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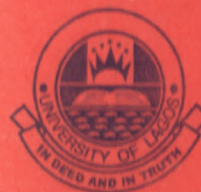
**SOCIAL STUDIES:
THE STUDY OF OURSELVES
AND OUR ENVIRONMENT**

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BOLARINDE JOSEPH OBEBE

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**SOCIAL STUDIES:
THE STUDY OF OURSELVES AND
OUR ENVIRONMENT**

U. L. ARCHIVES

**AN INAUGURAL LECTURE DELIVERED AT
UNIVERSITY OF LAGOS MAIN AUDITORIUM
ON WEDNESDAY JULY 20, 2005**

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BY

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SOCIAL STUDIES: THE STUDY OF OURSELVES AND OUR ENVIRONMENT

Introduction:

In October 1962, the University of Lagos started with the establishment of the following Faculties:

- (1) The Faculty of Business and Social Studies,
- (2) The Faculty of Law, and
- (3) Medical School, which was to be an autonomous unit of the University and was to be linked with a Teaching Hospital (LUTH).

Subsequently, the medical school officially became College of Medicine while the Faculty of Business and Social Studies was divided into:

- (i) the School of Administration and (ii) the School of Social Studies.

We also learnt from the same source that by January 1963 the population of the students was made of:

(i)	Business and Social Studies	-	46
(ii)	Law	-	56
(iii)	Medical School	-	28

From Evening courses we had

Business and Social Studies - 133

Source: University of Lagos 1996 – 2000 calendar (page 157)

What we have said so far is to identify that Social Studies has been with us at the University of Lagos from the beginning of the University.

Whatever has become the good beginning of Social Studies as a field of study at the University of Lagos is part of what is to be addressed in this Inaugural Lecture.

Mr. Vice-Chancellor Sir, permit me to be a little personal at this point. I was not in the University during the period identified above. I came to the University in October 1975 at the invitation of the American Team who were working on the programme: Training of Primary School Teachers in the following subjects:

- (i) Language Arts - English Language to be specific
- (ii) Mathematics and Science
- (iii) Yoruba Language for Primary Teacher
- (iv) Early Childhood Education, and of course
- (v) Social Studies Education.

The candidates who enrolled on the programme were experienced teachers who had taught in the primary schools for a number of years or have been headmasters for a minimum of five years. The course was a Diploma Programme in Education that lasted for one academic session. The United States Agency for International Development (USAID) supervised the programme.

The candidates admitted were expected to have a combination of any of the following:

- (i) Mathematics and Science
- (ii) English and Social Studies
- (iii) Teaching of Yoruba at Primary School
- (iv) Early Childhood Education, and
- (v) Primary School Education was compulsory for all.

The American Teachers' College Team worked with their Nigerian counterparts at the College of Education from 1973/74 Session to 1976/77 session. They left with a mandate that their Nigerian counterparts should manage the programme for five years and write a proposal for Degree programme in the subject areas for Primary School teachers. Whatever happened to that mandate can be a topic for another Inaugural Lecture.

I was the one in charge of Social Studies after the American Team left. Prof. S.N. Nwosu, our then Head of Department of Curriculum

Studies and Educational Administration, as the Department was known then, worked with me and Dr. Corbin, one of the members of the American Team who stayed behind to develop Social Studies programme. I am happy to report Sir, that the first book on the Teaching of Social Studies in Nigerian Primary Schools titled *Handbook for Teachers of Social Studies* was put together by Prof. S.N. Nwosu and Dr. Corbin. Materials for the book were collected from staff and pupils of the Staff School, University of Lagos.

The Concept of Social Studies

According to Lawton and Dufour (1974) all around the world, Social Studies comes in many shapes and sizes. In some countries, Social Studies is seen as History and Geography as the core subjects. In others, it may include Civics (or Political Education) Economics (or Political Economy) Anthropology Sociology and Psychology. Some see Social Studies as separate subject while others see it as Integrated Social Studies.

Social Studies as a field of study was identified in the United States of America around 1896 by the Historical Association of America. It was to help learners in the school to understand the problems that immigrants were going through on arrival in the New World from Europe.

