was phased out by the University and passed to independent Caterers, the Guest House had the added responsibility of taking care of

1. Refreshment at all Convocation Ceremonies;
2. All social functions like cocktails and parties for the University.
3. Service of Refreshment at all University meetings;
4. Responsible for the welfare of all Council Members, including the Chancellor and the Pro-Chancellor.

In 1991, the status of the University Guest House were further enlarged; that is, to be run on economic or commercial basis as a revenue generating project, within the limits of the University Policy and Philosophy on the Guest House.

Historical Setup

The University Guest House which started with the inception of Abdullahi Bayero College, has its nucleus in

the following few scattered Houses: AB/15, AB/26 and C15 Amina Street, old Campus, which were used for the accommodation of newly recruited staff, external Examiners and other University Guests.

In 1979, the present Guest House building on the old campus was completed and has since been put to use. The Guest House has thirteen rooms (5 double and 8 single), an administrative block, a restaurant, kitchen and a store.

On the 20th August, 1993 the vice-Chancellor, Prof Sani Zahraddeen approved the Guest House's Management Committee request to convert his Guest House, situated at No. 616 Rugu Road New Campus as an arm for its commercial operations on the New Campus – thus the extension of the Guest House at the New Campus. The Guest House is a four bedroom house fully furnished with a cable Satellite television system.

Administration

At the on-set of the Guest House it was run as an arm of the Registry Department and this was controlled by the Registrar of the University, Mallam Y. A. Ibrahim. As the scope and the activities of running the Guest House became more involving, the University in 1981 set up a Guest House Advisory Committee under the Chairmanship of Prof. B. J. Salter-Duke, the Committee was to work under the following terms of reference:

1. To listen to the complaints of Guest House residents.
2. To look into the issue of cost of food items to be purchased.
3. To look into the amounts the residents pay per meal.
4. And to note that the staff are still under the Registry.

In 1982, the then Vice-Chancellor Professor I. H. Umar constituted the Guest House Management Committee under the Chairmanship of Dr. Halil Sa'id to run the Guest House as a Unit of its own. Since then the following have served as Chairpersons:

1. Dr. H. 1. Sa'id, 1982-1984

2. Prof. M. M. Jibril, 1984-1986
3. Prof. B. A. Salim, 1987-1990
4. Dr. A. I. Abba, 1991 to Date.

Staff and Services

The following are the staff of the University Guest House:

1. Mr. T. K. Gberikon, Asst. Chief Catering Officer
2. Mal. M. J. Yusuf, Catering officer
3. Mal. Ali Ismail, Supervisor
4. Mal. Musa Ali Bui, Supervisor
5. Mal. Garba Minchika, Supervisor
6. Mr. Atung Yayok, Asst. Supervisor
7. Mal. Ya'u Ibrahim, Asst. Supervisor
8. Mal. Isa Adabari Ogirima, Asst. Supervisor
9. Mal. Abdulazeez Sumaila, Asst. Supervisor
10. Alh. Danyaro Yahaya, Asst. Supervisor
11. Mal. Madu A. Dantoro, Senior Driver/Mechanic
12. Mr. David Ogharah, Senior Typist
13. Mal. Tata Mohammad, Head Steward
14. Mr. Daboh Kutu, Head Steward
15. Mal. Badamasi Bello, Head Steward
16. Mal. Abdulaziz Abubakar, Head Steward
17. Mal. Ali Wakili, Head Steward
18. Mal. Shaibu Audu, Head Laundry Chargeman
19. Mal. Garba Habibu, Steward
20. Mr. Sumaila Audu, Steward
21. Mal. Abdu Babangida, Laundryman
22. Mal. Tukur Tahir, Steward
23. Mal. Idris, Store Attendant (Temporary staff)

The Guest House as constituted now has the following sections:

- π Accommodation and Reception
- π Restaurants
- π Production (kitchen)
- π Stores
- π Laundry Service

The University Guest House takes care of the whole Catering services of the University. In addition it also offers out-door catering to organisations other than the University. It also oversees the Executive Guest Houses like the Council, Chancellor, the Pro-Chancellor and the Vice-Chancellor's Guest Houses all under the Vice-Chancellor's Office.

The Bookshop

Y. A. Goda

The Manager, BUK Bookshop

The University Bookshop grew up from the former Ahmad Bello University branch in December 1982, with staff strength of four. It was housed in a very small place in the Library Building at the Old Campus.

But now, it has its main office at the New Campus Town Centre, with staff strength of twelve. It caters for not only the University community, but also serves external demands from other educational institutions in Kano. It has over 5,000 books in various disciplines and other items. It is governed by a Board of Directors headed by the Deputy Vice-Chancellor (Administration) as Chairman.

Orders and inquiries should be directed to :
The Manager,
Bayero University Bookshop Limited
P. M. B. 3011
Kano (Tel: 064-601280/296).

The Bookshop is normally open Mondays to Thursdays from 8.00 am to 4.00 p.m., and closes on Fridays at 1.00 p.m. Saturday opening is under view.

Section Five



**UNITING TOGETHER TO
SERVE THE CITADEL**

Unions and Staff Welfare in Bayero University

Academic Staff Union Of Nigerian Universities (ASUU) Activities And Achievements Of The Bayero University Chapter 1980-1993

Dr. M. D. Suleiman

Department of History, Bayero University Kano

The Academic Staff Union of Universities (ASUU) was established in Nigeria in 1978. It is an off-shoot of the Association of University Teachers (AUT) which was founded in the country in the early 1960s. The Bayero University Chapter of the Union was however only established in July 1980 by Professor Muhammad Nur Alkali.

The Constitution and Code of Practice of the Union states its objectives as follows:

1. Organisation of academic staff who are qualified for membership
2. Regulation of relations between academic staff and employers and between members
3. Establishment and maintenance of a high standard of academic performance and professional practice
4. Establishment and maintenance of just and proper conditions of service for its members.
5. Advancement of the education and training of its members
6. Provision of benefits and other assistance to the members as provided in the constitution.
7. Encouragement of the participation of its members in the affairs of the university system and of the nation.
8. Protection and advancement of the socioeconomic and cultural interests of the Nation;
9. Such other objects as are lawful and are not inconsistent with the spirit and practice of trade Unionism.

Since our concern in this chapter is to examine the activities of the local branch of the Union in the light of the above set objectives, we shall as much as possible limit

our exposition within such confines. ASUU in this university is run by a ten-member elected Executive Council headed by a Chairman. The other officers of the Union are: Vice-Chairman, Secretary, Treasurer, Financial Secretary, Publicity Secretary, Welfare Officer, Internal Auditor and three ex-officio members including the immediate past Chairman of the Union.

Members of the Union are kept constantly informed about the activities and problems of the Union at both national and branch levels through the Union's newsletter, leaflets, circulars and posters. Although the Exco runs the affairs of the Union through a number of committees such as Welfare, Publicity, Mobilisation and Loans Committees, its actions and activities are guided by the highest organ of the Union (at branch level), which is the Congress (consisting of all bonafide members).

The Congress debates issues of common interest, and articulates and advances common positions on crucial issues affecting the universities, the nation, and the world at large. Such positions, along with those of other branches of the Union, ultimately inform and guide the deliberations, actions and utterances of the National Executive Council of the Union. This internal debate, which is conducted at the level of the Congress, has become an inseparable, unique and inimitable tradition of the Union at all branches. This has greatly helped to sharpen and broaden members' perspective of trade Unionism. We do not simply see the function of trade Unions within the parochial limits of collective bargaining, but beyond that Nigerian academics are equally and even more importantly concerned with the condition of the classrooms, workshops, libraries, students' welfare, the University administration, the state of the nation and mankind in general. It should be made clear, therefore, that one of our primary objectives as alluded to earlier is the creation of a conducive atmosphere for the smooth functioning of academics in the universities so as to promote academic excellence, national unity and progress through effective teaching and productive and useful research.

This University is still young as compared to so many universities in the country and elsewhere. The real need is for it to grow into a ripe age by expanding its academic faculties and boosting its staff strength. This is why ASUU

has continuously agitated for the vigorous pursuit of staff training and development programmes both within and outside the country. Members are encouraged to secure various scholarships and financial assistance from the university, Government and private organizations locally and internationally. ASUU does not simply stop at encouraging members to go for further studies, it also monitors the condition of those on study fellowships so that problems which are capable of militating against their studies, research, and comfortable sojourn in their Universities are resolved with the University authorities. In 1987, for example, following complaints of financial difficulties from those on study fellowships abroad, ASUU wrote to the University authority requesting it to stop the payment of students' allowances at the Foreign Exchange Market (FEM) rate. It urged the authorities to instead ensure that all students who were studying abroad were given sufficient funds in hard currencies through the approved exchange rate for Government's official business.

It was also because of ASUU's concern for the consolidation and expansion of academic programmes in this university that it has consistently resisted Government's attempts to unnecessarily retrench academic staff of Nigerian universities. In 1985, for example, when the Government of General Buhari was planning to retrench workers, including university lecturers, the Union here among other things, wrote to the University's Governing Council pointing out concretely and empirically that the university was short of a total of fifty academic staff for all its existing academic programmes at the time. This meant that what the university needed was not the retrenchment but the recruitment of academic staff. In fact, ASUU argued, that its position was clearly if ironically supported by the university's publication in the *New Nigerian* newspaper of Tuesday 8th March 1985 in which the University was inviting applications from suitably qualified candidates for the posts of Professor, Senior Lecturer, Lecturer I & II to fill vacancies in fifteen disciplines. After a protracted struggle and campaign, ASUU succeeded in preventing the collapse of university education in Nigeria through the intended unwarranted retrenchment of academics.

Similarly in 1987, the Government of General Babangida came up again with the issue of retrenchment in another

guise called rationalization. The plan in respect of this university was to merge the Centre for the Study of Nigerian Languages with the Department of Nigerian Languages, while the French section of the Department of English and European Languages was to be closed down. ASUU also mobilised its members and successfully resisted such a move.

In furtherance of its various efforts to promote academic excellence in this University, ASUU in 1983 began the process of the production of clear and objective criteria for the appointment and promotion of academic staff. The final document which was produced at the end of the exercise was accepted and adopted by the University authorities in 1989 after persistent pressure from the Union. It is perhaps the only one of its type in the Nigerian academic system today. In the new A & PC document, points are allocated for every worthy endeavour in the areas of research and publications, teaching, university community service, national assignments and so on. It should be pointed out that research and publications are the key to the progress of academics in any university worth its name; and this therefore occupies a central position in the new guidelines for the appointment and promotion of academic staff.

Apart from eliminating the room for the arbitrary promotion and appointment of staff, the new guidelines virtually removed all hurdles on the path of the progress of hard-working and resourceful intellectuals. In addition, it also gingers up the entire university lecturers into vigorous academic exercises in both teaching and research. Consequently, lecturers in this university, irrespective of their nationality, race, ethnic group, or religious beliefs are assured of justice and fair play in the appreciation of their academic worth and credentials.

Furthermore, beside ensuring job-security, staff development and progress for its members, ASUU here has shown tremendous interest in the way the affairs of this university are being run at every bureaucratic level - department, faculties, committees, and units of the University as a whole. The objective of the Union in this regard is to eliminate all encumbrances that are capable of militating against the existence of a conducive atmosphere for academic pursuits. In this respect, ASUU in 1992 after a protracted struggle succeeded in getting the university

authorities to discard the age-old, worn-out tradition of appointing permanent heads for academic departments. Headship positions in academic units are now fully democratised, and no person is allowed to hold such a position as Head of Department or Dean for more than two terms of two years each. This is because a situation where a person holds such a position for nearly two decades (as was the tradition) creates intellectual stagnation both for the holder of the office and the department, and also breeds incompetence and encourages opportunistic careerism and oppression. The periodic election of Heads of Department injects new hands and ideas in the running of the Department, promotes dynamism, and ensures accountability and mutual respect for one another.

Increased collective efforts by ASUU have led to improved funding of universities. Here in Bayero University, ASUU has continued to ensure prudent management of the resources of the university by monitoring the administration and allocation of such resources in the areas of teaching and research facilities, staff development, staff and students' welfare, etc. The Union both at the level of its Congress and the University Congregation has continuously advanced various suggestions and ideas on how best the university should manage its resources in the interest of scholarship and national development.

ASUU And The University Authorities

In general, the relationship between ASUU and the University authorities here has over the years been very cordial in spite of a number of misunderstandings which sometimes led to bitter arguments and agitation. However, because of the communal sense of discipline and respect for one another which prevails in this university, the feeling of oneness and the overwhelming desire by all to help in the realisation of the noble objectives for which the university was established, all disagreements and differences between ASUU and the university authorities have always been resolved quickly and amicably without love lost.

In October 1992, ASUU prepared a comprehensive twenty six-page document containing the position of the Union on virtually all aspects of life affecting members of the University community. After lengthy negotiation with the University authorities, a fourteen page agreement was signed

between the two parties in December 1992. Early in 1993, the agreement was endorsed by the University Governing Council. This agreement, which has brought a new lease of life to the entire university community, has also since cleared the way for better understanding and a more cordial relationship between the University authorities and the Union. Space and time constraints will not allow us to go into the details of the positions of this very important document, which has become a useful companion for members of the Union. We have already alluded to one of the major achievements of ASUU provided for in the document and that is the democratization of the headship of all academic units. We hope to highlight some other achievements of the Union in the discussion that follows.

Welfare Issues: The representation of the Union on a number of important committees (e.g Housing Allocation, Housing Loan, Health services) of the university helps to strengthen the mutual relationship existing between the Union and the university authorities. ASUU uses its positions on the Committees to not only protect, but also to promote the welfare of its members. The representative of the Union on the Housing Committee for example ensures that houses are allocated or changed for members of the Union in their own best interest and according to the rules and regulations of the University on Housing Allocation. Consequently, the effective participation of ASUU on this Committee has over the years ensured general contentment among members of the Union as far as housing is concerned. And it should be added also that this is one of the few universities in Nigeria where adequate and satisfactory accommodation is provided for virtually all members of staff who request it.

Furthermore, it was through the Housing Committee that ASUU in 1986 proposed the granting of furniture loan to its members and other staff of the university so that the latter could have the opportunity of owning their own furniture. It is in this way that a situation where a person may retire or leave the university after several years of service without owning even a stool of his own has been avoided. It is gratifying to note that the furniture loan scheme was fully developed and implemented in 1989, three years ahead of other universities in the country. Virtually all senior

staff of the university now own the entire furniture in their houses.

Apart from advancing the interest of its members through its participation on University committees, ASUU constantly liaises with the University authorities over any issue which affects the well-being of its members. Here, a good example is the issue of car loans. In almost all other universities in Nigeria today, the issuance of car loan to members of staff has since been stopped due to inadequate availability of fund. Where such loans are still being issued, the amount of money being given to individuals is such it that cannot buy the beneficiary even a motor cycle. Here in Bayero University, however, as a result of the positive and timely intervention of ASUU, the loan entitlements of members are reviewed from time to time in order to take care of the inflationary trend in the country. In 1986, for example, the vehicle loan scheme was revised at the instance of ASUU, and the minimum and maximum entitlements of members were increased from N4,800 to N6,600; and N9,000.00 to N12,000.00 respectively. That was not all. ASUU also succeeded in getting the interest rate on the loan reduced from 8 to 6% while the repayment period was extended from a maximum of four to six years, Again, it was agreed between the Union and the university authorities that anybody who was not interested in collecting a car loan could apply for an amount not exceeding his car loan entitlement for the purpose of refurbishing his/her old car. In this connection also, it is important to note that the car refurbishing loan was only introduced in other universities six years after the commencement of such a scheme in Bayero University.

In the December 1992 agreement with ASUU, the car loan scheme was again reviewed by the university authorities. Now the minimum and maximum for staff entitlement are N50,900 (formerly N6,600.00) and N90,000 (formerly N12,000.00) respectively. The interest rate on the loan has also been reduced from 6% to 3% while the repayment period has been extended to ten years.

In order to encourage the attendance at seminars and conferences by academics, ASUU insisted on the review of the night allowance to take care of the high cost of hotel accommodation in the country. Hence in the December 1992

agreement, the per diem allowance was raised from a minimum of N60.00 to N350, and from N75 to N600 maximum allowance.

Apart from operating within the ambit of the University authorities to ensure the provision of adequate welfare facilities for its members, ASUU also independently pursues a number of other measures aimed at assisting its members. Particularly from 1984 onwards, the Union established contact with government agencies such as the Kano State Cooperative Shop and the Ministry of Agriculture to obtain sugar, milk, salt, detergent soap, grain, and other essential commodities for sale to its members at affordable prices. In fact, even as recently as 1993 when the scarcity of fuel became acute, ASUU went into the petrol business, securing and selling the commodity to its members at reasonable prices. The objective of the Union has been to resuscitate the defunct cooperative shop which was long ago operated by the University community. However, market forces and social factors operating both within and outside the campus have made it difficult for the Union to realise its objectives so far. This notwithstanding, ASUU has continuously helped to reduce the burden of inflation on its members.

ASUU does not stop at purchasing and selling commodities to members of the Union and the University community in general; the Union has also operated a soft loan scheme which is used to assist individuals who may for one reason or another find themselves in financial difficulties. In addition, ASUU gives financial assistance to the families of members who in the course of the exercise of their fundamental human rights such as freedom of speech and association are arrested by the State Security Service, to the families of deceased colleagues, or those who suffer from any form of calamity such as fire outbreak. This kind gesture of the Union helps to strengthen the commitment of members to the Union, as well as cement the bond of unity among them.

Relationship with other workers. ASUU conducts its activities with due consideration to, and indeed, in the interest of other workers in the university. In the conduct of its activities, it tries to carry along with it all the non-academic staff. In fact ASUU initiated the establishment of a Joint Action Committee (JAC) comprising representatives

of the three workers' Unions on the campus, viz: ASUU, Non-Academic staff Union (NASU), and the Senior Staff Association (SSA). The objective of ASUU in this regard was to establish a cordial relationship between its members and the numerous non-academic staff. The JAC meets occasionally to discuss matters of common interest and pursue actions capable of promoting industrial harmony as well as facilitating the realisation of the noble objectives for which the university was established. Efforts towards the establishment of a staff club and a cooperative shop are among the few joint ventures being embarked upon by all the Unions under the leadership of ASUU.

The series of activities organised by the Union has kept the membership permanently mobilised. When in July 1986, the Babangida administration made the membership of the Union a voluntary affair in an apparently calculated attempt to break its national unity, collective resolve and solidarity, the academic staff in this as well as in all the other universities in the country, massively and voluntarily filled the membership/check-off forms. And today, there is hardly a single academic member of staff in this University who is not a bona fide member of the Union.

All segments of the University community including the students do fully appreciate, command and support the leadership and fatherly role of ASUU on the campus. Although the latter does not maintain any official link with the Students' Union, the welfare of students is understandably, one of its major concerns. On seven occasions, ASUU has had to discuss the problems of students with the university authorities; problems such as transportation, accommodation and health apart from those that confront them in the classrooms, workshops, fields, laboratories, etc. are generally addressed by the Union. This is because unless students are contented, the academics will find it difficult if not impossible to carry out their primary responsibilities satisfactorily.

ASUU and the NLC. ASUU actively participated in the activities of the Nigerian Labour Congress, Kano State Chapter before the removal of all Senior Staff Associations from the Congress. The objective of the Union was to enhance workers' solidarity and unity. As a result of the positive contribution of the Union at all NLC activities, it was in

1985 given the chair of the political committee of NLC. It was that committee which collated the views of all trade Unions in Kano on the national political debate and on the basis of that wrote a comprehensive position paper for the Kano State Chapter of the NLC. The paper was finally submitted to the Political Bureau.

ASUU also made use of the NLC to articulate and advance the interest of its members. In the May Day Speech of the NLC (Kano Chapter) the Chairman, Comrade Wada Waziri Ibrahim in 1987 for example, the NLC, at the instance of ASUU effectively condemned Government's plan to rationalize university curricula (i.e. retrench academic staff).

At the level of ASUU's relations with the individual Unions within the NLC Kano Chapter, it maintained a cordial relationship with their leaders, and on many occasions attended and participated in their official functions such as public lectures, symposia and seminars.

National and International Affairs. ASUU has over the years constantly demonstrated its interest in national and international affairs through press releases and conferences, symposia, seminars, and workshops. A few examples of seminars and symposia are: *University Governance in Nigeria Since Independence* (1985), *Nigeria and IMF* (1985), *National Political Debate* (1986), *Mass Transport System and the Nigerian Working Class* (1988), and *ASUU Federal Government Agreement: The Issues at Stake*, 1993.