Social Studies however grew out of a period of unusual ferment in education in the U.S.A. generally as observed by Late Prof. Hertzberg, my History and Social Studies teacher at Teachers College, Columbia University, New York, U.S.A. in 1978. She gave reasons for the growth as follows:

- (i) increase in high school population in the U.S.A;
- (ii) growth of knowledge (knowledge explosion (which at that time, late 70s doubled every five years;
- (iii) the arrival of social sciences in the school curriculum rather than tertiary institutions;

(iv) growth of urban centers and the problem of language for the immigrants and socialization.

She concluded that Social Studies is about human experience and like all things dealing with human, there is bound to be a lot of variables to contend with;

Professor Hertzberg's observation is that Social Studies deals with human experience and is bound to have a lot of variables. This tallies with the views of Lawton and Dufour already identified that Social Studies comes in many shapes and sizes all around the world.

On our own part we see Social Studies as the study of ourselves and our environment. Accordingly, emphasis is on human beings and how they meet their needs and survive in their environment. For example, we develop in our children the sense of responsibility as participating members of a democratic and viable society; they study and learn the human events and the significance of their actions; we raise issues and ask questions to find answers to the questions asked through critical thinking and reasoning.

Furthermore, when our Social Studies students are confronted with one or more societal problems or issues, we challenge them to make use of information collected from more than one academic discipline such as History, Geography, Economics and perhaps other social and behavioural sciences as Psychology and Anthropology.

Let us illustrate with the following questions: How did Nigeria come with the problem of bribery and corruption in Nigeria that now becomes a national concern? What is the history behind it that everybody is willing to get rich quickly? Can we attempt to read the minds of the givers and the receivers?

The way the issues are defined and resolved, we attach a kind of value or system of values to which we subscribe. We involve the

learners in the thinking and reasoning processes. By involving them, they become active participants. Hence an active social studies class is full of life for both the teacher and the learners.

Another question may be: for reflection how did we come about the traffic congestions in the main urban centers in Nigeria? To answer and illustrate this, the learners will first have to do some geography of distribution patterns in terms of population growth in Nigeria and rate of development of relevant urban infrastructures, earning power, and consumption patterns of imported vehicles etc.

Social Studies in the Nigerian School Curriculum

The introduction of Social Studies in the Nigerian school curriculum in its present form is part of a process of curriculum reform, adaptation and utilization which has been a focus since Nigeria's Independence. The period since independence has also featured innovation and application of new methods of teaching the contents. The well known and commonly employed lecture method in teaching the existing subjects in the school curriculum would prove to very inadequate.

The National Curriculum Conference held in 1969 became a turning point in Nigerian Educational history. Many Nigerians from all walks of life participated in the one-week dialogue on some aspects of Nigerian education. This conference was later referred to as *the conference of the people* by Fafunwa in his book – *History of Education in Nigeria* (1974). The central focus of the Conference was to identify the *national education objectives*. The broad objectives of Nigerian education were carefully stated in the Federal Ministry of Education, *Report of the National Curriculum Conference, 8th – 12th September, 1969* p. 319 published by Nigerian Educational Research Council in 1970. The council is now known as Nigerian Educational Research and Development Council. (NERDC). We shall discuss more about the Council later in this lecture and its contributions to the

development of Social Studies in the school curriculum.

Following the report of the National Conference, a seminar of experts was convened in 1973. The main concern then was to come up on what national policy on education for an independent and sovereign Nigeria should be. The outcome of the seminar after the draft went through many stages both at the states and federal levels; later became the *National Policy on Education* which was first published in 1977. It has since then been revised and the latest edition, the 4th came out in 2004.

The National Policy on education is government's way of realizing the national goals through education.

"The five main national goals of Nigeria, which have been endorsed as the necessary foundation for the National Policy on Education are the building of:

- (a) a free and democratic society;
- (b) a just and egalitarian society;
- (c) a united strong and self-reliant nation;
- (d) a great and dynamic economy;
- (e) a land full of bright opportunities for all citizen"

Following the stated goals, the Philosophy of education was built on the belief that

- (a) education is an instrument for national development; to this end, the formulation of ideas, their integration for national development, and the interaction of persons and idea are all aspects of education;
- (b) education fosters the worth and development of the individual, for each individual's sake, and for the general development of the society;
- (c) there is need for equality of educational opportunities to all Nigerian children, irrespective of any real or imagined

disabilities each according to his or her ability;

- (d) there is need for functional education for the promotion of a progressive; united Nigeria; to this end, school programmes need to be relevant, practical and comprehensive; while interest and ability should determine individual's direction in education.

Nigeria's philosophy of education is based on:-

- (a) the development of the individual into a sound and effective citizen.
- (b) the full integration of individual into the community; and
- (c) the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system.

The *national educational goals*, which derive from the philosophy are therefore:

- (a) the inculcation of national consciousness and national unity;
- (b) the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- (c) the training of the mind in the understanding of the world around; and
- (d) the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society.

In consequence, the quality of instruction at *all levels* has to be oriented towards inculcating the following values:

- (a) respect for the worth and dignity of the individual;
- (b) faith in man's ability to make rational decision;
- (c) moral and spiritual principles in inter-personal and human relations;
- (d) shared responsibility for the common good of society;
- (e) promotion of the physical, emotional and psychological development of all children; and acquisition of competencies necessary for self-reliance."

- NPE (2004)

We have quoted extensively from the *National Policy on Education* for the brief history we want to share in this lecture. When the first edition was published in 1977, we learnt from reliable sources that only seven copies were made available and marked "Top Secret" for the then "Super Permanent Secretaries" in the Federal Ministry of Education. In 1982, I went to the Government Press Office in Lagos to plead with the printer to please make copies available to Colleges of Education and Universities for the knowledge of the content would enhance the training of our teachers for schools. I made an expensive joke to them that producing copies of *The National Policy on Education* would be more rewarding than the Hanzard they were producing everyday for the legislatures as the proceedings of the day-to-day activities of the legislatures in the parliament but was never read. It was a long battle.

Meanwhile the Implementation Committee's office was approached for support in making copies available for higher institutions. To cut the story short Mr. Vice-Chancellor, the copies were made available and since then, The Faculty of Education University of Lagos has made it a required text for all our students.

We have seen the content of the *National Policy on Education* as a road map for a traveler in the training of our teachers.

We are very much aware of the criticism that is going round about

the *National Policy on Education* now because of the structure derived from it known as the 6-3-3-4. Some say it has failed and need to be *jettisoned*. We still believe it is a worthwhile document that needs to be studied and the contents critically examined and evaluated in term of the changing time in our national development.

Social Studies was recognized as an important subject in the school curriculum hence it became a *core* subject for primary, secondary and teacher training colleges and colleges of education and objectives at the different levels were clearly stated.

In the reports of the 1969 Curriculum Conference referred to earlier, the objectives of Social Studies were clearly stated. The committee on primary school Social Studies recommended two basic purposes:

- (a) "at the junior classes (Social Studies) should emphasise the development of a responsibility for the socializing and humanizing of the individual child; and
- (b) at senior classes, it should strengthen these socializing and humanizing responsibilities as well as help children to develop certain basic concepts, understandings, values and attitudes, and skills necessary to live in society."

It was therefore expected that through the Social Studies programme the following will be accomplished.

- (i) an awareness and understanding of the evolving social and physical environment as a whole will be created;
- (ii) a capacity to learn and acquire basic skills – listening, speaking, reading and writing together with observation, analysis and inference to form sound judgment will be developed;

- (iii) the acquisition of relevant knowledge for personal development and positive contribution to the betterment of mankind will be made.
- (iv) the need to develop a sympathetic appreciation of the diversity and interference of human community both at local and international levels;
- (v) the development of positive attitude to citizenship of a nation (a united Nigeria)**

**These are paraphrased from Nigeria Educational Research Council, Guidelines on Primary School Curriculum: *Report of the National Workshop on Primary Education* April 26 to May 8, 1971 (Pages 262 – 263)

The purpose of Social Studies for the primary school teachers in teacher training colleges, as identified in Federal Republic of Nigeria, *Federal Ministry of Education Grade II Teacher's syllabus*, Lagos, 1974 p. 427 is stated as follows:

the ability to help children acquire ideas and concepts of their immediate environment and the larger society, to enable them to possess minimum physical and mental skills necessary for living, and to inculcate in them the most significant values and attitudes for survival.

During the teacher training programmes the trainees were to be exposed to a great deal of Social Studies content and methodology in order to help them perform above the level of their learners.

At the secondary level, Social Studies is to promote the spirit of cooperation and patriotism in the students. The learners at this level were to be exposed to and guided by democratic values such as human dignity, freedom, equity and justice. They were to be actively involved and participate in the affairs of their

community. The students were to come out of their learning experiences as better informed citizens.