Although the constraints of space will not allow us to go into the details or even a summarised account of the activities of the Union in this regard, it is necessary to point out that while the Union sees its activities primarily as contributions towards the education of the members of the general public on the progressive line of action to be pursued towards the establishment of social justice and a buoyant economy, the debates, seminars, etc. also serve as stimulants for the development of a healthy intellectual tradition and scholarship capable of sustaining the tradition of academic excellence for which the university is well known.

The strong commitment of the membership to the pursuit and realisation of the noble objectives of the Union has never been in doubt, and this explains why this branch of

the Union is one of the strongest even if sometimes the most controversial of all the branches.

The National Executive Council of the Union has been receiving tremendous moral and material support from this branch over the last one decade or more. The Kano branch hosted the National Delegates' Conference of the Union (1982) national seminar on the political debate on the aborted Third Republic, and several meetings of the National Executive Council and special committees of the Union.

Of course, with due humility, it is necessary to point out that Dr. Attahiru Jega, who until the 15th of January 1994 was the National President of ASUU, is from this branch of the Union. In the last seven years or so, he led the Union in its victorious struggles for the improvement of the deplorable conditions of universities in the country. His tenure was no doubt, a revolutionary epoch in the history of trade Union movements in Nigeria.

It should be clear from the preceding survey of the activities of ASUU, Bayero University Branch that its numerous achievements highlighted above, are the result of well planned, calculated, coordinated and executed actions of the general membership under well organised, honest and capable leadership. The strength of the Union derives from its strong democratic tradition, patriotic motivations, unity, and solidarity and above all, the overwhelming resolve of members to promote scholarship and resist any form of oppression, in the interest of social justice, peace and the progress of the nation.

**The History of the Senior Staff Association of Bayero
University Kano, Chapter (SSA)**

Sabiu D. Mohammed

Student Affairs' Division, Bayero University Kano

Origin

The Association came into being in response to a letter in 1981 from the National body requesting the university to set up a local branch of the Senior Staff Association of Universities, Teaching Hospitals, Research institutes and Associated Institutions (SSAUTHRIAI). The Registrar, Mal. Y. A. Ibrahim directed the then Students' Affairs Secretary, Alhaji Ibrahim Abdulhamid, to set the ball rolling. Consequently, Alhaji Ibrahim Abdulhamid instructed Mallam Muhammadu Adamu also with the Students' Affairs Division, to attend the first meeting of the Association at the University of Ibadan, where issues of crucial importance were discussed.

After his return, Mallam Muhammadu Adamu was elected the first Chairman of the Bayero University Chapter of the Senior Staff Association (SSA). The next person to chair the Association was Mallam Gambo Ibrahim Katsina, who was followed by Isa Ndako and then Mr. Victor Obadele, who served for 2 terms. Mr. J. O. Rabi'u took over from Mr. Obadele and the present incumbent Chairman is Mr. Fatai Adiat. Below is the list of the members of the present executives of the Association for the 1993-95 term:

Mr. Fatai Adiat	Chairman
Sabi'u D. Mohammed	Vice-Chairman
Alhaji A. B. Musa	Secretary
Mr. M. J. Yusuf	Asst-Secretary
Mrs. C. P. Nwabuwah	Treasurer
Mr. D. A. Abiola	P.R.O

The Association has actively participated in the effective and efficient running of the university by serving in its Committees. It has also attended almost all the meetings and conferences organised by the National Secretariat nation-wide. The B.U.K. SSA has also agitated successfully for its members' welfare. The Association is presently trying to organise many activities for its members which will go a long way towards uplifting their welfare as well as bringing about the much needed peace, stability and progress in Bayero University, Kano.

**Non-Academic Staff Union of Educational and Associated
Institutions (NASU)**

Alhassan Abdullahi

Aims And Objectives

For the Welfare of Workers, The Ahmadu Bello University Workers' Union, Abdullahi Bayero College Branch, was established some time in 1972. The Union continued bearing this name, Abdullahi Bayero College Workers Union to 1975 when the University was raised to the status of University College. The Union changed its name to Bayero University Workers' Union in 1977.

In 1978, university teachers formed their Union, known as Academic Staff Union of Universities (ASUU). The Union changed its name to the present, Non-Academic Staff Union of Educational and Associated Institutions, Bayero University Branch, Kano. It was decided at the same time that

1. members of the amalgamating Trade Unions at the time of the amalgamation should be deemed for all purposes to be members of the Union, and for the purposes of computing duration of membership in the Union a financial member of one of the merging Unions should be deemed to be members of the Union.
2. persons of either sex might be admitted as members of the Union, and upon being admitted should be deemed to agree to abide by the rules of the Union in every respect. If in the opinion of the National Executive Councils a person failed to abide by the rules at any time, that person should be liable to forfeit membership.

Achievements

The existing I & J Quarters comprising of fifty housing units at the Old Campus were negotiated between the Union branch Officials led by the Union then called and known as President Malam Rafiu Adisa Ibrahim, Alhaji Muhammad Umar, Alhaji Shittu Umar and Mallam Dan Gana as the branch President, Vice-President, Secretary and Financial Officials respectively.

The titles of the branch officials have been changed to Branch Chairman, Branch Secretary and Branch Treasurer respectively.

Junior Staff Names on the Regular Vehicle Loan

The Principal Officers Committee meeting headed by the present Vice-Chancellor, Professor Muhammad Sani Zahradeen approved the NASU branch long battle to have its members names written on the regular Vehicle loan Cheques which have been previous years have the dealers name on their cheques with effect from May, 1992.

Annual Increment To Contract Members

Early in 1991, the Principal Officers' Committee endorsed the NASU demand that its members who are on contract service should be given a yearly annual increment like their other fellow workers.

National Promotion

The NASU Branch headed by the present branch Chairman Malam Dan Asabe Rabi'u commenced negotiations with the University Management to promote some of its members who had stayed on one Grade for too long, in some cases staying from 5 to 17 years without promotion. All those concerned were accordingly promoted in 1991. Affected members enjoyed promotions and arrears.

Payment Of Death Benefits

The sum of N150 each was paid to the next-of-kin of twenty-five members who died between 13th March, 1990 and 30th April 1992. Three thousand seven hundred and fifty Naira (N3,750.00) was involved. The benefit has been reviewed to four hundred naira (N400) as death benefit for a member, the effective date being 1st June 1992.

NASU Branch Administration

The Branch Union of the NASU has seen many changes of leadership. The first branch was Chairman Mr. Hongue. He spent only six months, from January 1972 to June 1972, when he transferred his services from the University. Since then a total of six Chairmen have led the branch Union, including

the current Chairman, Mallam Dan Asabe Rabi'u of the Security Office in the Registry Department.

**Flashpoints and Flashdance: Students, Unions And
Social Conscience in Bayero University Kano, 1966-1990¹**

Abdalla Uba Adamu

Department of Education, Bayero University Kano

Introduction

When Bayero University College was contemplated into being a full-fledged university in 1977, its founding philosophy was that

...overall, the basic guideline for the university is that whatever curriculum is developed must be inspired by the three constants of its environment: an Islamic culture, a time-tested commercial civilization and complex political community. Thus, whether in medicine or basic sciences, economics or geography, sociology or public administration, the starting point for our students needs to be the actual experience of this culture zone (BUK Academic Development Committee archives, Volume III, 1978 p. 397).

It is the university's adhesion to these "three constants" of its environment that moulded a conservative persona for it, coupled with its closely knit structure, appearing a times almost like a family unit than a diverse community. It is this persona that provided an interesting focus of the emergence of student union activities as facets of large international youth generational movements; raising against fellow students or against constituted authority.

Student unions in any college campus have always served two traditional purposes. The first is to provide a range of services to freshman entrants to college to enable them a more successful social transition from home to the

15. I would like to thank Dr. Isa Alkali Abba for bringing my attention to some aspects of student unionism in Bayero in the mid 1980s. My gratitude also goes to Dr. Muhammadu Uba Adamu for providing me with insights about student union activities, of which he was an active member, between 1964 to 1968. The materials for the rest of this chapter were derived from my own observations as a student within the Nigerian university system in the mid 1970s.

beginnings of adult world, acquisition of personal responsibility and creation of a new social configuration. These functions are, naturally enough, available also for the returning students. The student unions do this through various clubs and societies, student fairs, and provision of a whole network of social activities where, at the end of the day, students can unwind. These counseling provisions normally complement whatever guidance and counseling services that the colleges provide in this regard.

The second function of student unions the world over is un-intentional; and that is serving as flashpoints of social conscience. It would seem that despite divergent religious, social and political ideologies in their predominant societies, students all over the world are united by common biological factors affecting transition from adolescence to adulthood with the common ground being the college environment which provides a readily available conduit for expression of newly acquired social freedom and conscientiousness. This often manifests itself in the evolution of often violent anti-establishment principles and practices leading to student protests and unrests. Most often these behaviors are not restricted to the college campuses, but spill over to the larger society leading to clashes with established authorities, and often death and destruction. Thus due to the colorful nature of student unrests in various social contexts, it is often too easy to ignore the actual functions of student unionism, and admit that it goes beyond organizing protests against the establishment.

Student involvement in political issues that go beyond the cope of providing welfare services is what often attracts analysis of student unionism as flashpoints of youth destructive behavior on campuses. Again it must be emphasized that such flashpoints are inevitably started by a select few, either genuinely motivated by the issues concerned, or manipulated behind the scenes by outside agents (of either the government or the opposition).

It would seem, however, that college freshman experience and the subsequent exposure to works by radical writers of whatever persuasion have a combined effect on students, leading to an emergent doctrinaire class with the desire of transforming the society through perceived democratic approaches.

Students' interpretation of the concept of social liberal democracy, even in democratic societies, has consistently served a starting point at which student radicals emerge. Thus the 1960s saw the emergence of various clusters of student interest groups in various campuses across the world. First there were the dedicated revolutionaries who gorged themselves on the political theories of Mao and sprinkled their bedroom walls with the romanticized posters of Che Guevara. Then there were the leftist careerists who perceived student unionism as a platform of emergent tango with trade unionism with political leanings. These are followed by rebels without a cause, who, in developed countries personified the James Dean persona and digested, in toto all the gloried youth rebellion churned out by Hollywood studios. Finally, there was the emergent class of social nihilists, with neither a cause nor a direction; but controlled behind the scenes by outside campus political forces. These categorizations are reflected in the observations of the international trend of student union activism across the century.

The international scene

Perhaps one of the few early student activist protests was in China where on May 4, 1919 students launched protests against League of Nations' (later, United Nations) concessions in China to Japan.

However the most volatile period of student unionism across the globe was in the decade of the 1960s. The South Koreans formed the Republic of Korea in May 1948 with Seoul as the capital. Dr. Syngman Rhee was chosen president but a movement spearheaded by college students forced his resignation on April 26, 1960. In the United States, sit-ins began on February 1, 1960 when 4 black college students in Greensboro, North Carolina refused to move from a Woolworth lunch counter when denied service. This introduced the idea of sit-ins as a form of protest, because by September 1961 more than 70,000 students, whites and blacks, had participated in sit-ins.¹⁶

16. The World Almanac and Book of Facts, (Pharos Books, 1990), Microsoft Bookshelf 1992, s.v. "1960." CD-ROM Edition

When John F Kennedy was inaugurated as U.S. president in 1961, he emphasized youthful idealism, and vigor. After his assassination on November 22, 1963 a series of political and social reform movements took root in the U.S., later spreading to other countries with the help of ubiquitous U.S. film and television programs and heavy overseas travel. Opposition to U.S. involvement in Vietnam, especially among university students (Moratorium protest November 1969) turned violent (Weatherman Chicago riots October 1969). New Left and Marxist theories became popular, and membership in radical groups swelled (Students for a Democratic Society, Black Panthers).

Maoist groups, especially in Europe, called for total transformation of society. In May 1968 rebellious students in Paris and other centers rioted, battled police, and were joined by workers who launched nationwide strikes. The government awarded pay increases to the strikers May 26. In elections to the Assembly in June, de Gaulle's backers won a landslide victory. Nevertheless, he resigned from office in April, 1969, after losing a nationwide referendum on constitutional reform.

On June 10, 1987, middle class office workers, shopkeepers, and business executives joined students in anti-government protests in Seoul. They were protesting President Chun's decision to choose his successor and not allow the next president to be chosen by direct vote of the people. Following weeks of rioting and violence, Chun, July 1, agreed to permit election of the next president by direct popular vote and other constitutional reforms. In Dec., Roh Tae Woo was elected president. In 1990, the nation's 3 largest political parties merged; some 100,000 students demonstrated, charging that the merger was undemocratic.¹⁷

By the mid 1980's, China had enacted far-reaching economic reforms highlighted by the departure from rigid central planning and the stressing of market-oriented socialism. Some 100,000 students and workers staged a march in Beijing to demand democratic reforms on May 4, 1989. The demonstrations continued during a visit to Beijing by the then Soviet leader Mikhail Gorbachev, May 15-18. It was the

17. The World Almanac and Book of Facts, (Pharos Books, 1990), Microsoft Bookshelf 1992, s.v. "South Korea." CD ROM-Edition

first Sino-Soviet summit since 1959. A million people gathered in Beijing to demand democratic reforms and the removal of Deng and other leaders. There were protests in at least 20 other Chinese cities. Martial law was imposed, May 20, but was mostly ignored by the protesters.

Chinese army troops entered Beijing, June 3-4, and crushed the pro-democracy protests. Tanks and armored personnel carriers attacked Tiananmen Square, outside the Great Hall of the People, which was the main scene of the demonstrations and hunger strikes. It was estimated that 5,000 died, 10,000 were injured, and hundreds of students and workers arrested.¹⁸

Even in totalitarian regimes students have acted as catalysts for change. In Albania, pro-democracy demonstrations led to the appointment of a new government. On February 6, 1992 students at Enver Hoxha University went on strike. They called for political and economic reforms and the ouster of some leading government officials.

The Nigerian Grand Stand

The nature and form of student unionism, especially in its more expressively colorful form in Nigeria is no more different than from other college campuses across the world. It would seem, however, that the Nigerian students' reaction to social and political issues were unaffected by the nature of the political machinery; whether civilian or military government, students have always sought violent means of expressing themselves.

The University of Ibadan, the base for one of the first generation universities in Nigeria expectedly set the pace and led the race with its first student demonstration in 1962 in reaction to the Anglo-Nigerian defence pact. Ethnic priorities sparked off another rioting at the University of Lagos in 1966 when the issue of Vice-Chancellorship of the institution came up. Lest it be thought that only political and ethnic issues provide the catalyst for violent expressive behavior on Nigerian college campuses, in 1968 students at the, by now more militant universities of Ife and Lagos protested over what they considered poor catering services.

18. The World Almanac and Book of Facts, (Pharos Books, 1990), Microsoft Bookshelf 1992, s.v. "China." CD-ROM Edition.

But so far the protests and demonstrations have been, for the most part, picnic events that provided a conduit for perhaps pampered youthful exuberance and expression of newly gained adult independence. However, in 1971 the truly violent nature of the students' perception of social issues was expressed in a demonstration by the students of the University of Ibadan, over catering facilities. Police were called into the campus and one of the students, Kunle Adepeju was killed by a shot from one of the police rifles. The date of his death, February 1, 1971 became another milestone in the history of student unionism in Nigerian higher institutions. Subsequent confrontations between constituted authority and students either on the campuses or in the campus cities and towns have always led to the deaths of many students; sometimes in the hands of the police, and other times in the hands of the military, both often called to quell the rioting.

A more memorable instance of another clash between students and authorities was reaction of students to the introduction of the compulsory National Youth Service Corps (NYSC) scheme in 1973 by the then Military Government. Under the scheme, college graduates were expected to be posted to serve for a year in a State different from their own, with the overall aim of fostering national unity and greater understanding among the various Nigerian peoples. The political polemic of the Government was lost on the students, as they perceived the NYSC as being an attempt to delay either graduate studies or their rapid entrance into the labor market to be part of the rat race. Rioting against the NYSC scheme erupted in February 1973 from students of the University of Ife and University of Lagos, followed by the students of Ahmadu Bello University, Zaria. In Bayero University Kano a hasty decision was taken by the University council to allow students with either First Class or excellent Second Class Upper degrees to by-pass the NYSC and proceed immediately for the graduate studies: this no doubt reduced the amount of the rioting in the university. Nevertheless, rioting or not, the NYSC scheme was firmly established as one of the most enlightening programs of self-awareness among Nigerians by the Government.

While for the most part student activism manifesting itself as rioting and demonstrations had been a Ibadan-Ife-Lagos axis affair, there were strays of the breed in

northern Nigerian universities, albeit on a less radical and more subdued stages. The Ahmadu Bello University (ABU), Zaria, being the premier northern Nigerian university, led the way with its own brand of solidarity and expression with the views and opinions of other students in the land. On December 1 1971, for instance, ABU students demonstrated against the then Rhodesian crisis by attacking the Kaduna consular offices of the British High Commission.

The Great Divide

Surprisingly, despite the universal bondage (often termed "solidarity") that binds students on the common feelings of opposing anything the establishment is for, in Nigeria significant differences, based on ethnic grounds started cracking the unified front of student unionism as expressions of youthful exuberance.

For instance, cleavage between Northern and Southern university students in Nigeria on either ideological or political grounds manifested itself early enough in Nigerian history, especially after independence. In Bayero University the firing salvo was released in 1966 when, although a campus of the Ahmadu Bello University, Zaria, Bayero University student union enunciated the first concept of *a-wa-re* (Hausa: *separate the country*). This followed the brutal murder of northern political leaders in January 1966 especially Sir Ahmadu Bello, the Sark of Sokoto, Sir Abubakar Tafawa Balewa, the Prime Minister, among others. Student protests against the perpetrators of the northern political massacre were expressed in marches and speeches by the Bayero University students (though at that time considered Ahmadu Bello University Zaria students) which call for the splitting of the country and creation of a "pure" Northern Nigerian territorial enclave which will ensure the survival and existence of Northern Nigerian Islamic cultural values.

Bayero University student union activists were therefore the first to provide a politically explicit platform around which the Nigerian federation can be split - - almost a year before the concept became the catalyst that sparked off the Nigerian civil war in 1967 which almost tore the country into at least two separate countries, before its uncertain ending in 1970. Soon after this incidence students all over the country became united in a common view of

improving the lot of improvised "masses" outside the campus walls, and working out ways of forcing the government to either address students' problems on the campuses or enlighten the society about implications of government political stands in virtually all aspects of policy decision.

And yet such "radical" views tend to end up quadmired in contradictory perceptions of personal significance on the part of the students. This is clearly reflected in the 1978 rioting. Acting under the directives of the National Union of Nigerian Students, NUNS, students in most universities started demonstrating in April 1978 against the hike in feeding charges in Dining Halls from then N0.50 (fifty kobo) to N1.50 (one naira and fifty kobo) per meal. To the students, such blatant exploitation by the Government, especially as Nigeria was riding high on the crest of the oil boom windfall was unacceptable. Police intervention led to the worst aspect of the crisis at Ahmadu Bello University Zaria where quite a few students were killed (figures differ according to sources: students claimed as many as 10 of their colleagues were "murdered"; while the Government insisted only "few" lives were lost). The April 1978 rioting were tagged "Ali Must Go"; aiming the students' anger at Col. Ali, the then hapless Minister of Education.

But perhaps the great divide in student unionism in Nigerian campuses came in 1979 when northern Nigerian universities (Ahmadu Bello, Maiduguri, Jos, Bayero) protested against the newly instituted admissions policy to be federally controlled by the newly created Joint Admission and Matriculation Board (JAMB) which was to ensure that university admissions were based on merit, measured by examination outcomes. It was on this assumption that northern students demonstrated against the JAMB in February 1979, causing a temporary closure of all the northern universities by the Federal government. A consequence of this was that

Students were splitting on ethnic lines, with Southerners favouring JAMB and Northerners determined to annihilate it...In no time at all the southern press was attacking the demonstrating students, and supporting the principle that university admissions be based only on exam-proven academic achievement (which

they still dub "merit") - a principle that will obviously favour the better resourced south (West Africa 9th April 1979 p. 626).

Northern students riots demanded the rights of the individual universities to conduct their admissions themselves, rather than be foisted with students from the central government. Significantly, no southern university participated in the demonstrations. A point that was not lost on Northern students who argued that with generous scholarship schemes they were not really too affected by the "Ali Must Go" antecedent crisis; yet they lent full support for Southern causes, while suffering the heaviest casualty. Indeed this served as a departing point between Northern and Southern student unionism for quite some time.