At the tertiary institutions, students were to be engaged in finding solutions to societal problems around them through research studies e.g. cultism and general unrests in higher institutions. They were to take some forms of enquiry to solve the problems rationally and analytically.

What we have said so far about Social Studies in the last few minutes are the highlights of the "New Social Studies" programmes following the reports of various seminars after the National Curriculum Conference of 1969 that we have referred to earlier.

Social Studies in the Nigerian school goes back beyond the development we have discussed so far. Those of us in the school in the 1940s through 1950s and '60s learnt what was called "General Studies" in the 1940s when we did a little History, Local Geography and Civics put together. In the late 1950s when we started to experiment on Self Rule in Nigeria, we did Civics Education where we were to learn the democratic processes starting from the local environment. We learnt about the functions of the Local Government which operated through committees. There were four principal committees in the Local Government then:

1. All-purposes Committee
2. Education Committee
3. Finance Committee
4. Work and Transport Committee

We learnt about the functions of each committee and who their chairmen were. We were given the knowledge of voting processes. The duties of the citizens of any community were identified and demonstrated. What do we have today in our Local Government. Your guess can be better imagined than realized.

My Contributions to Social Studies as a Discipline

Mr. Vice-Chancellor Sir, so far we have been discussing what Social Studies is all about. Permit me to now address what I have been doing as a Teacher and a Social Studies Educator since my specialty is in Teacher Education and Social Studies.

I went to the U.S.A. on July 16, 1970 as a *Teacher Ambassador* to teach in a school system the African Culture to young American learners in the primary and secondary schools. This was under the Experiment in International living in a world organisation which was then chaired by Prof. A.B. Fafunwa, who was the Dean of Education, Faculty of Education, University of Ife, Ile-Ife now Obafemi Awolowo University. I have taught in the Staff School of the University from 1967 – 1970 with my N.C.E. certificate from Adeyemi College of Education, Ondo. Prof. Fafunwa as the Chairman of our Staff School Board identified some potentials in me as a classroom teacher hence he was confident to recommend me to participate in the programme. It was during the 1970/71 session on the programme that I had opportunity to be exposed to the American Social Studies Programme in their school system. I was in Baltimore City School system in the State of Maryland.

During the time I was in Baltimore School system, I was assigned to English and Social Studies Department of the City School Board. From the office I was visiting classrooms to interact with learners in their classrooms from Grade one to Grade twelve teaching African Culture to the Social Studies and English classes.

I equally visited Teacher Association of subject areas during their seminars and workshops introducing African Units to their themes in the workshops and seminars.

The 1970/71 session in the Baltimore School system was a rewarding experience for me. The atmosphere then was quite pleasant and welcoming for Nigerians at that time. It was a period

of the movement for Black Studies in American Schools especially for the Black Americans.

At the end of the one-year programme, I continued my studies at Morgan State College, Baltimore, Maryland where I obtained a B.Sc. Education degree.

I proceeded to University of Wisconsin, Madison, Wisconsin for a Master's Degree in Curriculum Studies. While in Madison, I was appointed as a Curriculum Specialist on African Studies for schools through the Department of African Studies Programme University of Wisconsin. I was to go round six States of Upper Mid-West of the U.S.A. to prepare teachers for teaching African Units in their Social Studies Programme as I did in Baltimore City School system. It was another rewarding experience because the use of African materials were quite effective in the Social Studies. For example we used Achebe's *Things Fall Apart* to a great advantage.

On arrival in Nigeria in 1975, I was working with the Federal Ministry of Education under the Universal Primary Education (UPE) Scheme, before I was invited by the American Team at the College of Education University of Lagos to join them for teaching Social Studies in the Associateship Diploma Programme that we have mentioned earlier in this lecture.

During the existence of Associateship Diploma in Education at the Faculty of Education, University of Lagos from 1973/74 to 1988/89 session we found that by the nature of Social Studies it does not lend itself to "chalk and talk" method or the popular "lecture method" all the time.

The Associateship Programme was designed to prepare the then Grade II teachers to become *specialist* in teaching:

- English and Social Studies
- Mathematics and Science

- Early Childhood Education and
- Teacher Diploma in Yoruba

The programme commanded a great respect throughout the country from 1970s through the later part of 1980s to early 1990s when the programme phased out partly because of the new demand of the National Policy that Nigerian Certificate of Education (NCE) would be the minimum qualification for entering the Teaching Profession in Nigeria. But more importantly it was becoming exceedingly difficult for the crop of the Grade II Teachers that were left to leave their schools for a whole academic session especially when there was no leave with pay.

Of note however is that those who graduated earlier in the programme who were to come back for degree programme in University of Lagos waited for too long and nothing came from University of Lagos for them. Some went to Nsukka, ABU, Ilorin and Benin and did other studies. Some later came to register for Master's Degree Programmes in our Faculty after their graduation from these universities. For those who took English Language and Social Studies as their subject combinations, they were adequately prepared in areas of developing curriculum in English Language and Social Studies and how to deliver their well-prepared lessons in the classroom with the appropriate methods.

In working together with their lecturers under real classroom conditions and micro-teaching through video-recording, we came to identify the following groups of methods of teaching Social Studies and even other subjects in the school curriculum as well.

These methods were grouped as follows:

- (1) *Presentation Methods*; with the following as sub-sets:
 - speech and lecture techniques
 - story-telling
 - Illustrated talk

- demonstration technique
 - use of resource person
 - projection techniques
- (2) *Construction Methods*
 - (a) *Producing Non-Print Materials*
 - Model construction
 - Exhibition
 - Physical construction
 - Maps and charts.
 - (b) *Producing Printing Materials*
 - Vertical file
 - Dairy
 - Book construction
 - Newspaper and magazine
 - (3) *Creative Activity Methods*
 - Drawing and Painting
 - Posters
 - Collage
 - Creative Writing
 - Cartoon
 - Costume-making
 - (4) *Inquiry Methods*
 - Survey technique
 - Opinion poll
 - Interview technique
 - Questionnaire
 - Field Trips
 - (5) *Discussion Methods*
 - Brain-storming
 - Small group discussion
 - Devil's Advocate – (Think of a new approach)

- Round Table
 - Panel Discussion
 - Opposing Panel
 - Debate
- (6) Problem-Solving Techniques
- Quizzes
 - Puzzles
 - Work cards
 - Sorting
 - Board Games

(7) Dramatization Methods

- Students prepared or spontaneous
- Minnie
- Playlet – Teacher prepares the text
- Role Playing
- Monologue/ Dialogue
- Puppetry

(8) Simulation

- Historical Simulations
- Simulation Activities
- Simulation Games

(9) Questioning Methods

All questions must be well prepared, have specific purposes and to be asked at the appropriate time.

We in the Social Studies Education have identified the nine groups of method for effective teaching and learning of Social Studies. They were put into experimental use during the 1975/76 to 1978/79 Sessions at the University of Lagos when the students in the Associateship Diploma courses were doing their teaching practice.

Some of these methods were highlighted in a book titled *Handbook for Teachers of Social Studies*. The book was published by Longman Nigeria Limited in 1977. The enlarged edition was produced by Nigerian Educational Research Council with Dr. Hugh Corbin as the Editor. The title of the enlarged edition is *Social Studies Methods for Teachers* printed in Glasgow by William Collins Sons and Co. in 1983. In both books no mention was made of the background information which we have just given. Each methods is defined in details in the books, their uses, advantages and disadvantages were carefully described.

As a result of our work with the Associateship Diploma in Social Studies, we became recognized and since 1977 we have been involved in planning and developing curriculum for educational institutions in Nigeria from primary, secondary to tertiary level.

The Comparative Education and Adaptation Centre of the University of Lagos (CESAC) was the first to involve me not only in planning and developing curriculum in Social Studies for the secondary schools, but also in writing textbooks in social studies for the secondary school. Our first text book *Nigerian Secondary Schools Social Studies Project Social Studies 1* was published jointly by CESAC, University of Lagos and Heinemann Educational Books (Nigeria) PLC. in 1979. This was the first of the six series we were to write for the secondary school. The first three were for the JSS classes, which were completed, while the second sets were to be for SSS classes. The first for the SSS classes was written and published by CESAC and Onibonoje Press when the rest were put on hold because Social Studies was not approved for the senior secondary school level even though we have prepared a curriculum guide for the level.

Some recognized publishing houses have equally involved me in writing books on Social Studies for Schools: Longman Nigeria PLC; Heinemann Educational Books (Nigeria) Plc; Fourth Dimension Publishing Co. Ltd., Gabumo Publishing Co. Ltd; Onibonoje Press and Book Industries (Nig.) Ltd and Olu-Akin

Publishers. Some of their representatives are here in the audience. I thank them for keeping me actively engaged in my chosen field.