The echoes of the 1979 Iranian Islamic Revolution also provided a focus for further divergence between northern and southern students with regards to student activism and provided a convenient point of departure for the two groups. Whilst student protests and demonstrations in southern universities had predominant political tinge in them, always pitching the student body against constituted authority, northern Nigerian university students' clashes and protestations were often on a more ideological plane. Concern with the needs to maintain Islamic purity among the Muslim population, and the desire to ensure that the campuses were as sacred as possible for conventional worship by the Muslim students often led to violent clashes, this time not between the students and authority, but between the students themselves. For the most part, some Northern Muslim student elements, often within the broader Muslim Student Society (MSS) cite the Iranian revolution as a source of inspiration. Posters of Ayatullah Ruhullah Khomeini, the Iranian spiritual leader at the time of the Islamic Revolution became the anthem for emergent Islamic militant tendency among Muslim student groups. Nowhere was this more expressed than on Bayero University campus.

The emergence of the MTV (Music Television cable network) and Rap Video culture which epitomizes the emergent African American youth expression in the late 1980s further served to make most Nigerian university campuses as a conflict congruence between flashdancers and the more concerned Muslim "fundamentalist" students.

For instance, in March 1983 the Bayero University Muslim Students Society (BUK MSS) attacked members of the students' union executive and subsequently disrupted the social activities organized by the students union on the grounds that alcohol was being served and that the activity was anti-Islamic in nature. Alcohol sale and consumption has been a long established taboo in Bayero University campus since its inception in 1964.

Similarly, in March 1987, the BUK MSS attacked their Christian colleagues in their personal expression of their grievances over the mass killings of Muslims residing in Kafanchan, Kaduna State. Exactly a year later, in 1988, BUK MSS clashed with mainstream students on the campus over the latter's demonstration against the expulsion from Nigeria of Dr. Patrick Wilmot, a West Indian leftist scholar at ABU by the Nigerian Immigration authorities. While conventional students protested against the deportation, BUK MSS protested against the protestors insisting that the latter's protests were pointless.

In February 1991 another clash occurred between Students Union Executive of BUK and BUK MSS over St. Valentines' Day lovers party celebrations. BUK MSS disrupted the party held on the day on the grounds that it was immoral and anti-Islamic.

Extending the romantic protests further, the BUK MSS which had always been against female students visiting male hostels attacked a Post Graduate female student who visited her classmate in his room in February 1992. This attack provoked a severe reaction from other students (both Muslims and non-Muslims) leading to a pitched battle between what are now clearly tagged "fundamentalists" and "liberals". The BUK MSS was of course categorized as the fundamentalists, while any student, whether Muslim or not, is considered a liberal democrat -- so long as he/she does not actively support the BUK MSS.

Subsequent chronicle of student unionism in Bayero University has turned into an annual bout of clashes between predominantly BUK MSS and other students over either internal (to the university) or external (reflected in the larger social polity) issues.

Towards a Theoretical Perspective

This paper sets out to provide a brief sociological survey of student unionism in Bayero University Kano, but situating within a larger national and internal context. While no sustained empirical study of the rationale of the behaviors of students, especially in Bayero University has been conducted to determine the reasons for the various, of destructive behaviors manifested by the students, nevertheless it is intended to draw from theoretical perspectives to determine the explanations of youth behavior; regardless of religious orientation.

As Braungart (1984) argued, the conflict and tension created by newly formed or perceived ideals and the existing social and political conditions lie at the root of generational movements. Young people are particularly sensitive to social discontinuities and contradictions in the society that they will someday inherit. Thus the literature has spawned massive attempts at explaining youth behaviors especially within certain theoretical frameworks and models.

Thus the issue of student union behavior is essentially a study of youth or generational behavior. Mushaben (1984) in a survey of the role of youth movements in the emergence of West and (then) East German peace movements deduced three theoretical models to explain generational behavior. The *experiential model* (expounded by Karl Mannheim 1928, 1965) moves beyond the chronological dimension by locating a cohort in historical space, ascribing to it a particular consciousness or a sense of "shared destiny" that is expected to mold an individual's political orientations and behavior for life. This would seem to be particularly apt in third world countries where the university is normally considered the training ground for future leaders or future revolutionaries. The University experience seems to bring out the political aspirations in the minds of most students, and subsequent contact with radical writings, especially in the social sciences seems to fan the fire of anti-establishmentarianism that characterizes, by and large, student behaviors on campuses.

The *maturational* or *life-cycle* model espoused by Eisentadt (1956) presumes that a tampering of values and a re-definition of political roles and behaviors will occur, as these are allocated on the basis of age. The *interaction model* provided by Davis (1940) and Huntington (1977)

stresses the cyclic nature of generational conflict, and consequently, the cyclical pattern of socio-political development, that arises from each new cohorts' reaction to the values of one preceding it. Thus it is often the case that student firebrands in one generation, having graduated from the colleges, became "establishment" will be the first to react *against* the current crop of student radicals on campuses!

However, Flacks (1972) has argued that theories organized around the idea of stages of economic and political growth offer little help in accounting for the protests and youth-regime conflicts that erupted and subsided almost simultaneously among countries that varied enormously in their economic and political structures. Thus while generational conflict models, despite their attraction offer little help since they fail to either specify adequately the conditions that produce collective conflict between age groups or to indicate which groups will come into conflict (Kamens 1983).

Further, student protests must not only be limited to perceptions of generational evolution or destructive behavior. In third world countries, there are certainly more numerous factors that come into the mix. Various scholars (e.g. Cornelius 1969 and Hibbs 1973) have linked mass political violence in Third World countries to the stresses and strains of development, urbanization and other forces of change (e.g., commercialization, inflation, etc). Thus countries facing serious financial and economic problems in pursuit of economic development, especially following the IMF prescriptions are always flashpoints of social destructive behavior. It is only natural that the university campuses, where such economic policies are likely to be more interpreted by the community of scholars, should serve as a starting point for organized protest and reaction against government policies.

There is thus a lot needed to be done to fully understand the phenomena of student activism, especially in a situation such as Bayero University Kano. I hope this chapter has provided a basis for stimulating and sustaining the debate towards a more empirical analysis in the future¹⁹.

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19. Mustapha Ibrahim Lemu's Doctoral thesis, with strong emphasis on Northern Nigerian higher institutions including Bayero University Kano, has extensively covered the emergence of student unionism in Nigeria within a theoretical framework. See Ibrahim, M, *Conflict Resolution in Higher Education: An Empirical Study of the Aetiology and Management of Student Crisis in Nigerian University System*. Unpublished Ph.D thesis, Department of Education, Bayero University, Kano, 1994.

Appendices



FOOTNOTES ON THE PAGES OF HISTORY

Abdullahi Bayero College, Ahmadu Bello University

Historical Notes

The College was founded in October 1960, prior to the establishment of the University, under the name of Ahmadu Bello College, and was attached to the School for Arabic Studies, Kano. In 1961 the University was established at Zaria and itself took the name Ahmadu Bello University. Consequently, the Kano College took the name of a former Emir of Kano, Abdullahi Bayero, and was incorporated into the Ahmadu Bello University. The College became the Faculty of Arts and Arabic Studies (later, the name was changed to into the Faculty of Arts and Islamic Studies) offering Preliminary and Degree courses in Arabic, Islamic Studies, English, History and French.

Staff housing had been provided on the site of 137 acres outside the city walls acquired before the University came into existence. In the meantime, the College secured temporary occupancy of the grater part of the former Airport Hotel at Kano, and had it converted into a student residences, library, offices, and lecture rooms.

The new College building which will be opened by H. E. The British High Commissioner is situated on the permanent site, five miles from the centre of Kano city along Challawa Road. This £225,000 building constitutes the first phase of the College campus. Its long-term function is that of library of a future university, but at present it has been adapted to house the administration and teaching rooms as well as the library. Staff houses lie near at hand on the same site. The funds for all these premises was provided by the United Kingdom as part of her aid to higher education in Nigeria.

At present the College offers Preliminary and Degree coursss in Arabic, Islamic Studies, English, French, Hausa and History. There are at present 135 students (10 of them female) at various stages of the combined and single Honours degree courses, as well as Preliminary courses. The library has profited from a generous grant (\$52,000) given by the Ford Foundation for the acquisition of books on Arabic and Islamic Studies. Its collection of books on Arabic and Islamic Studies is the largest in West Africa.

Degree Courses

The Faculty offers courses for the degree of B.A. of Ahmadu Bello University in Arts and Islamic Studies. The degree will not normally be awarded in less than three nor more than five years after entry to the course. Candidates for admission must normally have obtained either:

- (i) G.C.E. passes in 5 different subjects of which at least two of them must be a 'A' level.
- (ii) G.C.E. passes in 4 different subjects of which at least three must be at 'A' level.
- (iii) or passes in a suitable group of subjects in the Preliminary Examination of the Faculty.
- (iv) or other qualifications equivalent to the above.

PROVIDED THAT they hold at least a G.C.E. 'O' Level pass (or equivalent qualification) in Arabic, Hausa and provided further that they above qualifications include a qualification which satisfies the University general admission requirements in English.

Preliminary Course

- 1) Admittance to the Preliminary Courses in the Faculty of Arts and Islamic Studies will be by Entrance Examination and/or Interview.

Candidates for admission must either

- 2) have passed the G.C.E. Examination at 'O' level or the W.A.S.C. Examination at the 'Credit' standard in five subjects including English language or Arabic or Hausa, or
- 3) hold the Grade II Teacher's Certificate, moderated by the Ministry of Education or the University Institute of Education with, either
- 4) Three credits and two merits, or
- 5) Two credits and three merits from the following subjects: Arabic, Islamic Religious Knowledge, History, Islamic History, Geography, any modern language other than English, any classical language, English literature, Mathematics, or

- 6) have passed an Entrance Examination as approved by the Faculty Board of Arts and Islamic Studies.

(c) The following are eligible to take the Entrance Examination:

- 1) Candidates who have passed in 3 subjects in the G.C.E. Examination at 'O' Level or the W.A.S.C. Examination at 'Credit' standard.
- 2) Candidates who hold the Grade II Teachers' Certificate with three merits from subjects listed above.
- 3) Candidates who have successfully completed, with credit the Arabic and Shari'a course of the Higher Muslim Institutes; provided that their educational background is of comparable standard to the First School Leaving Certificate or above.

Abdullahi Bayero College
Ahmadu Bello University, Kano

Matriculation Ceremony Friday, 18th December 1964
Friday, 18th December 1964

Provisional List of Matriculants

2nd Year B.A. (Arabic and Islamic Studies)

Hassan ABBAS
Ibrahim ABDULHAMID
Dandatti ABDULKADIR
Balarabe ABDULLAHI
Hamzat AMINU
Abubakar BALARABE
Abubakar GWANDU
Abdullahi MOHAMMED
Aminu USMAN
Muhammad Sani ZAHARADDEN

1st Year B.A. (Arabic and Islamic Studies)

Murtala AHMED
Idirisu ALHASSAN
Abubkar ALIYU
Aliyu DALHATU
Ahmad Bala IBRAHIM
Suleiman Maiadua ISA
Halliru MALUMFASHI
Mohammed MIJINYAWA
Dalhatu MOHAMMED
Sirajo MUHAMMAD
Halil Ibrahim SA'ID
Abdullahi SULAIMANU
Ahmad TAHIR

17th December, 1964.

Abdullahi Bayero College, Ahmadu Bello University

Annual Report, 1966/67

Hamid Alkali, Ag. Provost

Staff

Shortly before the beginning of the Fifth Session of Academic Year 1966/67 the first Provost of the College, Professor Abdalla Tayib, who was seconded from the University of Khartoum, completed his tenure of office and left the University after establishing a record of competence and praise. In his place, M. Hamidu Alkali, from the Ministry of Education, was seconded to the University and designated Acting Provost. Until his secondment to the University, Alhaji Hamidu Alkali was Principal from 1963-66 of Arabic Teachers College which he founded at Sokoto and Deputy Chief Education Officer in-charge Teachers Training, in the Ministry of Education in 1966. A little earlier than this Malam Nuhu Bayero, from the Federal Government department of Pensions and Establishments was appointed Administrative Office in succession to Mr. Allam. Alhaji Shehu Ahmed Sa'id Galadanci and Alhaji Hassan Ibrahim Gwarzo of the Departments of Arabic and Islamic Institutions respectively left for Higher Degree studies to the United Kingdom and North Africa respectively. With the departure of the three most senior members of the Faculty and two members of the administrative staff, the College lost much, if not all of the practice and experience of the past.

At the beginning of the Academic year 1966/67, the Department of Arabic secured the services of Malam Aliyu Abubakar, who came to Nigeria from the University of Cairo to engage on the final touches of his Ph.D work. Malam Aliyu took charge of the department. Dr. M. A. Zaki Badawi who was transferred to the Department of Education in Zaria, was re-posted to take charge of the Department of Islamic Institutions. Donald Albert Sears was recruited professor of English. His wife, Mrs. O. F. Sears was engaged on month to month basis, as lecturer in English. Four Nigerian members of staff who graduated from the College were appointed Assistant lecturers in the Departments of English and Islamic Institutions. These were appointed with the view of sending them abroad for further studies as prospective

members of the Faculty. An instructor for Hausa was also obtained in the person of M. Isa Ahmed Kurawa. Two new lecturers, Mr. J. E. Lavers and Malam Adamu Fika, with Mr. Muhammadu Al-Hajj from Zaria as head, established the History department.

Teaching and Teaching Department Organisation

The departments of Arabic and Islamic Institutions continued to offer courses leading to the Award of the Degree in Arts and Islamic Studies. A single honours degree programme was fully introduced, which allowed students in the final year to cover the course in greater detail. The departments of English and History, hitherto considered parts of the departments in Zaria, became independent with full establishments. The departments offered courses at all levels in their subjects -- Mai, Subsidiary and optional, and paid special attention to Preliminary work to prepare students for entry to University Courses at Abdullahi Bayero College. French continued to be studied at subsidiary and optional levels and as qualifying subject for entry to degree courses in the Faculty. With this multiple of subjects in the Faculty, it was realised that the name Faculty of Arabic and Islamic Studies could hardly reflect the proper function of Abdullahi Bayero College. So a proposal was put forward to Council to re-name the Faculty as Faculty of Arts and Islamic Studies, so that all Arts departments in the Faculty could be covered by the proposed name. This was accepted and the name of the Faculty was changed to the Faculty of Arts and Islamic Studies.

Owing to inadequate facilities in the department of History - established only during the year under review - two students, Abubakar Aliyu and Idrisu Alhassan were transferred to the History department in the Main campus to read for Special Honours in History.

The one department which suffered a set-back was English, because of the dispute which continued throughout the year between the Professor of English and his wife and the Administration. Nevertheless the department continued even produced the first graduate with a Special Honours in English.

Medical and Health

Members of Staff and students continued to receive minor treatments at the College dispensary. The College should be proud of Malam Hamidu Hong who proved to be efficient and well qualified in his field. Major treatments and cases needed the attention of physicians were referred to the Government Medical Officers at the City and Nassarawa Hospitals. The great concern at present is that members of Academic staff in particular have experienced hardships in receiving treatment, since they do not fall within the category of officials with priority at the hospitals. This is a very important point.

The majority of students did seem to be healthy. They were definitely on excellent diets. A vaccination against measles was conducted by the College Assistant Nursing Superintendent to the children of staff and students.

Social Activities

The Provost organised three cocktail parties at which many important persons were invited. One of the parties was not a great success because of rains. Individual members of staff also invited friends to their homes. In this connection, I must mention Dr. M. A. Zaki Badawi and Mr. Muhammad Al-Hajj who invited friends and students to their homes at the rate of, perhaps, five times a week.

The relationship between staff and students had been very cordial. Students seemed to be drawing much closer to their tutor, and the tutors were very understanding. There had been an apparent sense of maturity, reasoning and responsibility on the part of the students, with obedience, respect and loyalty to the College in general and to individual members of staff in particular. This explains the students' refusal to demonstration during the Mature Students incident.

Students' Body

The Students' Union continued to function as the organisation catering for the welfare and comfort of the students body in general. Its biggest task has been to advertise to the outside world, not only Abdullahi Bayero

College, but also Ahmadu Bello University. They had organised functions and parties, and invited not only friends from other Educational Institutions, but also members of staff and other famous people in Kano. One unfortunate incident was the embezzlement of union funds by officials of the students' union to the sum of £234.9.9d. which caused the expulsion from the college of the officers concerned.

Extra-Mural Activities

Some departments participated actively in the Extension Programme of the Extra-Mural work. These took the form of lectures by members of staff and by prominent persons outside the University. We had, among others, lectures on Economics, Religion, History and Sociology.

Visitors

Important personalities from all walks of life, paid visits to the College. Some specifically come to know something about the College and others on their way to the interior of the country or outside Nigeria. It also happened that the Chairman of Council Alhaji Umar Sulaiman, the Mai of Bedde, was the first and also the last visitor of the year. Others included, apart from the Vice-Chancellor who paid us not less than four visits, officials from the British High Commission in Lagos, Sheik Musa Sadr, the Chief Imam of the Shi'a in Teheran, Professor Patterson of the University of London Institute of Education, and M. R. F. A. Roggers of N.U.C. Lagos.

**The Proposed Centre For Hausa Studies At Abdullahi
Bayero College, Kano**

First Report

Hamidu Alkali, Provost

During the Christmas vacation of 1968, a conference was held at Abdullahi Bayero College, Kano, to discuss the immediate future of Hausa studies in the Universities, Schools and Communications media in Nigeria and abroad. The Chairman was Professor A. N. Skinner of the University of Wisconsin. It was initiated by the department of English and Languages of Abdullahi Bayero College, Kano.

Many prominent Hausa scholars from various walks of life in Nigeria attended the Conference. Two Professors of African Studies from the Universities of London and Wisconsin also attended.

Several papers were read at the Conference. The first was a paper from M. F. E. Beesmer, a research student from the University of Columbia attached to Abdullahi Bayero College working on ethnomusicology. Mr. J. E. Lavers of the History department of Abdullahi Bayero College presented his paper on the relationship between the historian and the linguist in the study of Nigerian History.

Professor D. W. Arnott of the S.O.A.S. spoke to the conference of the activities of his department in the field of Hausa studies. A Nigerian, Malam Moh. Kabir Galadanci, he said, was putting the finishing touches to his Ph.D work in Hausa studies.

Alhaji Bello Othman of the National Archives, Kaduna, revealed that over 20,000 'ajami' manuscripts were collected from individuals. Dr. Garba Ashiwaju of the department of History at the Ahmadu Bello University Zaria Main Campus spoke about the importance of Hausa studies particularly at Ahmadu Bello University, and put forward suggestions. Malam Moh. Ibrahim of the B.B.C. Hausa Service spoke on the role of the B.B.C. in the Hausa States and their effort in the compilation of loan words.

Several other members contributed to a most interesting discussion on aspects of Hausa studies to be interrupted only by the time factor.

The Conference elected an Interim Committee to work out, in details, how a body could be established for the purpose of furthering Hausa studies in Universities, Colleges and Communications media in Nigeria and abroad. This "Working committee on Hausa Studies" elected as its Chairman, Dr. M. C. Ashiwaju of the department of History of Ahmadu Bello University. Dr. Ashiwaju has contributed immensely to the study of the Hausa language in Eastern Europe. He has published works on Hausa language and literature which are now used in schools and Universities in Europe and the Soviet Union.

The conference was re-convened a week later and put forward proposals for discussion with the Vice-Chancellor of Ahmadu Bello University. The proposals were as follows:

- 1) To establish within the University a body for the promotion of the study of Hausa language and literature.
- 2) To find way and means of brining the former Hausa Language Board into this body.
- 3) To seek financial support in the first instance, from Kano State Military Government.
- 4) To establish a link between this body and academic areas of Ahmadu Bello University connected with Hausa Studies, viz: Hausa, History and Islamic Studies and other related disciplines.

A meeting was held between the Vice-Chancellor, the Deputy Vice-Chancellor Dr. M. G. Ashiwaju (chairman of the working party), Malam Dandatti Abdulkadir, representing the department of Languages Kano, Mr M. F. J. Kapelinski, the head of the department of languages, Zaria and the Provost of Abdullahi Bayero College at which the following proposals were agreed in principle:

1. That there should be established a "Centre for Hausa Studies" with a view to promoting the study of Hausa language and literature in the Universities, Colleges and the communications media in Nigeria and abroad. To achieve this objective, the centre should seek international recognition by inviting scholars in Hausa Studies to be associated with the Centre. There should be a full time

Secretary/Archivist for the Centre who should himself be a person with adequate training. There should be a Governing Board, to be known as the Board of Governors, or any other name considered more appropriate. It will be responsible for approving programmes and formulating policies for the Centre. There should be a Director, elected from among the members of the Board. His tenure of office to be decided.