From 1978 – 1981 I was on a training leave from University of Lagos for a Doctoral Degree Programme at Teachers College, Columbia University, New York, N.Y. U.S.A.

On arrival back in Nigeria I worked hard on designing a four year degree programme in Social Studies Education, a Master's Degree and Doctoral Degree. The undergraduate programme did not get the desired support since the bias was for Science Education. However I was allowed to put across the M.Ed. and Ph.D. Degree Programme with another colleague Dr. (Mrs.) F.A. Adeyoyin, who before she left the University of Lagos became a full Professor of Curriculum Studies.

The resistance to introducing social studies undergraduate programme reminds me of a little quotation from Nicolo Machiavelli that appears on the cover page of a handbook on CESAC: ITS WORK

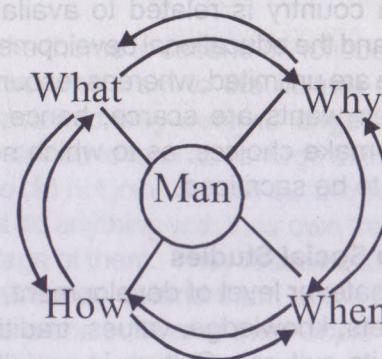
"There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success than to take the lead in the introduction of a new order of things, because the innovator has for enemies all those who have done well under the old conditions and lukewarm defenders in those who may do well under the new" - Nicolo Machiavelli

We may like to put on record that the Social Studies undergraduate programme got a warm reception at Obafemi Awolowo University, Ile-Ife, Lagos State University, Ojo and Ogun State University, Ago-Iwoye.

Our work for the Master Degree has helped us to produce a large

number of Social Studies Master Degree students and two Doctoral Students in Social Studies, and History. Both supervised by me (Okai and Olatunde).

During my interactions with my master and doctoral degrees' students, I have sharpened my own concept of Social Studies. I have seen man as the center of study as he interacts with his environment. An interactive cycle can be shown thus:



To answer the questions relating to man, Social Studies goes to the disciplines and seek for answers. The main disciplines of relevance are as follows:

● History in Social Studies

The affairs of human societies have historical antecedents and consequences; the affairs of the past influence those of the present. As Jide Osuntokun noted in his series in *The Comet* in 2002, time past is part of "time-present" and "time present is part of "time-future". In other words, human society is one long continuum and to appreciate the present, one must know what happened in the past. Human societies have undergone and are undergoing continual, gradual changes in response to various forces. What historical understanding does for any society is to place its present predicament within rational and time perspectives of human evolution.

● Geography in Social Studies

Geographic factors influence where and how people live and what they do; people adapt, shape, utilize, and exploit the earth to their own needs. Resources and resource materials are related to the level of cultural and technological development. Industrial societies place heavy demands on the earth's resources.

● Economics in Social Studies

The economy of a country is related to available resources, investment capital, and the educational development of its people. The wants of people are unlimited, whereas resources that people require to fulfill their wants are scarce, hence, societies and individuals have to make choices, as to which needs are to be met and which are to be sacrificed.

● Anthropology in Social Studies

Every society, at whatever level of development, has formed its own system of beliefs, knowledge, values, traditions, and skills that can be called its culture. Culture is socially learned and serves as a potential guide for human behaviour in any society.

● Political Science in Social Studies

Every known society has some kind of authority structure that can be called its government; such government is granted coercive power. A stable government facilitates the social and economic development of a nation.

● Sociology in Social Studies

The family is the basic social unit in most cultures and is the source of the most fundamental and necessary learning in a culture. Social classes have always existed in every society, although the bases of class distinction and the degree of rigidity of the class structure have varied.

● Language Arts in Social Studies

Apart from using Language for communication, the Literature is about the way of life of the people. We mentioned earlier how we

used Achebe's *Things Fall Apart* in American classrooms where the culture of the African people, especially the Igbo Culture was aptly described in the book. In *Things Fall Apart*, what exactly were the things that fell apart?