Among other things, the Centre should engage in:

- i. Preparing programmes of work designed to promote the study and understanding of the Hausa Language in Universities, Colleges and the Communications media.
 - ii. Consulting experts in Hausa Studies to work out suitable research programmes for graduate students in Nigeria with local supervision.
 - iii. Acquiring Hausa manuscripts for the historical study of the language and collecting all available Hausa works, in prose and poetry, for study and commentary.
 - iv. Compilation and redaction of all sources of expression, study of the language in common usage and analysis of theories concerning its various dialects.
 - v. Encouraging the production of Hausa Literature in the contemporary world and engaging in translating work.
 - vi. Organising courses and extra-mural activities to cater for the needs of the community and government of the States.
2. That as many members of the former Hausa Language Board as possible shall be included in the membership of the Governing Body. That the Governing Body shall appoint such Committees as it thinks fit, and such Committees may include persons who are not members of the Governing Body. Terms of reference for such Committees are to be decided at a later date before each Committee is established.

The "Centre" will operate in close co-operation with the academic areas of the University connected with Hausa studies and research. The Centre will establish a link with Universities and other International organisations engaged in the promotion of Hausa studies and culture.

Ahmadu Bello University, Zaria

*Speech by the Vice-Chancellor on the Occasion of the
Official Opening of New Buildings Abdullahi Bayero College,
Kano, April 26, 1969.*

Chairman of Council, Your Excellencies, Your Highness the Waziri of Sokoto, Emirs and Chiefs, Honourable Commissioners, Distinguished Guests, Ladies and Gentlemen.

I would like first of all to express a very sincere gratitude to all of you for sparing the time to join us on this occasion. Special thanks are due to the Military Governor of our host State, Police Commissioner Audu Bako, for agreeing to be our Guest of Honour this morning.

Ahmadu Bello University boasts of many distinguishing features, but perhaps the most distinctive of them all is that it is a University where in the field of scholarship and culture, East and West truly meet. While we do not lag behind as far as scholarship in the Western European and North American traditions are concerned we are equally at home and in fact particularly proud of our efforts in the field of Arabic and Islamic Studies.

This particular Institution, Abdullahi Bayero College, is a testimony to our concern for, and a demonstration of our concrete efforts in, the development of the scholarship of the East. I would like to pay tribute to the founders of this College for their foresight and courage in the establishment of the college. Our first Chancellor at his installation reminded us that as well as being a part of the world wide international community of universities, we are also a University situated in Northern States of Nigeria, and our charter must reflect the needs, the traditions, the social and intellectual heritage of the land in which we live. Abdullahi Bayero College epitomises part of our determination to live true to these high ideals.

The main building that you see in front of you is no more than the Library building for the College when it is fully developed. You might think this is unduly ambitious, but this is the extent of our determination and confidence in the future of the College. We have yet to build class rooms, administration buildings, and student hostels.

Historically, the College started in 1962 as a Faculty of Arabic and Islamic Studies, with these two as the main

disciplines being taught and studied. Sub-departments of English and History were also established in order to give support to the two major disciplines. In October 1966 English and History were raised to the status of full disciplines, not in competition with Zaria departments, but complementary to them and differently oriented; while the emphasis in English in Zaria is on the literature side, here it is equally on language and literature; History here is in large measure Middle Eastern and Islamic History, while in Zaria the emphasis is upon areas other than these.

The Department of English has been expanded to include the study of French and Hausa. There is a wealth of Islamic Studies material in the French language and in archives in France and French-speaking North Africa (Magreb). During the last two years, we have had a research student visiting Morocco, Tunisia, Algeria, Libya, U.A.R. and France. We were fortunate that he is conversant with the French language as well as Arabic, English and Hausa. The wealth of material he has collected will engage the attention of many research scholars here for years to come. The study of Hausa is still in its infancy. In the last two years we have been training our own graduates abroad in the acquisition of basic skills and tools for the proper academic study of any language. As from October of this academic year we expect to include Hausa as a degree subject to be offered in this College. A Research Centre for Hausa Studies is also being established here in Kano and here I would like to express our appreciation to the Government of Kano State for making a generous donation to enable us to start this particular activity.

The College started functioning at the Old Kano Airport Hotel. It moved to this site only last year. In spite of the relatively poor facilities, however, much valuable work has been accomplished.

The graduates of the College have proved their worth as teachers, administrators, librarians and in other appropriate fields; the College draws students from all over the country and its flexible preliminary system has enabled many to have the benefit of University Education - a privilege they could not have enjoyed otherwise.

I need to mention here something about our connections with the University of Khartoum in The Sudan. That University provided us with the first Provost of the College

and Professor of Arabic, Professor Abdalla Tayeb, (whom I am happy to say is here with us on this occasion) as well as other teachers. Since his return to Khartoum nearly two years ago, Professor Abdallah Tayeb has been receiving graduate students from us and I am happy to announce his request that he would like one of the two he has from us at the moment to remain and join his own staff for a year or two. We wholeheartedly welcome this development. This is what meaningful exchange ought to be: not merely to go abroad as observers, but to be involved in real situations like every one else and thereby acquire the experience that cannot be obtained otherwise. We are grateful to Khartoum University for this. We shall continue to have their teachers on our staff, and we trust that beginning from now they will continue to have our teachers on their staff as well.

As a delayed - I wouldn't say late comer - to the scene, I gathered that were two reasons for the establishment of this College here in Kano in preference to the establishment of the appropriate academic departments of Arabic and Islamic Studies together with the other disciplines in Zaria. The first is a very valid reason: the transformation of the Higher Muslim Studies of the School for Arabic Studies into University level studies, and the second is the insulation of these studies from the Western-type University programmes until they become fully developed to hold their own. Whatever the reasons were, it is a happy situation because we need always to look far ahead. There is no doubt at all in anyone's mind that a University for each of the States in our country, even though it might take decades to establish one, is a necessary instrument for the development of every state as the American Land Grant Colleges' experience clearly demonstrates. A University for Kano State is therefore only a matter of time. It is not inconceivable that Abdullahi Bayero College here, the Advanced Teachers' College, the Agricultural Research Station and Institute of Health Unit at Dala may well form the nucleus of that future University of Kano. Nothing could please us more than to see this development in its own good time. To this end I sincerely hope that the people of Kano will continue to take a deep interest in these Institutions and continue to give them whatever support it is in their power to give. It is quite evident therefore

that we have a very high regard for this College both now and for the future. This underlines the depth of gratitude we would wish to express to the Government and people of the United Kingdom for very generously donating the funds for the building of this College. We are particularly happy to have Sir David Hunt and Mr. Laird, the British Commissioner and his Deputy for the Northern States here with us today. We hope they will convey this sincere gratitude of ours. In round figures, the sum involved is of the order of £½ million. We appreciate the faith of the British people in the importance of these studies and this Institution and thank them most sincerely for the generous gift for the establishment of these buildings.

Our gratitude also goes to the Ford Foundation of the United States of America for the money provided for the purchase of valuable, expensive Arabic and Islamic text materials.

Abdullahi Bayero College, Kano
Ahmadu Bello University

Handing Over Notes¹

REF: A.85 (CONFIDENTIAL)

FROM: HAMIDU ALKALI

TO: SHEHU A. S. GALADANCHI

1. The duties of the Provost of Abdullahi Bayero College, Kano are defined by the Ahmadu Bello University statutes 3(h) and (i) as follows:

The Provost of Abdullahi Bayero College, Kano shall be appointed by the Council on such terms and conditions as may be determined by the Council. The Provost shall be the Head of Abdullahi Bayero College, and shall be responsible to the Vice-Chancellor and through him to the Council for the conduct and administration of the College.

2. Staff.

(a) Senior Staff: Members of Senior Academic Staff are under the supervisory control and administration of their Head of department, and through him to the Provost. Members of senior administrative staff are under the Provost and through him to the appropriate sections of the University. The Provost delegates some of his duties in this regard to the Administrative Officer, as will, from time to time, be necessary.

(b) *Intermediate and Junior Staff*

The Administrative Officer, acting on behalf of the Provost, and through the respective heads of division in the College, deals with all matters affecting Intermediate and Junior staff, including temporary, daily-rated and casual staff. He represents the Provost at the meetings of the

²⁰. Not dated

Intermediate and Junior staff committee of the University, and on such other committees, and the Provost may decide, concerning Intermediate and Junior staff in general.

(c) *The Administrative Officer*

The Administrative Officer, who was Malam Nuhu Bayero has been transferred to another section of the University. I have discussed with the Registrar proposals to replace Malam Nuhu Bayero with Mr. R. K. Garnvwa on temporary basis, and then bring in an Administrative Assistant each in the administrative section and in the Faculty Office. Mr. Garnvwa will then be the overall head of the two sections. This can only work if Mr. Garnvwa is able to cope with the responsibilities of the office. However, it will not be long before a very able Assistant Registrar will be needed there, if the trend of increase both in student numbers and in courses is to continue.

Since the departure of Malam Bayero I have been putting Mr. Garnvwa through some of the functions of the Administrative Officer. As the College expands so the duties of the Administrative Officer and those of the Assistant Registrar become greater and more complex, more and more interesting and more rewarding.

(d) *The Maintenance Officer*

Mr. A. Cornelius is responsible for all maintenance work on the campus. He is also responsible for the proper functions of all auxiliary services in the College. One important factor in having Mr. Cornelius is that he had been the clerk of works when the present buildings were under construction, and therefore has a first hand and thorough knowledge of all repair problems of the college. He is also in-charge of the Estate department with all its various divisions: Building maintenance, Road maintenance, Transport, Site security and Minor Works projects. The staff of the various divisions of the Estate department come under him. He is responsible to the Provost for the efficient running of the Estate department as a unit.

(e) *Assistant Registrar*

Mr. M. K. Garnvwa is, at present, designated Assistant Registrar. He is a substantive Administrative Officer and for the special circumstances surrounding Abdullahi Bayero College the Registrar has conceded to that title. As Assistant Registrar, he is in-charge of all matters relating to students and of compiling and keeping all information on students. He keeps an up-to-date record of fees payment but has nothing to do with the physical collection of fees. Even though at present the college has no hostel for male students and what is available of female students accommodation is only nominal, the Assistant Registrar has a clerk in his office who handles problem of students accommodation in the various parts of Kano city. *The students Accommodation Bureau* started this year on experimental basis, attempts at solving accommodation problems for students, particularly far students who came from distant parts of the country. The Assistant Registrar promotes students extra-curricula activities such as games and sports and the efficient running of the students' union, and keeps a very close touch with the students.

(f) *The College Librarian*

Malam Halil Ibrahim Sa'id. It is necessary to mention the role of the College Librarian. Malam Sa'id has solved much of the problems which he inherited in the library.

A visitor to the library will see things for himself. This has been possible because Malam Sa'id has gifted qualities of a Librarian, and because of his hard work as a librarian and as an administrator. He secured, his initial practical experience in librarianship ensuring his one year attachment to the University library in 1967/68. Malam Sa'id has learnt a lot through his own initiation and certainly has much more to learn, especially in the professional aspects of his duties. He is now registered for the Ahmadu Bello University Postgraduate Studies in librarianship, as a part-time student. I still doubt the practicability of this kind of arrangement, more especially when he is also required to teach courses in library studies to undergraduate students taking Education at the College. I wonder whether experience alone, which is the case with Malam Sa'id, sufficiently equips one to teach degree courses in library studies. The arrival of Miss Winifred Hay, a

V.S.O. Senior Assistant Librarian, will certainly help Malam Sa'id to pay the divided attention required of him in his postgraduate studies and library duties on the one hand and in preparing his lectures on the other.

3. Heads of Division

Below is the list of officers entrusted with the day to day running of the various units of the College and through them to the Provost, but in each case the Provost may, for good cause, decide otherwise:

i) *Administration*: The Administrative Officer is in charge of all matters relating to Intermediate and Junior staff. Matters such as discipline, efficient running of the administrative machinery of the College, appointments and promotions, welfare of staff and any other such matters as the Provost may decide from time to time.

(ii) *Faculty/Students Office*

The Assistant Registrar furnishes, through the Dean of the Faculty, information which fall within the duties of the Dean. He is the Secretary of the Faculty Board. The Faculty Office, under the Assistant Registrar, has the two main functions of dealing with the Dean in programmes affecting degree courses and with the Provost in matters concerning preliminary courses and extension services.

These two functions meet at the Faculty Board where necessary. All correspondences of academic nature going to or coming from the Registry in Zaria are normally channelled through the Assistant Registrar. Registration for postgraduate courses, Higher Degrees Committee, University Board of Research, Admissions, University Postgraduate Scholarships, University Associateship Committee, Matriculations, Convocations, Senate papers, Compilation of students transcriptions and any other academic matter that may, in the first instance, be communicated to the Provost or the Dean of the Faculty or to both, as the case may be.

If Mr. Gernvwa is to transfer to Administrative Office, one person will have to be responsible for both the Faculty Office and Administrative office at the top. An Administrative Assistant/Junior Administrative Assistant

each is to be appointed in the Faculty Office and in the Administrative Office to do all the clearing jobs. Since most of the duties to be carried out in the Faculty Office, apart from the routine work, are to be initiated either by the Provost or the Dean, his duties will therefore largely be keeping up-to-date information on students, normal correspondence with Zaria on matters relating to students, solving minor problems of students that do not require the attention of either the Provost or the Dean, and such other duties as may be assigned to him from time to time by the Administrative Officer. A similar person should also be appointed to the Administrative Section so that the Administrative Officer can keep a balance between the two sections and be, himself, less involved in the normal day to day running of the sections but more involved in their proper and efficient functioning. The Administrative Officer continues to be the Secretary of the Faculty Board and the Provost's nominee to the Intermediate and Junior staff committee of the University, in addition to the duties outlined in paragraph 3(i) above.

(iii) *Library*

Malam Halil Sa'id, Assistant Librarian, is acting (Sub-Librarian) as College Librarian. The library benefitted from a Ford Foundation grant of \$550,000 for the purchase of Arabic and Islamic Studies literature to the library. The grant was used up in July, 1968.

In the current financial year, the University approved only an additional £500 on the Yearly allocation of £2000 made when the library was benefitting from the Ford Foundation grant. If this policy continues the expansion of the library will seriously be hampered. The fact that Arabic and Islamic literature are among the most rare and most expensive materials to acquire makes it all the more imperative to allocate more money to the library. The grant of £200 from the Ministry of Awqaf and Islamic Affairs of the Government of Kuwait has been credited to the library vote for the purchase of Arabic and Islamic literature, and the librarian has been asked to reserve a section in the library to be known as "Gift from the Government of Kuwait."

(iv) *Accounting Division*

The Senior Assistant Accountant, Malam Malamijo Aliyu Ibrahim, in spite of his limited and self taught experience, is not only hard-working and promising, but also reliable. The Bursar suggested last year to attach him to his office in Headquarters in order that he might gain a wider experience in University accounting. This has not materialised because of my concern as to who would relieve Malam Ibrahim and carry out his duties in the satisfactory manner as Malam Ibrahim is doing. It will be to the advantage of both the College and Malam Ibrahim if he can do this in the not distant future. Perhaps this can be arranged during vacations in piece-meal, Malam Ibrahim was promoted Senior Assistant Accountant on October 1, 1968. He has worked well, and in spite of the growth of the college in terms of student and staff numbers he has been able to cope with the situation. The unallocated store and the record of daily paid employees are under the Senior Assistant Accountant. The un-allocated store is also open to the Dala Orthopaedic hospital for their requirements in building maintenance. We will discuss this together with the Senior Assistant Accountant and the Maintenance Officer.

(v) *Catering*

Mrs. Gladys Amina Agbamuohe was promoted Catering Superintendent III on October 1, 1969. There is a grave shortage of staff in the kitchen and dining hall. The present estimate was made on the basis of a student population of 170. There is a 40% increase over the estimated figure, and by the beginning of next term the increase will rise to 80%. Most students now take their meals in the kitchen. It is necessary that the present strength of kitchen staff establishment of cooks, stewards and cleaners be doubled.

Mrs. Agbammuche is a very good and efficient Catering Officer. She has been with the College from its beginning and should be encouraged in her job. She was wrongly graded when she was first engaged in 1964. She should, by now, have been on a salary higher than £512 p.a. in scale 6.

(vi) *Medical and Health*

Malam Hamidu Hong, the Nursing Superintendent, has been with the college since 1966. He was promoted to the post of Nursing Superintendent on October 1, 1969. He is in-charge of the College Clinic and also responsible for the hygiene of staff houses, kitchen, hostel and all other sections of the College. This arrangement is not satisfactory, for there should be a qualified Health Supervisor to look after the health conditions of the College. However, Malam Hamidu has combined both duties satisfactorily. At the beginning of this term we have obtained the services of a Medical Officer from Dala Orthopaedic Hospital coming to the College Clinic three times a week. This has been very helpful indeed to the staff and students of the College. Staff and students, even for serious cases, can now see a Doctor at the College without having to travel to either city or Nassarawa and without having to lose hours of teaching and learning. Doctor Rafa'i will advise on any equipment that is needed to bring the clinic up to date. The Chief Medical Officer of the University has already asked Dr. Rafa'i to say what and what will be needed in the clinic. The clinic staff need to be increased by at least one. At present there are the Nursing Superintendent, the Midwife II and a clinic Attendant. An increase is necessary so that two people can treat patients at the same time. This will save time, both to staff and to students.

Coming back for the need for a Health Supervisor. For some reasons I have not been able to convince the Development Committee that it is necessary in a community such as ours to have one. I need not say what role a Health Supervisor will play in the life of the college. I would suggest establishing one in the coming estimates so that health conditions are ensured in the kitchen, students' hostels, staff houses and in the surroundings. He is an important person. He not only sees to the duties I have mentioned above, but also helps the community here to observe and practice certain basic essential Health Regulations such as the various preventive inoculations and vaccinations for both children and adults, for which many people often do not care and need to be reminded. Even at present, I know for certain that many students need to be vaccinated or inoculated against one or other of the diseases.

Government Health Office is 7 miles away from the College. Governments often do not embark on mass vaccinations and inoculations until there is a threat of an epidemic, as in the case with the present Yellow Fever. Even if it does one is not sure when to make right appointments, one may even have to go several times; and to staff and students this is a loss in hours of teaching and learning. It will make all the difference if there is a Health Officer at the College.

(vi) *Estate Department*

The Maintenance Officer, Major A. Cornelius, was the clerk of works in-charge of construction work of what buildings are now available, i.e. the library, kitchen and dining room and the female hostel. There is a lot of repair work to be carried out, especially in the kitchen and dining hall.

Alhaji Atiku (Vicinanza) constructions have not brought the building to a satisfactory condition and because of that we have still not carried out inspection for the final take over. It is still the responsibility of the contractors to make good all the deficiencies now apparent in the building.

I must mention them here for your guidance and necessary action:

1. The western gate of the kitchen is still not provided with adequate protection.
2. The fire extinguishers still contain no elements, they are all empty.
3. Students' lockers have no keys, these have been specified in the contract.
4. Students' toilets have poor plumbing work.
5. There are two or more cracks in the eastern corner by the students' Union section.
6. Inspection chambers are poorly constructed.

In the main building, on the second floor, leading to the Islamic Studies departmental office, there has been a big leakage in the ceiling since the time of occupation. In the language laboratory, windows in the east have no glasses. Some telephones are still not installed. I must

single out the air conditioning plant which has never functioned continuously satisfactorily for a week. We will discuss this with the Maintenance Officer/Clerk of works and with the Architect.

The Estate department has the following units:

- I. Building Maintenance
- II. Road Maintenance
- III. Transport
- IV. Site Security
- V. Minor Works Projects.

The Assistant Works Superintendent, Malam Garba Ndako, has a considerable experience particularly in maintenance and repair work. Malam Garba certainly deserves an upgrading to Senior Assistant Works Superintendent. Like the Senior Assistant Accountants it will help both the College and him if he can be attached to Zaria for a period of time in order to acquire more experience and wider practical knowledge of Maintenance Work and for a larger scale.

We do not have many vehicles to necessitate the establishment of a separate transport section. There is a Transport Clerk and if he carries out his work properly under the supervision of both the Estate department and the Accounting division, the present arrangement can work well until a demand is made for a better system.

There is a Head guard with good training in security. He is responsible to the Maintenance Officer for the security of the various units of the college.

Minor works projects come directly under the Provost in the first instance; for he has to get the money for each approved project from the Development Committee. Only when money is available for any specified job that the Maintenance Officer takes over for its execution, as directed by the Provost.

One very serious matter is the condition of the twenty staff houses built between 1960 and 1961. Most of these bungalows are now in bad conditions, inside and outside. The asbestos used for roofing the houses are no longer obtainable. Many have cracks resulting in leakages. Some refrigerators and many electric cookers are in bad conditions because of lack of spare parts. We cannot afford

buying new refrigerators each time one is out of order, even if these are in the market; nor can we afford throwing away electric cookers that have not spare parts. It is difficult to find an answer to this problem. But it seems that we have no alternative but to replace the cookers with those of gas and wait for the day when spare parts will once again be in the market, and then repair them for houses to be built in the future.

The first essential thing to do in this connection, therefore, is to employ a refrigerator/air conditioner mechanic, of the foreman rank, to try and do something quickly. I have discussed this with the Maintenance Officer who is now looking for one against an establishment in the Estate department.

The Maintenance Officer is also in charge of maintenance work in the Orthopaedic hospital, Dala. Probably he is also going to look after maintenance work at the Advanced Teachers College, Kano when this is taken over by the University shortly.

4. The Faculty of Arts and Islamic Studies

The Faculty of Arts and Islamic Studies of the Ahmadu Bello University is composed of the departments of Arabic, Education, English and Languages (consisting of English, French and Hausa), History and Islamic Studies, with Dr. M. A. Zaki Badawi, Professor and Head of the department of Islamic Studies as Dean, in accordance with the provisions of statute 6 (f) and (g).

(i) The Department of Arabic

(a) Professor and Head of the department: A. M. Ayuob, B.A.(Cairo), M.A.; Ph.D. (London).

Professor Ayuob joined the University this year on secondment from the University of Cairo where he was professor of linguistics and phonetics.

(b) Senior Lecturer (Reader Post): Alhaji Shehu Ahmad Sa'id Galadanci, B.A. (London). Alhaji Galadanci has submitted his Ph.D thesis in the University of Cambridge and is waiting for the result. He is one of several other

officers of the former Northern Region Government seconded to the University. As far as can be ascertain the University is yet to clarify the positions of such officers.

(c) *Lecturer*: Mohammed Kamal-deen Abdul-Ghani, B.A., M.A. (Azhar). He is on a two yearly contract with the University, renewable by mutual agreement of both sides. He was appointed in October, 1968 to fill a vacancy created in the department by the departure of Malam Muhammad Mijinyawa who is taking his M.A. in the American University of Cairo and who is due to return in the summer of 1970.

(d) *Assistant Lecturer (Lecturer Post)* Abba Rufa'i Abdulmumin. B.A. (Cairo). Malam Abba wishes to study cultural Anthropology for his M.A. There has been a misunderstanding about this. If the *Centre for Hausa Studies* is to develop, there is a need for an Anthropologist, a linguist and a Historian. My own view is that Abba should not only be given the chance, but should be given every encouragement in this field. However, if this is going to be difficult, because most Anthropological (M.A.) courses do require Anthropology at undergraduate level in the first instance, except in Universities in the United States of America where different systems exist, and except at the American University of Cairo where Abba can benefit most but where he is not keen to go, after spending four years in that country, then a suitable course should be arranged for him. Whether it is going to be possible to start Higher degree courses here next year I cannot say.

(e) *Lecturer (Vacant)*: To be filled by Malam Muhammad Sani Zahraddeen when he returns from the University of Khartoum where he is at moment taking his M.A. in Arabic and Islamic Studies. He is due back sometime during the current session.

(ii) *The Department of Education*:

(a) *Lecturer and Ag. Head of Department*: L. K. Keast, M.A. (Birmingham); P.G.C.E. (Cantab). Mr. Keast has launched the department of Education at Abdullahi Bayero College. He is managing the year through assistance from the Main Campus and from the College Librarian. He will need more assistance

next term, for which I have allocated a sum of money to pay for the Tutorial. (My letter No.F.4/8 of 26/11/69 refers). But Education appears, at last, to be one of the most popular subjects of study. There are now 46 students in the B.A.(Part) I course taking Education.

(iii) *The Department English and Languages*

(a) *Associate Professor of Hausa and Head of Department:* Neil Skinner, B.A. (London). Professor Neil Skinner is on a special contract terms with the University. He will be at Abdullahi Bayero College during the Academic years 1969/70 and 1971/72. He will be at his University, the University of Wisconsin, during the Academic year 1970/71. For this academic year he happens to be the most senior member of staff in his department and is therefore made Head of the department. If, during his second stay, there is a Professor in the department probably of English, Professor Skinner will be head of the Hausa section under the Professor, the over-all Head of the department. Or if, during the intervening year, a member of staff of similar rank is appointed and made Head of the department, there will be no need to change a Head when Professor Skinner comes back in October, 1971.

(b) *Senior Lecturer (English), Reader's Post* Leslie Proudfoot, B.A.,M.A. (Manchester). Mr. Proudfoot's contract ends with the present term. So far we have not been able to find a replacement for Mr. Proudfoot. There is a Mr. Carnegie, a Canadian' about whom the Vice-Chancellor is negotiating. There is no shortage of staff in the department, but there is certainly a desperate need for a senior person for the advanced undergraduate work. It is possible that Mrs. A. Debska can be persuaded to do the teaching. It is very essential that at least a Reader be obtained by the beginning of the next session. In addition, the senior lecturer's post of Mr. Proudfoot be filled. At present, I think Professor Skinner should look after the interest of the English section of the department.

(c) *Lecturer (French):* G. Hofman, Drs.Lt.Rom (Leiden). Dr. Hofman transferred from Zaria at the beginning of this

session and is in-charge of the French section of the department.

(d) *Lecturer (French)*: Miss B.A. McGraw, B.A., M.A.(Wisc) She is on a two yearly contract with the University, ending in July, 1970 and renewable by mutual agreement of both parties. The time has not yet come to ask Heads of departments about officers whose tenures expire at the end of this session. If Miss McGraw wishes to take up another two yearly contract, then the section will enjoy some continuity; and with the return of Malam Sultan Abdullahi Kamaluddeen in June, 1970 Miss Fleming's vacancy will thus be filled. What remains, therefore, is the staff increase resulting in normal expansion about which I will mention later.

(e) *Lecturer (English)* Mr. Okon Essien, B.A.(Nsukka); M.A., Dip.Ed (UCLA). He has applied for a Commonwealth Postgraduate (Ph.D.) fellowship in English literature and went to Lagos for the interview sometime ago.

(f) *Lecturer (English)* Miss P. A. Thornton, B.A. M.A. (Wisc). Miss Thornton has not yet arrived. I do not even know whether she has accepted the offer. She may have accepted the offer and is being delayed for Immigration formalities. You can find out about this from the Registrar.

(g) *Lecturer (Hausa)*: Muhammad Kabir Galadanci, B.A., Ph.D. (London). He has just taken up appointment with the University. His Ph. D. result has just been announced. He is qualified for one incremental credit on top of his present salary.

(h) *Lecturer (Hausa)*: Dandatti Abdulkadir, B.A. (A.B.U.). Malam Dandatti has completed his written papers in the M.A. comprehensive examination of the University of Wisconsin. He is still to submit his thesis for the award of the degree. His supervisor, Professor A.N. Skinner, in here this year and may advise accordingly.

(i) *Assistant Lecturer (V.S.O.) Instructor Post*: Miss C. M. Fleming, B.A. (Trinity Dublin.) She will complete two years voluntary service by the close of this Academic year.

If a replacement for Miss Fleming is required, the British Council, Kano should be approached in good time.

(j) *Tutor (English)*: Mrs. Olive Ayoub, Dip.Ed (London). She is employed, like all other house wives, on a month to month basis on a fixed salary of £100 a month.

(k) *Tutor (Hausa)*: Ibrahim A. Makoshy. Malam Ibrahim is employed initially to run the *Centre for Hausa Studies*. Now, he does more teaching and is therefore regarded as a University staff. He may even not do anything for the Hausa Centre if another intake is admitted in January, 1970 as is proposed. Malam Ibrahim's potentialities as a linguist is great. Professor Skinner is arranging for him to replace Malam Isa A. Kurawa as Teaching Assistant in the department of African Languages and Literature in the University of Wisconsin and at the same time to study for the degree of B.A. in Linguistics as a part-time student. Malam Isa Kurawa will complete his study and contract with Wisconsin about June, 1970. This arrangement with the University of Wisconsin is very valuable to the College and the University in general. It is worth exploring other areas such as African History.

(l) *Assistant Lecturer in Training (English)*: Abdulkadir Malami Yahaya, B.A. (A.B.U.).

(m) *Assistant Lecturer in Training (English)*: Ahmad Hamid, B.A. (A.B.U.). These are two of four appointed this year as Assistant lecturers in-training with the view to giving them opportunities to further studies in their fields. Apart from Muhammad Awwal Ibrahim, who completed a Diploma in Applied Linguistics and Phonetics and is now taking his M.A. in English Language in the University of Lancaster, there is no other Nigerian in training in English for this College; and there is one in French who has just left for the University of Besoncon in France. I strongly feel that to produce good materials for future leaderships in our academic fields it is no good for the university to say that these should take their Higher degrees in Nigeria; for I believe that they will benefit more if they went to the homes of these subjects - Britain, Middle East, France, America. Malam Yahaya may wish to specialise in British

European literature, while Ahmad Hamid may find it more interesting for him to take the New World/American/African literature.

(n) *Assistant Lecturer in Training (French)*: Sultan Abdullahi Kamaluddeen, B.A.(A.B.U.). He has obtained a French Government Scholarship and is now In the University of Besancon for one academic year studying French Language and literature. The grant is inadequate to maintain him and his family in Nigeria. I have recommended to the Vice-Chancellor a payment by the University to him of sum equivalent to the value of one postgraduate allowance.

(iv) *The Department of History*

(a) *Senior Lecturer and Ag. Head of Department (Professor's Post)* M.A. Al-hajj, B.A.(Khartoum), M.A.(London). Mr. Al-Hajj is on a permanent appointment with the university.

(b) *Lecturer*. J. E. Lavers, B.Sc., M.Sc (London). Mr. J.E. Lavers joined the University in August, 1966, at the time when a new condition of service for senior staff was being reviewed and is one of those affected by the revision in 1966 of the staff Regulations. He completed three year with the University last session and is given an additional one year under the existing terms of his appointment. After this year Mr. Lavers would have to fit in with whatever condition of service that is applicable to him. You may wish to seek clarification from the Registrar in good time. There is no doubt that Mr. Lavers is a very valuable member of the department, and it seems to me that his services will very long be needed in the department.

(c) *Lecturer*: Ismail Hussain Abdalla, B.A., M.A., (Khartoum). Mr. Abdalla is on a two yearly tenure with the University. He has started his second tenure this academic year.

(d) *Lecturer*: M. G. Ashiwaju, M.A., Ph.D. (Leipzig). He was transferred from Zaria last August and is developing, to students, great interest in the learning of European History, started this session.

(e) *Assistant Lecturer in-Training (Lecturer Post)*: Mahmud Tabo Muhammad, B.A. (A.B.U.). The best place to send him for a Postgraduate (M.A.) studies in Islamic/Middle Eastern History is the American University of Cairo or Beirut. But the Head of the department may have a better suggestion.

(v) *The Department of Islamic Studies*

(a) *Professor and Head of department*. M.A. Zaki Badawi, Al-Alimiyya, (Azhar), B.A., Ph.D (London). Dr. Zaki is permanent employment with the University.

(b) *Senior Lecturer*: Hassan Ibrahim Gwarzo, B.A. (Hons). Malam Hassan Gwarzo is currently a Postgraduate (Ph.D.) student of this University. I am still not sure whether Malam Hassan is (i) proposing to proceed to Britain on a Scholarship from the Kano state scholarship Board and register afresh with the University of London for his Ph.D, or seek a transfer and get his work recognised by London or (ii) continuing with his present work and seek a change of or an additional supervisor. If Malam Hassan is thinking of leaving for overseas for his Ph.D in the near future he must indicate this to his Head of department. It will not be fair to the department to lose a Senior Lecturer in the middle of the year without adequate warning for a replacement. To replace a Senior Lecturer in any discipline is not an easy exercise. My understanding is that the question of his going overseas is now "deferred until next year". By next year both the Vice-Chancellor and I understand it to mean next academic year beginning October, 1970. But if Malam Hassan wishes to be granted leave by January, 1975 in order to take up a Kano government scholarship he should then make this known from now, so that the department will start thinking of a replacement. Malam Hassan is a seconded officer from the Government of the former Northern Region.

(c) *Lecturer*: Muhtar Abdurrahman, B.A. (Azhar). There is a tentative proposal to transfer Alhaji Muhtar to the Institute of Education as Lecturer in-charge, Arabic and Islamic Studies.

(d) *Lecturer*: Ma'moun AbdulQayoum, B.A.(Azhar), M.A. (A.U.C.). He was appointed last October, on a two yearly tenure.

(e) *Asst.Lecturer (Lecturer Post)*. Umar Faruq Malumfashi, B.A. (A.B.U.). He has been offered appointment and probably will have to secure a release from his present employment with the Government of North-Western State. He may assume duties by the beginning of the second term. There is a proposal to transfer a member of staff from this department to the Institute of Education, which is the reason for employing Malam Malumfashi. By the time Malam Malumfashi assumes duties at Kano, the member in question would have been transferred.

(f) *Lecturer - (vacant)* To be filled by Malam Abubakar Balarabe now taking his M.A. Course in Arabic and Islamic Studies, returning some time in 1970.

5. Staff Training:

Several members of staff of the various departments are now on further studies for the degrees of Ph.D., M.Phil., M.A., or B.A. in the United Kingdom, France, United States of America, the Near East and other parts of Africa.

i. Muhammadu Sani Zaharaddeen,
M.A. Arabic/Islamic Studies,
University of Khartoum, September 1967
December/January, 1970.

(ii). Muhammadu Mijinyawa
M.A. Arabic/Islamic Studies
American University of Cairo, September 1968
August 1970.

(iii). Gidado Bello
M.Phil, Applied Linguistics with Fulfulde and Arabic
University of London, October 1968
August, 1970.

(iv). Dauda Muhammad Bagari
M.Phil, Applied Linguistics with Hausa and Arabic

University of London, October, 1968
August, 1970.

(v). Muhammad Awwal Ibrahim
(a) Diploma in Applied Linguistics and Phonetics
(completed)
(b) M.A. English Language and Literature,
University of Lancaster, October, 1968
August, 1970.

(vi) Isa Ahmad Kurawa
B.A. General Linguistics with Hausa
University of Wisconsin, Madison, June 1968
July, 1970.

(vii) Sultan Abdullahi Kamaluddeen
M.A. French Language and Literature
University of Besancon, October 1969
July, 1970.

(viii) Abubakar Balarabe
M.A. Arabic/Islamic Studies
University of Khartoum, September, 1967
December/January 1970.

(ix) Abubakar Aliyu Gwandu
M.A. Arabic/Islamic Studies
American University of Cairo, September 1968
August, 1970

(x) Aliyu Na'ibi Suwaid
M.A. Arabic/Islamic Studies
American University of Cairo, September 1969
August, 1971.

(xi) Adamu Muhammad Fika
Ph.D. History (African)
University of London, September 1968
September 1971.

If, after the completion of his studies and return,
Malam Dauda M. Bagari becomes more suited to transfer to
Hausa section, then Malam Aliyu Na'ibi Suwaid should

transfer to the Department of Arabic on his return from Cairo. I think there will be a need for such an arrangement. Malam Gidado Bello is likely to be better employed as a Research Fellow in Linguistic analysis in the *Centre for Hausa Studies*.

6. Academic development

(i) There is a strong feeling in the Faculty for the need for interdisciplinary studies. All the existing seven disciplines offered at the College at present, with the exception, perhaps, of English, are closely related to one another in the context of Nigerian scholarship.

(ii) There is also a need to prepare subject combinations so that a student has a best combination for his studies. The present system whereby each student is left to find what combination will suit him, resulting in constant changes of combinations, is not in the best interest of the students, nor in the least in the best interest of the college. Course arrangements which involve these combinations are tied up with what time is available to spare in any given week of work. Courses are arranged in such a way as to agree with the time-table, dictated by what resources are available. I think that unless something is done, next years' time-table will most likely be unworkable.

(iii) The Faculty Board has appointed a Committee to consider my proposal contained in a memorandum to it for a change in the degree structure. In the memo, I have suggested a two subject combination in the first year instead of the present three. There are reasons for this suggestion. The present three subject combination has outlived its usefulness and is impossible in a fast growing University Faculty such as ours. The depth and breadth of knowledge acquired through a three subject combination is shallow, and the more disciplines introduced the less efficient the system becomes and the more difficult it is to operate the time-table. It soon becomes impossible to organise students into groups. Universities and Institutes of Higher learning have always bowed to circumstances to change their programmes for the development of their curricula. They are always in a living experience.

(iv) Another suggestion from the Faculty is the Introduction of the "Course" system. This feeling is strengthened by the fact that general linguistics, as a course, is now considered essential. This can be done with proper planning and careful preparation. It is ideal if it falls into efficient hands, it will be a failure if it does not.

If Arabic is taken as an example, all Arabic courses at present can be divided into (i) Language (ii) Grammar and (iii) Literature. Language study has many aspects, more so is literature, with all its different periods. Grammar can also be so, to an extent. Arabic studies can then be arranged in courses. Language studies alone can be divided into as many as eight or more different courses. With courses on General Linguistics added to it, a student can select courses from both according to the course system laid down by the department in the various stages of the undergraduate studies. There is a proposal from the department of Islamic Studies to introduce a course, within the existing courses in Islamic Studies, on the "general introduction to Islamic cultural, social and economic contribution in Nigeria." This can fit in the same way as the one on the introduction to general linguistics in the languages disciplines. And if the course system is introduced a student can select his courses on similar lines as outlined above.

(v) That other disciplines to be introduced at undergraduate level need proper planning and careful thinking by the Faculty, in which you play the most important part. Such disciplines obviously are to reflect the needs of the country. One can argue that the country at present is in need of holders of degrees of any kind. But to me this is not true, even if it is true it is a very expensive philosophical policy. I have always considered teaching to be the back-bone of every country's development, and therefore producing graduate teachers for post-primary and post-secondary institutions is my priority. It is, therefore, in keeping with this policy of thinking that I have always thought of introducing subjects such as Geography and Mathematics as soon as it is possible. Other

professional fields for the intellectual growth of the country, however, should not be undermined by any means; and in this connection I personally have in mind subjects such as Archeology, Drama and Music, Cultural Anthropology and Philosophy (in a restricted and guided form). However, one cannot forecast far ahead in developing an Educational Institution, more especially when academic planning, in a fast developing country such as ours, is more often than not, overtaken by circumstances on the one hand and hampered by the unavailability of financial resources on the other.

(vi) Preliminary Courses. Two typos of preliminary courses now exist. The 'A' type which is for candidates who have completed Secondary education and capable of undergoing post-secondary courses to obtain University entry requirement for degree courses in the various Faculties. Candidates for this course are drawn from three sources:

(i) who have completed secondary education with 1st and 2nd divisions of the West African School Certificate. A recent development following the establishment of the school of Basic Studies does not require the actual W.A.S.C. result but that of the previous Mock (W.A.S.C.) test.

(ii) Holders of the Teachers Certificate Grade II with credit/good results in five subjects in the appropriate subject requirements stipulated by the department/Faculty.

(iii) Private London G.C.E. 'O' level holders in five subjects in subject requirements stipulated by the department/Faculty.

All these are now admitted to the preliminary course for five terms, January to June of the second year, beginning from January, 1970.

Recruitment to the Preliminary Course of candidates who fail to obtain University Entry Requirement after completing sixth form will continue to be made in October of each year.

The Preliminary 'B' type, which is specifically designed for holders of the certificate in Higher Arabic and Islamic Studies (wrongly termed as Higher Muslim Studies), lasts from one to three years; after which they enter the

University in the same way as the 'A' course. There is a need to develop a new philosophy into this course. Experience has shown that not all of the students can qualify for University Entry after the preliminary course no matter how competitive the solution to the preliminary course was made. Because of that it is now desirable to design a course, partly academic and partly professional, so that at the successful completion of his course a student will receive a college certificate/ diploma in Arabic and Islamic Studies. The course should be designed to provide training for teachers and for court personnel. Those who have reached a standard required for University undergraduate studies should then be admitted to the degree course. Others who are not considered to be materials for degree courses, but who have satisfied the examiners and have completed their courses successfully, are to receive the college certificate/diploma to find useful employments. This needs not only the University's approval, but also that of the governments of the states who are going to recognise the certificate/diploma and employ the holders. It affects manpower planning. There is no reason why this proposal should not be welcomed by all governments.

7. Capital development

It will not be meaningful to plan developments without mentioning means by which these are going to materialise. There is, at present, only the library block, an impressive magnificent building standing in the 200 acres of land. Below is an extract of my letter to the Vice-Chancellor concerning capital development of Abdullahi Bayero College.

"A.61/S.1
3rd November, 1969.
The Vice-Chancellor,
Ahmadu Bello University
Zaria.

Dear Vice-Chancellor,

*Abdullahi Bayero College, Kano: Second Phase of Capital
Development*

The present temporary arrangement to use the library for all our requirements at A.B.C. has reached its limits. When the building was first occupied two years ago it was estimated that for the purposes of teaching spaces and for general academic and administrative services, in addition to senior, intermediate and junior staff, 200 students could hardly be accommodated there. There are now 240 students.

Abdullahi Bayero College is willing and prepared to take part in the crash programme for Education and will also change its preliminary intake from October to January beginning in January of 1970, in order to be in line with the system to be established in the School of Basic Studies on the Main Campus. I am proposing to have an intake of 40 preliminaries in January 1970 because of our limited teaching facilities. If the buildings I have requested are made available, A.B.C. can take 200 preliminaries each year.

In order to be able to take students by October, 1970 it is necessary that half of the students after intake of October, 1970 (about 200) should phase out of the library buildings. To do this will mean to make available buildings that can later be extended and turned into proper academic units and departments. Similar, perhaps, to the building of the Arts and Social Sciences.

In order to be able to develop A.B.C. and expand its academic activities, I am making request for Capital development as stated below. This request falls short of my capital development of the quinquennial planning which is now in deferment.

A. Academic Buildings:

- 2 Offices for Professors and Heads of Departments.
- 8 Offices for lecturers, each to accommodate two.
- 3 Offices for Heads of units, each to accommodate one.
- 2 Large rooms for Committees and Conferences.

2 Clerks' offices, each to accommodate three or more.
1 Office for a Secretary and a Head Clerk.
1 Departmental library .
Toilet and water facilities for staff.
2 Lecture halls for 50 students each.
2 lecture halls for 70 students each.
1 Lecture hall for 100 students.
2 Recording studios with recording equipments.
2 listening studios with listening equipments.
2 Language laboratory buildings of 20 booths each.
40 booths of language laboratory equipments.
Toilet and water facilities for students.

B. Students accommodation:

- (i) A Hostel for 200 male students.
- (ii) A hostel for 50 female students.

C. Staff/Students amenities:

- (i) A Clinic Centre.
- (ii) 12 Senior staff houses.
- (iii) 10 Intermediate/Junior staff houses.
- (iv) Assembly hall with theatrical provision for 600
- (v) Senior staff common room.

(Sgn) (HAMIDU ALKALI)
Provost

The University has requested to National Universities Commission for a sum of £350,000 for Administrative and academic buildings in the next quinquennial planning beginning in 1970. A request for one unit hostel for 500 students has also been made on University wide basis.

Item A of my letter above will provide academic requirements of the College for another five years; but probably not more. Item B is a very serious one and I hope that the University will view it as such. A proposal is being worked out by the Bursar to build students hostels with lodging fees to be collected from students. If this is accepted it is possible that a hostel will be built for the College during 1970/71. Item C, with the exception of No.

(ii), will also go along way in helping, but not enough even for the next five years. No.(ii), however; is not intended to cover a period of five years. I believe that the College will require six staff houses each year, unless the proposal to introduce staff housing loan is approved. If the proposal is introduced and members of staff wish to benefit from the scheme, housing requirement should then be reviewed accordingly.

These building proposals should be interpreted into drawings in a form of a master plan, and work on this should start without delay. I have discussed this with the Chief Estate Engineer. There are provisional plans for most of these projects, but it does not seem to me that they will be suitable any longer. You can study them with the Chief Estate Engineer with the view to revising them or adopting them as they are.

Apart from development projects that involve buildings there are other areas of development to which no attention has yet been paid. These are projects such as fencing, landscaping, street lighting and roads construction. A sum of £1000 was allocated for initial fencing works with the money I have obtained some 330 fencing poles of concrete; but cannot cover more than 1/5th of the College premises. I have mentioned to the Development Committee, repeatedly, the necessity of fencing the College area. Without demarcating our area it is just not possible to grow any tree; to restrict trespassers and above all to avoid the nuisance of camels, donkeys and cattle, not to mention small animals such as goats and sheep. I understand from the Military Governor of Kano State that there are going to be two new establishments in our neighbourhood, about 1½ miles away south and South-east of our area. These are the Airforce training field and the Rehabilitation Centre.

8. Staff Accommodation

There are at present twenty one Senior Staff houses including a former office built by Cappa at the time of constructing the houses recently converted into a senior staff houses. Five now ones are under construction. The University has rented five flats, four on the Airport road near the Queens Cinema and one in the city at Kwalli, for a period of one year in the first instance, to be renewed if

necessary. It will not be advisable to vacate the rented flats after the completion of the new houses. Therefore the University should be asked to furnish the new houses, apart from furniture now in the rented flats, for the new houses alone will not be sufficient by the time new members of staff arrive in October, 1970.

9. College Premises

(i) *Pauper's House*. The University has paid a compensation of £1116:2:8d to Kano N.A. (see File No. A.61/S.2 page 51). When these people vacate college premises, the building can be repaired and made habitable by some members of the kitchen staff. You will refer to my correspondence with Kano Local in File No. A.12 pp 44; 45; 49; 52; and 55 on the subject.

(ii) *Maidobi Road*. The University has paid the cost of constructing, outside the college area a diversion to Maidobi village (see File No. A.61/S.2 page 109). The road has been completed and is a good one. However, motorists are still not aware of the diversion because our Estate department has not put up proper notices to this effect. I have discussed with the Maintenance Officer on this subject several times and can only say that our Maintenance Officer prefers to do this when he feels necessary.

(iii) *Contractor's ditch*: A large ditch on the left hand side to the college was dug by the contractors who built the library and the students dining/common room. It was on the understanding that the ditch should be filled by the contractors. This has not yet been done. The Maintenance Officer, who was the Clerk of Works for the construction work, may have something to say on this.

10. Minor Works

Below is the list of Minor Works projects undertaken since the occupation of the campus in March, 1968.

A (i) *Playing fields*. A sum of £3000 was allocated by the Development Committee for the construction of a football field with a running track and two tennis courts. You should

check with the Accountant on whether final payment on this work has been made to the contractors. I know that originally only part payment was made to them pending the completion of the work. There are records in File No. A.61/S.2 and from the Maintenance Officer. See also File A.128 pages 3 and 4.

(ii) *Initial fencing* A request of £1000 was approved by the Development Committee to start fencing the College campus about which I have mentioned earlier.

(iii) *Internal road*: £1000 was allocated by the Development Committee for the construction of an internal road adjoining students dining/common room area and Estate department and staff quarters.

(iv) *Sundry alterations*: A store built by Cappa contractors at the of building the senior staff houses, and which was as a holiday kit store, was converted into an Estate Department with stores, Offices and vehicle sheds and water, light and toilet facilities. A sum of £2700 was allocated by the Development Committee for this purpose.

For those four items of minor works please refer to the minutes of 30th meeting of the Development Committee (see File G.5/Vol.III/Page 199) page 3 item 9, 20th report.

(v) *Diversion of Maidobi road*: As mentioned earlier, a sum of £2000 was paid to Kano Native Authority as compensation and cost of constructing a diversion to Maidobi village. See minutes of 30th meeting of the Development Committee (see File C.5/Vol.III/Page 199 3 item 11, Bursars paper B/CA/24 of 31/5/67.

(vi) *Basket ball fields*: A sum of £350 was allocated by the Development Committee for the construction of two basket ball fields. See minute 17 (C) of 35th Development Committee meeting.

B. There are other Minor Works that have been carried out on understanding from Mr. D.H. Giles-Reyburn the Architect, that there was saving of over £4000. I refer to

his letter No 33.01 of 18th March, 1969 in our file No. A.61/S.2 page 112. The works are as follows:

- (i) Constructing of a generator House. £1200.
- (ii) Conversion of the old Cappa office to a Senior Staff house £800.
- (iii) Extension of Provost's house. £1100.
- (iv) Partitions on the ground floor £518 (out of main contract).
- (v) Lettering and lighting. £100.
- (vi) Partition on the 2nd Floor. £170.

Items (i) to (iv) have been completed. Item (v), the lettering has also been done. Item (vi) has been suspended. I have asked the Maintenance Officer to give me actual costs of these projects. I have discussed with the Bursar about this. The Bursar is prepared to see what he can do if he will be informed of the actual cost of each project. To know the cost of each project is very important because without it this will not be possible to know how to settle this, since the original allocation on the understanding that there was a saving of over £4000 turned out to be a wrong information given by Mr. Gillies-Reyburn, the Architect. Some of these minor works were regarded as extensions of contracts to Alhaji Atiku Kano, as in the case of playing fields, partition on the ground floor and generator house. Some of them were carried out as part of the original work on the building, as in the case of lettering and lighting. You will therefore request the Maintenance Officer to make these information available without further delay.

C. The Development Committee has recently allocated a sum of £1500 for Minor Works. Part of the money is to be used for the alteration of the students locker rooms into common rooms. It requires windows on both sides, ceiling fans and extra lighting. There is plenty of space where the lockers can be kept in the library building, where students can still use them as lockers. What used to be senior common room on the second floor is also to be partitioned and proper lights installed, to provide for a large lecture hall. Original estimate for this work was £170. It may still be cheaper by direct labour. These two projects are

estimated at £500. The rest of the allocation of £1000 was to be spent on fencing.

Eight Junior and Intermediate staff houses are also under construction. You will decide on who and who should be accommodated in them. Perhaps you will first consider staff whose presence on the site is essential and secondly the most senior of them. Such as the Nursing superintendent, the Midwife, the Senior Accountant, the Assistant Works Superintendent.

11. Estimates for 1970/71

Looking at the present financial estimates of development in student numbers coupled with the introduction of new courses it becomes very necessary to have a more realistic estimates. We have often made errors of extreme underestimation and rigid austerity in all sections of our budget - Personal Emoluments, Other Charges and Special Expenditure votes. We have French in its third year this session, Education in its first year and Hausa in the second year. The multiple languages demand a course in general linguistics. It is now time to start higher degree courses, if not in all subjects at least in Arabic, in Islamic Studies and in History.

These proposals call for additional staff as well as extra, financial commitment for both Other Charges and Special Expenditure in all sectors. The University is now calling for the preparation of the quinquennial planning for the period 1970/71 to 1974/75. As part of the quinquennium, the 1970/71 financial estimates for the Personal Emolument requirement something similar to what is outlined below seems to me to be a minimum:

(i) Department of Arabic

1 Professor
1 Reader
1 Senior lecturer
3 Lecturers

(ii) Department of English and Languages

1 Professor
1 Reader
1 Senior Lecturer (Linguistics)
1 Senior Lecturer (French)
8 Lecturers
2 Assistant Lecturers

(iii) *Department of History*

1 Professor
1 Senior Lecturer
4 Lecturers

(iv) *Department of Education*

1 Senior Lecturers
2 Lecturers
Tutorial Assistants

(v) *Department of Islamic Studies*

1 Professor
1 Senior Lecturer
4 Lecturers

(vi) *Centre for Hausa Studies*

1 Research Fellow
1 Tutor

The remaining four years of the quinquenium may be based on this one, in the light of visible developments anticipated by the Faculty or forced on the College by circumstances.

12. Extension Services

There are, at present, three types of programmes in which the College is engaged under the name of "Extension Services":

(i) *Public lectures.* These lectures were very successful last year. Members of staff, as well as public,

gave talks on various topics. These helped to bring the College and the outside community nearer to each other. They were not only purely academic but also educative. People from as far places as Kaduna attended some of the lectures.

(ii) *Open Seminars*. These were conducted by members of staff on topics relating to their subjects. Students, in particular, can benefit from these seminars as they are often meant to explore certain areas not covered by the syllabus. Other educationists may be invited to hold seminars in their areas of speciality, as for example, a Historian, a Linguist, an Anthropologist, an Archaeologist, etc.

(iii) *Extra-mural Work*: Last year the department of English and Languages offered G.C.E. A and O level courses in English, French and Hausa under the Ministry of Education's scheme. The University is now looking into the possibilities of establishing, formally, a department of Extra-mural studies (continuing Education is a more appropriate name). When this comes into being, may be the whole programme will take a new shape and be organised on University wide basis. There have been discussions, at the College, between Heads of departments and a Professor of Extra-mural studies, from outside Nigeria, invited by the University, for this purpose.

13. Centre for Hausa Studies

A research centre to develop the studies of the Hausa Language and Literature in the Universities, Colleges and the communications media is being proposed. Some work has already started in this field with a financial assistance of £2000 made by the Military Government of Kano State. What role will the centre play in the life of the country in particular, and that of the Hausa speaking areas in and out of Nigeria in general, and what form the research activities of the centre will take need to be worked out by appropriate bodies of experts in the field, not only for the sake of research and scholarship but also for national and international interests.

If the University is to establish a centre for the promotion of the studies of a particular language - there is

no doubt that Hausa language merits such a consideration - then one wonders whether any of the other Nigerian languages does not equally merit such a consideration, from the point of view of learning and scholarship. Linguists are not interested in learning a language, nor indeed in studying a language for its own sake, but are interested in studying a language in relation to other groups of languages, and in many cases in the study of minor and "obscure" languages.

While Hausa language and literature and Hausa culture have penetrated very deeply into the lives of the majority tribes of the Northern States of Nigeria and beyond, it is nevertheless, a fact that several other languages have also contributed to the growth and wealth of the Hausa language, and are therefore contributory to each other.

In view of the relationship, it is more appropriate to find another name for the centre. A name that will embrace and provide for the study of the Hausa language and of other languages as well, especially languages that belong to the same group of languages as Hausa, to which most linguists will be attracted. A name, *Centre for Nigerian Languages Studies*. It will cater for and attract outside interest. A Research Centre of the type that is being proposed should have two main functions:

- a) to Improve the study of a language or of languages as a communicative on media, pure and simple. The result of this will be the enrichment of the language in vocabulary, the possibility of producing materials, translation and publication work and the emergence of a standard acceptable dialect.
- b) to research into the linguistic aspects of the language, the study of the language in relation to and in comparison with other languages, to determine the origin of the language and therefore cultural growth or otherwise of the people.

This latter function can be undertaken through comparative studies and theoretical analysis involving not only Hausa but several other languages. If, on the other hand, there is a strong feeling that the name *Centre for Hausa Studies* should be retained, (as I seem to understand)

as a University body, I would first question the wisdom of such a proposal, we should then be prepared to establish, in the future, or accept if they are established by other means, Centres for Tiv Studies, for Kanuri Studies, for Idoma Studies, for Fulani Studies, for Nupe Studies, for Shuwa Arab Studies, and so on.

Assuming that the Centre will be an establishment for research into Nigerian Languages, there should be a Linguist, a Historian and an Anthropologist as Research Fellows. The works of these persons are interrelated in the studies of languages as living cultures and as instruments of History.

14. The Language Laboratory

A language laboratory of 20 booths has now been installed and is functioning very well. We are particularly fortunate this year that we have, on the staff, at least two persons who know how to handle a language laboratory reasonably well. All the same, there is a need for a good technician to be in-charge of the equipment as well as the materials for the laboratory. It will be a great waste of resources if each department will start keeping its own tapes; and no language laboratory can operate on such a system. All tapes and scripts should be catalogued and kept in a central depository under a person who knows how to administer them. They can be at the disposal of staff and students as is needed. The same, of course, applies to the other teaching aids such as tape recorders, record players, projectors, charts, maps, duplicating and photocopying machines, and so on. There is a vacancy of a Technical Assistant II in the Faculty Office in the current estimates. Next year a position for a more senior technician should be provided for. The room now being used as a language laboratory is a very temporary one; as of course are most of our establishments. There is a real need for a proper language laboratory building if we are not to face the danger of destroying equipment worth £7000.

A mention has been made above of a need for extra 40 booths of language laboratory equipment. This will revolutionize language teaching at the College. I can see that a need for a phonetics laboratory will also soon be felt. The contribution which these two typos of laboratory

equipments will make in the teaching of languages and linguistics at Abdullahi Bayero College will be very great.

15. Students' Union

Officials of the students' union have always discussed their problems with the Assistant Registrar in the first instance and sought to see the Provost only on matters which the Assistant Registrar cannot decide. The effectiveness of the students' union and its efficient running is being realised more and more each year. However, one disquieting factor of concern to the College is that the more mature students of the College, from whom the students body can derive benefits of their experience in life, do not seem to be active participating members of the student union organisation. The cause for this attitude of aloofness need to be investigated; although one can guess that such mature students, in the majority of cases, tend to concern themselves sorely with the task of study.

16. Hall Masters

The Vice-Chancellor, on the recommendation of the Faculty Board, has designated two Halls, and appointed a Hall Master and two Assistants each. These are Shehu Umar Hall and Atta Ibrahim Hall. The Assistant Registrar should now assign each student to one or other of the Halls. This is in addition to Nana Hall for female students.

17. Publications

(i) *Kano Studies*: This journal, especially the latest issue, is improving both in quality and circulation. I maintain the same view as the Editor, Mr. J. E. Lavers, that it is better to delay and produce a worthwhile journal than to rush and publish one of poor quality. But I believe it is desirable to keep the tradition of producing a number each year as this is what every subscriber expects. Efforts should therefore be made to maintain this tradition. At present, *Kano Studies* Number 5 is arrears and number 6 will be due by June, 1970. Back issues of Number 1-3 are at present kept in the store. The librarian has agreed to find a place for them for efficient distribution and sale. I also

agree with the majority views of the Heads of departments and members of the Editorial Board that we should not expect a journal to pay back the money that is spent in producing it. It is therefore not realistic to expect *Kano Studies* to bring revenue to the University. However, some copies are sold each year and this may increase over the years according to the standard and contents of the journal and the amount of publicity given to it inside and outside Nigeria.

(ii) *College Calendar*. This was started last Academic year. It was over produced. If prepared in time, they can be sold to students at the beginning of the session. A large number, however, is for free exchange distribution to Universities outside Nigeria. I must say that this has proved to be a very effective means of advertising the College to the outside world.

I will strongly recommend the continuation of its publication each year. It may cost less if published with *Kano Studies* at the same time by the same printer.

18. Membership of University Bodies

As Provost of Abdullahi Bayero College you are a member ex-Officio of the following university bodies:

1. Governing Council
2. Senate
3. Development Committee
4. Vice-Chancellor's Advisory Committee
5. Faculty Board of Arts and Islamic Studies

and of such other committees to which you may be appointed as an elected member either on University wide basis or representing the interest of Abdullahi Bayero College such as:

- a) Students Disciplinary Advisory Committee (The Provost or his representative).
- b) External Degree Committee
- c) University Tenders Board

- d) Intermediate and Junior staff Committee (The Provost or his representative)
- e) Please refer to the University Bulletin No 85 Vol.II of 26th September, 1969.

19. Security documents

You are also taking over the following documents in the Provost's Office:

- a) Senior staff personal files, past and present, Nos P.100/1 to P.100/67.
- b) Local Purchase Order Book No B.39 counterfoil Nos 1901 to 1950 used up to No. 1927.
- c) Two keys each to two doors, one cabinet drawer, one steel cupboard and two desk drawers; and six keys to the Provost's bookcase.

20. Office Equipment

- a) One Arabic portable typewriter
- b) Two portable typewriters
- c) Brief case
- d) Photocopy machine

**LONG SERVICE AWARD: TO STAFF WITH 25 YEARS OF SERVICE
AND ABOVE**

S/No	Name	Department	Rank	Date and Year	Status
1.	Mallam Lawal K/Nai'sa	Estate	Painter GR.II	1/4/1964 to 31/12/1993	Non-Academic: Junior
2.	Mallam Yaro Ganda	Health Service	Caretaker	5/5/1964 to date	Non-Academic: Junior
3.	Mallam Hassan S. Dinki	Estate	Driver	1/2/1964 to 1989	Non-Academic: Junior
4.	Mr. J. A. Ojo	Registry	C. E. 0.	8/3/1965 to date	Non-Academic: Senior
5.	Professor M.S. Zahradeen	Islamic Stud.	Professor	1/10/1966 to date	Academic Staff: Senior
6.	Professor A. Balarabe	Arabic	Professor	21/10/1966 to date	Academic Staff: Senior
7.	Mallam R. A. Ibrahim	Registry	C. E. 0.	1/11/1966 to date	Non-Academic: Senior
8.	Alhaji Idi Rabi'u	Library	Asst. Porter Sup.	3/10/1966 to 31/12/1993	Non-Academic: Junior
9.	Professor J. E. Lavers	History	Professor	1/11/1966 to 05/16/1993	Academic Staff: Senior
10.	Mallam Isa Abbas	Registry	Chief Mail Runner	1/11/1966 to date	Non-Academic: Junior
11.	Alhaji Aliyu M. Galadanci	Registry	Dep. Registrar	22/5/1967 to 1991	Non-Academic: Senior
12.	Dr. Halil I. Said	Library	Librarian	1/7/1967 to date	Academic Staff: Senior
13.	Professor D. Abdulkadir	C.S.N.L.	Professor	1/10/1967 to date	Academic Staff: Senior
14.	Professor A. N. Suwaid	Arabic	Professor	1/10/1967 to date	Academic Staff: Senior
15.	Mallam Dabo Mamuda	Registry	Asst. House Keeper	27/3/1968 to date	Non-Academic: Junior
16.	Abdulrazak Onafeko	Estate	P.T.O.(Mech.)	1/4/1968 to 31/1/1994	Non-Academic: Senior
17.	Mr. Muibi O. Kassim	Estate	P.T.O.(Elec.)	8/4/1968 to date	Non-Academic: Senior
18.	Mallam Y. A. Ibrahim	Registry	Registrar	1/8/1968 to date	Non-Academic: Senior
19.	Alhaji Isyaku Ahmed	Library	Asst. Porter Sup.	1/8/1968 to date	Non-Academic: Junior

20.	Mallam Umaru Abubakar	Library	Snr. Lib. Off.	14/10/1968 to date	Non-Academic: Senior
21.	Mallam M. A. Aliyu	Registry	A.C.E.O.	15/12/1968 to 1994	Non-Academic: Senior
22.	Mallam Jibrin Mohammed	Student Affairs	A.C.E.O	24/1/1969 to date	Non-Academic: Senior
23.	Mallam Musa Hamisu	Library	Chief Typist	20/2/1966 to date	Non-Academic: Senior
24.	Mallam Zakari M. MaiMai	Islamic Stud.	H.E.O.	16/4/1969 to date	Non-Academic: Senior
25.	Professor M.K.M. Galadanci	Nig. Lang.	Professor	2/7/1969 to date	Academic Staff: Senior
26.	Dr. M.T.M. Minna	History	Reader	27/8/1969 to date	Academic Staff: Senior
27.	Mallam Rabi'u Abubakar	Estate	Foreman	1/10/1969 to date	Non-Academic: Junior

**Past Presidents And Secretary Generals Of The
Students' Union, 1966-1993**

Year	President	Secretary-General
1965/66	Dandatti Abdulkadir	Abubakar Aliyu
1966/67	Dandatti Abdulkadir	Abubakar Aliyu
1967/68	Dandatti Abdulkadir	Abubakar Aliyu
1968/69	Abdulrahman Gara	Not Available
1969/70	Dahiru Bobbo	Muhammad Nur Alkali
1970/71	Muhammad Nur Alkali	Abdulmumin Garba
1971/72	Musa Uba "Peoples"	Bello Ahmad Salim
1972/73	Abdullahi H. Alkali	Aliyu Hassan
1973/74	Abba Mohammed Abdullahi	Ibrahim Mustapha
1974/75	Shehu Abba	Isa Ibrahim Modibbo
1975/76	Usman B. Aliyu	Isa Ibrahim Modibbo
1976/77	Isa Ibrahim Modibbo	Sa'idu Ahmad Babura
1977/78	Abubakar Mustapha	Bashir Abba Zorru
1978/79	Hassan Sale Yusuf	Yahaya Lawal
1979/80	Mustapha Jumare	Nuhu Audu
1980/81	Tanimu Kurfi	Umar Mairiga
1981/82	Sa'idu Muhammad	Abdulmumin Dada Muhammad
1982/83	Yerima Hamman Abdullahi	Ahmed Abdulraheem
1983/84 Students' Union Activities Suspended		
1984/85	Tanimu Usman	Mohammed T. Umar
<p><i>The Students' Union Exco for this particular session was dissovled by the University authorities after few months in office for acts of insubordination against the university administration. Fresh elections were conducted and the following sequence continues:</i></p>		
1984/85	Mamman D. Naseer	Shu'aibu Sule
1985/86	Adamu Usman Muhammad	Shu'aibu Sule
1986/87	Muhammad Hassan Tom	Salisu Shehu
1987/88	Mamman Naseer	Isa. S. Riko

**A Partial List Of Donors To Support The University
Development**

The list below is that of donors to the University for assistance in various areas towards its development.

1. JOURNAL & BOOKS:

N120,000 Bank of the North Ltd.

N240,582 UBA Nig. Ltd.

2. ACADEMIC PUBLICATIONS:

N20,000 Bashorun M.K.O. Abiola

3. DISTRESSED INDIGENT STUDENTS:

N50,000 Bashorun M.K.O. Abiola

4. STUDENTS MOSQUE APPEAL FUND:

N25,000 Alh. Aminu Dantata.

5. STUDENTS HOSTEL ACCOMMODATION:

N25,000 Niger State Govt.

N100,000 Katsina State Govt.

N50,000 First Bank Plc

N5,000 Society Gen.Bank Plc

N50,000 Bauchi State Govt.

N500,000 Kano State Govt.

N150,000 Texaco Overseas Nig. Petroleum Co.

6. RESTORATION OF ELECTRICITY ON CAMPUS:

Electrical Transformer: Federal Ministry of Mine and Power

7. FACULTY OF MEDICINE:

N330,000 African International Bank (BCCI)

8. STUDENTS PRIZES ENDOWMENT FUND:

N2,000 (a) best final year student in Islamic Law by
Alh. Ado Bayero

N150,000 (b) Umaru Ladan memorial prize for the best student in dramatic studies by Micheal Crowder.

N1,000 (c) Most outstanding treatise by a Nigerian student on Nigerian Culture by National Council for Arts & Culture Lagos.

N5,200 (d) Prof. Lambo prize for the best graduating student in neuro-psychiatry by Bashorun M.K.O. Abiola

N950 (e) Best graduate in Law by Justice Bello Mohammed.

N3,000 (f) Audu Bako prize for the best graduating finalist in Faculty of Arts and Islamic Studies by Kano State Government.

N5,000 (g) Best final year student in Education by Alh. Aminu Dantata.

N2,000 (h) Best student in physics by Prof. G.G. Parfit.

N2,000 (i) Best graduating student in general studies by Mrs. G.G. Parfit.

N17,000 (j) Endowment fund for prizes in the Department of Management Sciences by Bank of the North Nig. Ltd.

N7,500 (k) The best final year student in Health Studies by Dr. Hafiz Saleem.

N5,000 (l) Endowment fund for the outstanding performance in Banking and Finance, Accounting, Eco. and Management by Nigerian Deposit Insurance Corporation Lagos.

N500 (m) Prize on best all round final year student in English Language by Mall. Muhammadu Gwarzo.

MISCELLANEOUS

1. Texaco Nigeria Ltd: Funds and Scholarship to Students
2. Agip Nigeria Limited
3. The Lebanese Community in Kano: Medical drugs, and Scholarship to students
4. Alhaji Aminu Dantata: (a) N100,00 towards the building of the University Clinic at the New Campus
5. Scholarship
6. Help to Medical Faculty
7. Bank of the North
8. N250,000 Chair for Banking
9. Computers
10. Continental Merchant Bank: N250,000 for the purchase of computers

Note: The student prizes list from item 8 above, are so many. Only very few of them are listed here and they are those meant to be perpetual in their use because the money is lodged in a bank account.

**A Partial List of Donors to the University Library:
Individuals and Organisations**

1.	Libyan Embassy Lagos.	26/3/1979
2.	Mohammed Zabadene, B.U.K.	19/3/1980
3.	Arab Republic of Egypt Embassy Lagos.	4/5/1981
4.	Usman Baffa Muhammed, Kano.	2/6/1981
5.	Professor J.A. Ogunrombi	5/6/1981
6.	Miss Sweet, Senate Secretariat University of London.	17/6/1981
7.	Society of Library Science Students A.B.U. Zaria.	19/6/1981
8.	Gongola State House of Assembly Yola.	24/6/1981
9.	Bendel State Government Printing Press, Benin.	2/7/1981
10.	Nigerian External Telecommunication Ltd. Lagos.	7/7/1981
11.	Arab Republic of Egypt Embassy Lagos.	7/7/1981
12.	Yaba College of Technology, Lagos.	8/7/1981
13.	University of Ife Library Ile-Ife	8/7/1981
14.	Nigerian Institute of Advanced Legal Studies Lagos.	8/7/1981
15.	ICON Limited (Merchant Bankers), Lagos.	9/7/1981
16.	Mr. L.A. Turner, Gulf Oil Nigeria Ltd, Lagos.	9/7/1981
17.	The Permanent Secretary, Ministry of Eco. Planning, Ogun State.	11/7/1981
18.	Fac. of Agriculture & Forestry, University of Ibadan.	14/7/1981
19.	The Permanent Secretary, Ministry of Eco. Planning, Lagos State.	14/7/1981
20.	Dr. A.A.A. Hamid	15/7/1981
21.	The Director of Prison, Nigerian Prison Services, Lagos.	22/7/1981
22.	The Director, N.I.D.B. Lagos.	22/7/1981
23.	The Registrar University of Maiduguri	22/7/1981
24.	Ministry of Finance (Treasury Div.) Borno State.	22/7/1981
25.	Dr. R. Sheed A. Motem, Dept. of Pol. Science, BUK.	29/7/1981
26.	Dr. E.A. Olofin, Dept of Geography, BUK.	3/8/1981
27.	Gongola State of Assembly, Yola	3/8/1981
28.	Mr. Michael Wise, College of Librarianship Wales.	17/8/1981

29.	Mr. D.G. Lewes, The Registrar University College, Cardiff.	18/8/1981
30.	The Director & Special Adv. Statistic Div. Budget Dept. Governor's Off. Kano.	18/8/1981
31.	Dept. of Islam Studies, Bayero University Kano.	18/8/1981
32.	Head of Petroleum Inspectorate, Lagos.	19/8/1981
33.	General Manager, Ogun state Housing Corporation Abeokuta.	19/8/1981
34.	Alvan Ikoku College of Education Owerri	19/8/1981
35.	Permanent Sec. Ministry of Eco. Planning Ogun State.	19/8/1981
36.	The Secretariat, Project Development Institute Enugu.	20/8/1981
37.	Mallam Ja'faru Ahmadu Jabiya	24/8/1981
38.	Mr. Samuel Bamidele Summonu	24/8/1981
39.	Alhaji Abu Bazariya	24/8/1981
40.	Dr. A. Balarabe, Department of Arabic Bayero University, Kano.	25/8/1981
41.	The Registrar, Bayero University, Kano.	2/9/1981
42.	The Registrar, Bayero University, Kano.	3/9/1981
43.	Mallam Muhammadu Sani Sufi	3/9/1981
44.	Alvan Ikoku College of Education Owerri	3/9/1981
45.	United Nations, Fund for population Activities, New York.	7/9/1981
46.	Nigerian Institute of Advanced Legal Studies, Lagos.	8/9/1981
47.	Institute Paesi, dell'Africa, America Latina Medico Oriente Via Tritone Rome	9/9/1981
48.	Yaba College of Technology Library Lagos.	15/9/1981
49.	The Vice Chancellor, Bayero University, Kano.	21/9/1981
50.	The Permanent Secretary, Ministry of Finance, Lagos State.	23/9/1981
51.	The Examination Officer, Dept. of Library Science, Bayero University, Kano.	2/10/1981
52.	Dr. Michael Walters London.	7/10/1981
53.	Director, Kainji Lake Research Institute, New Bussa.	13/10/1981
54.	Mr. William Neff, Smithsonian Institution Washington, D.C.	19/10/1981
55.	Dr. Mervyn Hiskett, Center for the study of Nigerian Language, BUK.	2/11/1981
56.	The Secretary, Nigerian Educational Research	2/11/1981

	Council Lagos.	
57.	Dr. G.G. Parfitt, Department of physics, BUK.	5/11/1981
58.	Professor, J. Carnochan, School of Oriental and African Studies, University of London	5/11/1981
59.	Professor B.W. Young, Faculty of technology, BUK.	6/11/1981
60.	The Government Coastal Agency Lagos	20/11/1981
61.	Dr. B.M. Barkindo, Department of History, BUK	22/12/1981
62.	Mr. R.F. Scott.	8/12/1981
63.	Gulf Oil Nigeria United, Lagos	12/3/1982
64.	Federal Polytechnic, Ilaro. Ogun State	22/3/1983
65.	Nigerian Police Headquarters, Lagos	1/4/1982
66.	Federal Polytechnic, Ilaro. Ogun State	1/4/1982
67.	Federal Polytechnic, Idah Benue State	1/4/1982
68.	Federal Polytechnic, Idah Benue State	16/4/1982
69.	The Director, Nigerian Institute for Oceanography and Marine Research, Lagos.	19/4/1982
70.	The Permanent Secretary, Ministry of Eco. Planning, Ogun State.	22/4/1982
71.	The Permanent Secretary, Ministry of Eco. Development, Kaduna State.	22/4/1982
72.	The Director, Federal Office of Statistics, Lagos.	23/4/1982
73.	The Permanent Secretary, Ministry of Eco. Planning and Dev. Bendel State.	26/4/1982
74.	The Director, Agency for Mass-Education Kano State.	3/5/1982
75.	The Permanent Secretary, Directory of Local Government, Kano State.	4/5/1982
76.	Dr. F.D. O'Reilly, Department of Geography, BUK	7/5/1982
77.	Borno State House of Assembly Maiduguri ANUNSA.	18/5/1982
78.	Kwara State House of Assembly Ilorin.	16/6/1982
79.	Kwara State House of Assembly Ilorin.	21/6/1982
80.	Common wealth University Yearbook, London.	28/6/1982
81.	Ministry of Eco. Planning and Land matters Lagos.	28/6/1982
82.	Mr. M.O. Ibeun, Kainji Lake Research New Bussa.	14/7/1982
83.	Senior Public Relations Officer, WAEC. Lagos.	27/7/1982

84.	Lagos State House of Assembly Alausa, Ikeja.	5/8/1982
85.	Permanent Secretary, Ministry of Eco. Planning, Ogun State.	5/8/1982
86.	Permanent Secretary, Ministry of Eco. Planning, Oyo State.	5/8/1982
87.	Yaba College of Technology, Lagos	10/8/1982
88.	Nigerian Prisons Services, Lagos.	16/8/1982
89.	Ministry of Economic Planning and Land Matters Lagos	16/8/1982
90.	The Publications Secretary, Bayero University, Kano.	19/8/1982
91.	N.E.S.A. Secretariat, Econo. Dept. University of Lagos.	7/9/1982
92.	The Co-ordinator, Exam. Tutorial Office Islamic Studies Dept. of Islamic Studies, Bayero University, Kano	23/9/1982
93.	Aba F. Akogwu, Murtala College of Arts Science and Technology Otukpo, Ugbokolo.	23/11/1982
94.	Miss D.O. Awosika, Adm. Staff College of Nigeria Topo.	30/11/1982
95.	Nigerian Cocoa Board P.M.B. 5032, Ibadan	2/12/1982
96.	Dr. A.S. Abdullahi, Dept. of English, BUK	2/12/1982
97.	Dr. I.C. Onuyewuanyi, Dept. of Philosophy Uni. Nsukka.	8/12/1982
98.	Plateau State House of Assembly, Jos.	13/12/1982
		2
99.	The Secretary of Information & Publications, BUK	13/12/1982
		2
100.	Mr. E. Ode Oke, Academic Office, BUK	5/1/1983
101.	Sokoto State History Bureau, Sokoto State	4/1/1983
102.	Federal Ministry of Education, Lagos.	6/1/1983
103.	Publication Secretary, Bayero University, Kano.	10/1/1983
104.	The Academic Secretary, BUK.	25/1/1983
105.	Mr. B.S. Ayoko, Ministry of Employment, Labour and Pro. Govt. of Kano State.	10/2/1983
106.	Benue State Council of Arts & Council, Makurdi.	17/2/1983
107.	Federal Ministry of Education, Lagos.	22/2/1983
108.	Federal Ministry of Education, Lagos.	23/2/1983
109.	Dr. Mohammed T. Jerari, Libya Studies Centre	28/2/1983
110.	Dr. Badar Jahan Yaqin, Faculty of Law, BUK.	28/2/1983
111.	Dr. Abubakar Abdullahi, BUK	15/3/1983

112. Federal University of Technology Bauchi	29/4/1983
113. West African Publication Co.	11/5/1983
114. Dr. M.A. Khan, Dept. of Management Science, BUK	17/5/1983
115. Dr. Ngozi Ene, Anambra State University	18/5/1983
116. Ministry of Finance and Eco. Planning, Ogun State.	20/5/1983
117. Atere Ode, Nigeria Publishers Ughelli	23/5/1983
118. Z.I. Oseni, Department of Religions University of Ilorin	23/5/1983
119. G.I. Ogidi, I.C.E.C.AS. T. Ogbomosho, Oyo State.	3/6/1983
120. Department of Sociology, A.B.U. Zaria.	13/6/1983
121. Nigerian Civil Aviation Training Center Zaria.	21/6/1983
122. Lawandi Ali, Dept. of Library Science, BUK.	24/6/1983
123. Dept. of Arabic, BUK	7/7/1983
124. Professor Samuel, Fac. of Medicine, BUK.	27/7/1983
125. Yaba College Technology, Lagos.	27/7/1983
126. The Director of Health Services, BUK.	27/7/1983
127. Dr. A.H. Saleemi, Dept. of Adult Education, BUK.	7/9/1983
128. Dr. M.A.Z. Sani, Dept. of General Studies, BUK.	7/9/1983
129. Dept. of Budget, Dept. Governor's Office, Kano.	14/9/1983
130. Dr. Ahmadu Abdulkadir, Dept. Geography, BUK.	21/9/1983
131. Association of African Universities Accra North, Ghana.	12/10/1983
132. Institute for Agric. Research, Ahmadu Bello Zaria.	18/10/1983
133. Mr. N.A. Oke, University of Jos Library	20/10/1983
134. Population Information Program, The John Hopkins University, U.S.A.	1/11/1983
135. Civil Service Commission, Kwara State Ilorin.	2/11/1983
136. General Manager, NNPC, Refinery Warri	2/11/1983
137. Dr. Abba Ruffi, Centre for the Study of Nigerian Language, BUK	7/11/1983
138. Professor M.S. Zahradeen, Dept of Islamic Studies BUK	13/12/1983
139. The Director of Budget, Governor's Office Kano State.	20/12/1983
140. The Publication Secretary, Bayero University,	20/12/1983

Kano.	3
141. Professor Michael Mortimore, Department of Geography, BUK	9/1/1984
142. The Publication Secretary, Bayero University, Kano.	17/1/1984
143. The Publication Secretary, Bayero University, Kano.	17/1/1984
144. Alliance De Francaise Kano.	14/5/1987
145. Hoover Institution on War, Revolution and Peace, California. U.S.A.	7/6/1987
146. World Bank, U.S.A.	15/7/1987
147. The Embassy of U.S.A., Lagos.	15/7/1987
148. Christiane Ricon, Geneva.	18/8/1987
149. Hoover Institution on War, Revolution and Peace, California. U.S.A.	7/6/1988
150. U.S. Information Service Kaduna.	20/8/1988
151. Egyptian Consulate, Office Kaduna.	31/8/1988
152. Dr. Paul A. Lynn. No. 4, Kensington Place Clifton, U.K.	21/9/1988
153. The World Bank, U.S.A.	2/10/1988
154. RAL. University of Texas, Austin.	24/10/1988
	8
155. Bodelian Law Library, London.	2/11/1988
156. Dr. Donne E. Switzer, Regional Library Officer, Lagos.	24/5/1989
157. C. Hurst. & Co. Publishers, London.	20/9/1989
158. Hoover Institution on War, Revolution and Peace, California. U.S.A.	26/9/1989
159. World Bank, U.S.A.	18/10/1989
	9
160. Ranfurly Library Services, London.	28/2/1990
161. Ranfurly Library Services, London.	2/3/1990
162. Professor Michael Mortimore, Centre of West African Studies, University of Birmingham, London.	5/3/1990
163. Dr. A.H. Yadudu, Faculty of Law, BUK	23/3/1990
164. Ranfurly Library Services, London.	7/4/1990
165. U.N.C.H.S. (Habitat) Nairobi, Kenya	9/4/1990
166. Publication Secretary, Bayero University, Kano.	15/5/1990
167. U.S. Information Service, Kaduna	16/5/1990
168. Attorney, General of the Federation of Nigeria.	8/6/1990

169. Head of Department of Geography, BUK.	12/6/1990
170. Alhaji A.S. Dantata, Kano city	13/6/1990
171. Concord Press Nig. Ltd. Lagos.	19/6/1990
172. National Universities Commission, Lagos	24/6/1990
173. International Institute of Tropical Agriculture Ibadan.	20/7/1990
174. The Vice-Chancellor, Islamic University Niger Republic	3/8/1990
175. U.S. Information Service, Kaduna	4/9/1990
176. Director of Press & Publications, Government House, Kano.	27/9/1990
177. Chairman, Mail Newspapers, Lagos	4/10/1990
178. Alhaji Mustapha Dangi, Dangi Pharmacy	19/10/1990
179. Oduma & Co. (Management Consultant Uyo)	19/10/1990
180. U.S. Information Service, Kaduna	22/10/1990
181. Institute for Alternatives, London.	1/11/1990
182. The Secretary to Vice-Chancellor of Nsukka Nigeria	8/11/1990
183. The Director Centre for Trans-Sahara Studies	8/11/1990
184. Professor, John Quigley, Columbus, U.S.A.	8/11/1990
185. Dr. Anthony O' Connor, 26 Bedford way London.	19/12/1990
186. Gregong Kearns, U.S.A.	21/1/1991
187. The British Library London	18/1/1991
188. The Director, Int. Cultural Society of Korea.	11/3/1991
189. The Director of Raw Materials Research Council	27/3/1991
190. Nigerian Universities office, Washington, D.C	17/4/1991
191. Livy Uzoukwu. P.O. Box 256, Orlu, Imo State.	20/4/1991
192. The Chief Registrar, High Court of Justice, Kano	17/5/1991
193. Ranfurly Library Services, London.	12/6/1991
194. Professor Munzali Jibrin, Dept. of English BUK	18/6/1991
195. U.S. Information Service, Kaduna	1/7/1991
196. Professor Michael Mortimore, U.K. London	27/8/1991
197. Dr. K.C. Sykes, Dept. of Education, BUK.	9/9/1991
198. Professor B.M. Barkindo, Nat. Boundary Comm.	9/9/1991
199. Institute of International Affairs Lagos.	30/9/1991
200. The Director of British Council, Kano.	3/10/1991
201. Professor, John E. Philips Japan	11/9/1991
202. Alhaji Akran Ra'if, P.O. Box 172 Kano	3/10/1991

203. Professor H.S. Hill, Fac. of Medicine University of Maiduguri	6/10/1991
204. Professor Anthony O'Connor, London.	2/10/1991
205. U.S. Information Services, Kaduna	18/10/1991
	1
206. Ann H. Holland, P.O. Box 554, Lagos.	28/10/1991
	1
207. Mallam Ibrahim A. Kolo, Fac. of Education, BUK.	19/11/1991
	1
208. U.S. Information Service, Kaduna	26/11/1991
	1
209. Institute of Quantity Surveyors, Lagos.	10/12/1991
	1
210. Presidential Panel on Nigeria.....	8/1/1992
211. U.S. Information Services, Kaduna	14/1/1992
212. U.S. Information Services, Kaduna	22/1/1992
213. The Librarian, U.S. Information Services, Kaduna	28/1/1992
214. U.S. Information Services, Kaduna	30/1/1992
215. Professor Osman S.A. Isma'il P.O. Box 120141 Qatar.	10/1/1992
216. Federal Ministry of Education, Lagos.	24/1/1992
217. America Ass. for the Adv. of Science	28/1/1992
218. British High Comm. Office, Kaduna.	17/2/1992
219. Bernth Infors. Ibadan University.	24/2/1992
220. Recycled Information Research	27/3/1992
221. Dr. Aminu Dantata, Kano City	28/3/1992
222. Dr. D.S. Aidley University of East Anglia.	13/3/1992
223. Research in African Literature	1/4/1992
224. Nigerian Universities Office, Washington,	10/4/1992
225. Asst. Gen. Manager, NAL Merchant Bank	28/4/1992
226. Alhaji R. Gbadamasi, Lagos.	20/5/1992
227. Nigerian Universities, Washington	29/5/1992
228. Dr. R.A. Motem, Dept. of Political Science, BUK	22/6/1992
229. American Ass. for the Adv. of Science	25/6/1992
230. Dr. Murray Last. BUK.	1/7/1992
231. The Director-General, Raw Materials Research Dev.	10/7/1992
232. University of Abuja	1/7/1992
233. Nigerian Deposit Insurance Corporation Lagos.	10/7/1992
234. Kano State Library Board	8/7/1992
235. The Deputy, Vice Chancellor (Academic) BUK	14/7/1992

236. Gregory Kearn. Book Prog. Co-ordinator, U.S.A. Camp.	22/7/1992
237. The British Council, Kano.	6/8/1992
238. Executive Director Shuhalabs, Kano.	3/8/1992
239. School of Oriental and African Studies, London.	5/8/1992
240. Dr. Ghazi O. Madani, Medina	3/8/1992
241. The Co-ordinator Arabic Seminar BUK	3/8/1992
242. U.S. Information Service, Kaduna.	11/9/1992
243. Dr. Ghazi O'Madini, Saudi Arabia	28/9/1992
244. Dr. Ghazi O'Madini, Saudi Arabia	29/9/1992
245. Mal. AbdulRashidi Akinwa, BUK Library	10/9/1992
246. Alh. Bashir Othman Tofa, Kano	28/9/1992
247. Mal. Nasiru Abubakar, BUK Library.	29/9/1992
248. Dept. of Mathematics, BUK	29/10/1992
	2
249. Guil Liberties Organization, Lagos.	30/10/1992
	2
250. The Chief Editor ABACUS Journal	30/10/1992
	2
251. Bauchi State, House of Assembly	18/11/1992
	2
252. Islamic Foundation of Nigeria, Kano	3/12/1992
253. U.S. Information Service, Kaduna.	30/1/1993
254. Nigeria Copy Right Council	2/2/1993
255. The President Baron Sch. of Management	9/2/1993
256. Kano State Housing Corporation.	11/2/1993
257. Ministry of Finance & Eco. Planning, Kano.	28/2/1993
258. University of Ilorin Library	15/6/1993
259. Dr. Murray Last, BUK	21/7/1993
260. Eng. Mohammed Iftikhar, Kano	28/7/1993
261. Dept. of English & Euro. BUK	4/8/1993
262. History and Culture Bureau, Kano	21/9/1993
263. Klewer Academic Publishers.	23/10/1993
	3
264. University of Wisconsin-Madison.	26/10/1993
	3
265. The Regional Director-South Asia Int.	28/10/1993
	3
266. Dr. Priscilla Ellen Starrat, U.S.A	29/10/1993
	3
267. Dept. of History, North-West University, U.S.A.	3/1/1994

268. Publication, Secretary, BUK.	24/1/1994
269. The President Ilorin Student Union.	1/2/1994

HONORARY GRADUANDS

1980/81

1. LL.D. The Chancellor, Obi of Onitsha, His Royal Highness Obi Ofala Okechukwu Okagbue
2. LL.D. Alhaji Muhammadu Bello, OBE, Makaman Kano
3. D.Litt. Alhaji Aminu Kano

1984/85

4. LL.D. Alhaji Isa Kaita, CON, CBE, D.P.A., Hon. LL.D. (ABU), Wazirin Katsina
5. D.Litt Dr. Sabiu O. Biobaku, C.M.G., M.A. (Cantab), Ph.D. (London), B.U.K. Chairman of Council 1977-1980), F.N.I.M.; F.H.S.N.; Hon. D.Sc. (A.S.; USSR).

1986/87

6. D.Litt. Professor Abdullah El-Tayeb, B.A., Hon. Ph.D. (London), ABC/ABU Provost 1964-1966, Hon. D.Litt. (Khartoum)
7. LL.D. Mr. Nelson Mandela, B.A., L.L.B. (Witwatersand)

1987/88

8. LL.D. Col. Mu'ammarr Ghaddafi
9. D.Litt. Alhaji Yusuf Maitama Sule, C.F.R., Danmasanin Kano
10. LL.D. Alhaji Abdullahi Danburam Joda, O.O.N., O.B.E., Chairman of Council, 1984-1990.

1988/90

11. LL.D. Professor Halliru Binji
12. LL.D. Alhaji Shehu Muhammad Gidado,

Wazirin Kano

1990/91

13. LL.D. Alhaji Adamu Fika, Wazirin Fika
14. LL.D. Mr. Allison Ayida
15. LL.D. Alhaji Muhtari Sarkin Bai, District
Head of Dambatta.

Address Delivered At The Inaugural Function For The Commencement Of Clinical
Training At The Murtala Muhammad Specialist Hospital, Kano

By

Professor Umaru Shehu CON, FAS

Pro-chancellor And Chairman Governing Council, Bayero
University Kano

Hon. Commissioner for Health, Kano State, Dr. Faiz
Baffa Yola

The Chairman, Bayero University Teaching Hospital
Board of Management, Dr. Abubakar Imam

The Vice-Chancellor, Bayero University, Kano,
Professor Mohammed Sani Zahradeen

The Chief Medical Director, Bayero University Teaching
Hospital, Dr. Sadik Wali

The Dean Faculty of Medicine, Bayero University, Dr M.
Borodo

Teachers, students, invited Guests and Gentlemen of
the Press.

This is indeed a unique occasion and I am very happy indeed to be a part of it. History is being made today which will have a salutary impact on the health of this nation. Over the years I have developed an interest in history because without it the past will have very little meaning and the future very difficult to predict.

I was reminded just this morning by the Vice-Chancellor that I had once worked in this very hospital. My links with the Kano City Hospital, now renamed Murtala Muhammed Hospital, began nearly 40 years ago when I began my professional career as a physician in this country. Now I am involved with this great hospital in a different capacity.

I would like to focus briefly on medical education. This subject has been under scrutiny for sometime-now and this state of affairs is likely to continue in the foreseeable future. This is inevitable for a number of reasons. The practice of medicine is of intense interest to all because it is concerned with the health of people.

In this respect, therefore, we cannot escape the question whether the standard of our medical education is

acceptable and that our students are adequately prepared to face the tasks expected of them on graduating and joining the pool of doctors in the nation.

First, I would like to talk about national standards. Any nation is entitled to set its own standards which it expects to be or in the provision of professional services. As you know we have the Standard Organisation of Nigeria which monitors the standards of manufactured or imported goods, for example. But I do not consider that this is a matter of life and death in most, cases. In the practice of the medical profession there is a statutory body called the Medical and Dental Council of Nigeria which has prescribed minimum standards of training and practice for the profession. It monitors events in medical schools to ensure that students are given adequate training and that qualified doctors provide services of a standard acceptable to the nation. The Council, therefore, has the responsibility to accredit medical schools which meet the standards set and to register Doctors who have successfully completed the training approved by the Council.

However, there is another aspect of standards which we often hear about these days and which occasionally seems to conflict with national interests. I am sure many of us have from time to time heard the debate on the relevance of international standards in our peculiar circumstances. The fact that such debates do take place is a clear testimony to the fact that we cannot isolate ourselves from the rest of the world particularly when you are talking about the training of the doctor. The world is getting smaller and more and more inter-dependent.

What is happening in Nigeria becomes common knowledge to the rest of the world, thanks to the BBC, VOA, and CNN. We cannot, therefore, ignore what is happening in other parts of the world. While our first priority is to ensure a standard of medical education which is acceptable to the nation we must also ensure that it has the respect of the international community.

This state of affairs has, in recent times, given rise to a new approach to determining the comparability of medical training between institutions and between nations. What is now called "Quality Assurance in Medical Education" is being developed by such bodies as the World Health Organisation and the World Federation on Medical Education

through the organising of seminars, workshops and meetings. Through these activities it is hoped that rational criteria for the determination of the quality of medical education which would be acceptable world-wide would be worked out.

Obviously, quality of medical education largely depends on three things. One is the infrastructure in which it is undertaken and the availability of basic equipment, etc. It is gratifying to see that through the collaborative efforts of the Federal Ministry of Health, the Kano State Government and Bayero University, the Murtala Mohammed Hospital has been up-graded to an extent that we feel it is adequate for the training of Doctors.

Secondly, the quality of teaching staff is very important for the establishment and maintenance of high standards of medical education. I am pleased to note that we have succeeded in assembling Nigerian and Non-Nigerian teachers of high calibre who will, no doubt, ensure that our students are taught and guided properly.

The third factor is, of course, the quality of the students. The present students have gone through the rigours of learning Anatomy, Physiology, Biochemistry and Pharmacology and have satisfied the examiners. We can safely assume that they are now ready for the next stage of their training in the clinical subjects. There will be a lot more demand on them and their time during the coming years. I hope they will work hard and diligently to attain the standards expected of them.

Finally, in respect of the standard of medical education, I want to say publicly that we at Bayero University will do all we can to fully comply with the standards laid down by the Medical and Dental Council of Nigeria. Furthermore, we will endeavour to keep abreast of developments on the international scene.

The next issue I want to discuss briefly with respect to Medical Education concerns its relevance. It stands to reason that for our graduates to be able to tackle the many health problems of individuals and communities they have to be fully familiarised with these problems during their training. Our educational programmes should, therefore, be so designed and executed that this objective is achieved. Where adequate information is unavailable the spirit of enquiry should be encouraged so that we generate such information within our own environment. Both students and

staff should at the outset be involved in what we call health Systems Research. When the word *Research* is used it often conjures up in people's mind a vision of high calibre research scientists working in laboratories and Research Institutes. That need not be so as it is now well accepted that research is everybody's business provided it is adapted to the level at which it is carried out. I urge the teachers to encourage basic research by their students.

Finally, I want to address the question of comprehensiveness of medical education. The body of knowledge is growing by the day, literally. We must, therefore, determine at the beginning the type of doctor we want to train. In some parts of the world the freshly graduated doctor has no role in independent action. He has to undergo a long period of apprenticeship before finally being let loose on the community. Obviously, this option cannot be valid in our environment. For, as soon as the young doctor is registered he can do virtually anything and even open an independent one-person practice. Our circumstances, therefore, need to be taken into consideration when designing the curriculum, course-contents, etc so that we turn out medical practitioners who are broad based and who are capable of applying the knowledge they have acquired in dealing with the common health and medical problems of the Nigerian populace. Furthermore, they must be trained in such a manner that they will always be looking for more knowledge and be innovative in the ways that they deal with less familiar problems which they are bound to come across during their working lives.

Hon. Commissioner, the Chairman of Bayero University Teaching Hospital, the Vice-Chancellor, distinguished ladies and gentlemen thank you for your attention.

Obituary

John Ellis Lavers, 1936-93

Professor John Lavers died in Kano, quite suddenly, at the age of 56, on 16 May 1993 and was buried in Dan Dolo cemetery below Gorondutse – the place where scholars have been buried since the seventeenth century.

He had been teaching since 1966 in the History Department of Bayero University Kano, almost from its inception – in those first years as Abdullahi Bayero College it was located at the old Airport Hotel (now part of the Nigerian Air Force base). All but one of the current staff in the department have been taught by him – but he was in no way the 'Lugard' of History in Kano. He was no empire-builder. His attention was directed not on creating institutions or building an academic power base, or on forming a career for himself or drawing around him a 'school'; it was centred more on the students themselves, whether first-year undergraduates being introduced to the archaeology and technologies of world history or some mature postgraduate finishing a thesis, a thesis that had to be minutely detailed and very thorough, excellently footnoted and evidenced.

Kano was no 'Dar es Salaam', nor even a 'Zaria' yet John's impact on those he taught was enormous. His delight in the past was quite infectious. Seldom was a teacher or colleague so generous with his ideas and his expertise; his personal library of books and off-prints, was vast; so too was the range of his reading and his recall. Embedded in all our works are the bits and pieces, very often unacknowledged, that John gave us. He published relatively little – under his own name, that is: but he was a 'source' written into others' texts. (A complete bibliography of his writings, published and unpublished has appeared in the 1993 issue of *Sudanic Africa*; his papers, along with his library, are now in Arewa House, Kaduna.) Typical of him was his contribution to the expansion and annotation of the second edition of *Nigerian Perspectives*: Thomas Hodgkin welcomed John's help in forming it into a classic, and accurate, sourcebook for Nigerian history.

Similarly he virtually re-created the Gidan Makama museum (and wrote the guide book) to make it *the* showpiece on Kano history for Kano's adults and children alike: his quest for early photos was indefatigable, as was his delight in pressing them on others.

John Lavers was initially a Londoner, with roots in Plymouth, before he settled in Kano and started a family. Both his father (an engineer) and his uncle were keen amateur local historians and took John, his only son, on regular Saturday treks around the City or to sites in south-east London; on holidays, it was Cornish mines and things prehistoric that drew them out of Plymouth or away from the family farm. After national service with the Royal Engineers in Germany and in Egypt (briefly, in the Suez campaign; he was his company's medical orderly there), anthropology at University College and archaeology at London's Institute of Archaeology gave him access to Daryll Forde and Glyn Daniel and a host of young scholars there; but he found plenty of time for other passions - for the (very early) cinema in Tolmer's Square, formal photography, college theatricals, his Lambretta, above all his close friend Liman Ciroma.

It was this breadth of interests and friendship that he took with him to Nigeria, when he finally went out to Potiskum to write a Ph.D thesis on Fika and its Bolewa culture and history. In Potiskum the old Emir took Malam bu-Moi, as John was called, as another son; it became home for him (and his Lambretta) for a year until he got the invitation to come and teach history in Kano. There, becoming formally a Muslim late in 1966, he married Liman Ciroma's sister and, as two of his former students wrote in *West Africa* (19-25 July 1993, p. 1278), 'he set about collecting, with extraordinary determination and persistence, every scrap of documentation as it related to his special interest - Bomo and the other states of the Chad basin in particular'. With the deaths of John Lavers in May and Professor M. G. Smith earlier in January, 1993 seems the end of an era. The third of these historians of northern Nigeria, Professor Abdullahi (H. F. C.) Smith, died much earlier, in Zaria, during Ramadan in 1984. It is tempting to look back (as many no doubt will) at the work of these three - two English, one Jamaican - who spent so much of their lives teaching or researching northern Nigerian history, and to classify them together simply as 'expatriate'. I think

that would be misleading – for one thing, their differences are greater than their similarities. M. G. Smith (1921-93), a veteran of the Normandy landings, brought a sharp legal mind to the material of the past, cross-examining and systematising it, while all the time angry at the collusion between the British and the 'Fulani' elite: he had experienced the insidiousness of colonialism in Jamaica and had no time for political romance and religion. Abdullahi Smith (1920-84), a south Londoner (like John Lavers') and a metropolitan policeman's son who was introduced to Islam as a conscript in the Signals in wartime India but only became a Muslim early in 1967, ultimately sought a solution to the problem of justice not in the anger of politics or the force of the law but through the implementation of divine laws in a moral, well led Muslim community. John Lavers, almost a generation younger, was altogether different: he did not share Abdullahi's vision (they both loved detective stories, though), nor did he care for the intellectual rigour that marked M. G. Smith's analyses. His approach was more eclectic, more openly expressive of the humour in life, more curious in the way only a polymath can be. Above all, John was not out to *prove* anything to anyone – other than the complexity and wonder of the world around him, past or present; and that he was indeed ready to point out to everyone. In short, I like to think that 'being an expatriate' is not in itself a factor of importance in the contribution that John Lavers or M. G. Smith or Abdullahi Smith made to the historiography of northern Nigeria. Northern Nigerian historiography is too ancient and too pluralistic in its composition not to be able to absorb the contributions of all and sundry and to gauge the worth of what a scholar writes or teaches by his allegiance to accuracy and his search for the truth. It is by these standards that John Laver's work is judged, and honoured, in Bayero University Kano – and far beyond.

MURRAY LAST

Culled from *Africa* 64 (2), 1994, pp 262-263