We examined the village meeting where those who were to be in the meeting had gone to a new culture, the culture of the man with the "iron horse"

We extended the theme to second of Achebe's series – *No longer at Ease*. Those who went to the culture of the man with iron horse came back and they were no longer at ease in their "old" culture. They started to take advantage of their own people. The old people who did not join the new culture but continued their old ways could not do anything with their own "returnees" who started to take advantage of them. They resolved to leave them to *Arrow of God* who will surely defend them at the appointed time. The appointed time came in *Man of the People* where Chief Nanga who was a minister of culture in government was trying to seduce Odili's girlfriend. Of course the people rose in support of the young man against the "minister of culture"

This is how we studied Achebe's series in Social Studies to understand man's ways of life in a given environment.

The Expanding Horizon in Social Studies

Since, man is the center of study in Social Studies, we have to start with ourselves. We shall give example of what a curriculum pattern of Social Studies looked like especially from United States of America where Social Studies has taken root over the years. A Dominant pattern noticed in the 80s shortly before "A Report of the Curriculum Task Force of the National Commission on Social Studies in the Schools" titled *Charting A Course: Social Studies for the 21st Century*, which was released in November 1989 can be summarized thus:

- Kindergarten class: Self, School, Community, Home

- Grade I: Families
- Grade II: Neighbourhoods
- Grade III: Communities
- Grade IV: State, History, Geographic Regions.
- Grade V: U.S. History
- Grade VI: World Cultures, Western Hemisphere
- Grade VII: World Geography or History
- Grade VIII: American History
- Grade IX: Civics or World Cultures
- Grade X: World History
- Grade XI: American History
- Grade XII: American Government

We are showing this pattern from the American School Social Studies programme to show how different subject disciplines have been incorporated in their Social Studies programmes. What we are highlighting here is the need for cooperative efforts of all concerned to enrich the Social Studies programme.

As Emeritus Prof. Ade Ajayi noted in his 2004 convocation Lecture, University of Lagos titled "History and Society" on Tuesday 7th December 2004 that:

"We all point to the introduction of Social Studies in the JSS Schools in place of History and Geography as the major blow to the teaching of History in schools which has now affected the inflow of students to read History in the universities. In fact, the problem was with the historians who looked on when Social Science people hijacked the teaching of Social Studies in Schools exclusively for their NCE and B.Ed. students with no acquaintance at all with historical orientation. We have since discovered that the real damage is not that so many students leave school without basic facts of their history. The real damage is that so many students leave school without learning to think in terms of the sequence of time" (p. 15)

We again re-emphasize here the core message of Professor Jide Osuntokun series in *The Comet* in 2002 already mentioned under "History in Social Studies"

The Content of Social Studies in Nigerian Schools

Earlier on, we have said something about the growth of Social Studies in the 50s and 60s in Nigeria. We need to mention here the arrival of the "New Social Studies" on the Nigerian School Curriculum.

Social Studies, as we know it today in the Nigerian School Curriculum started through an experiment in curriculum reform at the secondary school level. It is appropriate to highlight here the pioneering efforts of the staff of the Comprehensive High School, Aiyetoro (in the then Western Region of Nigeria), now in Ogun State) to develop a Social Studies course for use at the secondary school level. After series of workshops both in Nigeria and in the United States of America their initial efforts led to the publication in 1968 of *Social Studies for Nigerian Secondary School*. It was a one volume book titled "Books I and II" because it was meant to be used on an experimental basis in the first two classes of the secondary school in the then Western Region of Nigeria. The work was accompanied by a Teacher's Guide in which contents and materials to be used by the teacher were stated for easy reference for him. The project was supported by Ford Foundation of America and CESAC.

The Social Studies project by CESAC and Heinemann already mentioned is an extension of this initial effort of the Social Studies Department of Aiyetoro Comprehensive High School.

While the Social Studies curriculum was being developed at the Aiyetoro Comprehensive High School, the Ford Foundation through the University of Wisconsin, a school I attended in 70s with some colleagues now in the Faculty of Education University of Lagos Prof. A. O. Oguntoye and Dr. (Mrs.) I. Abe and Prof. Sola

Oni of Business Administration, was working with the Northern Nigeria government to improve primary school teacher preparation in five subject areas (Social Studies inclusive) in the Northern state's schools.

For record purposes, it should be noted that in 1958 "Ohio Project" introduced Social Studies into the Grade II Teacher Programme in the old Western Region of Nigeria. It was not until 1973 that the Lagos State Ministry of Education commissioned the College of Education of the University of Lagos to draw up a Social Studies syllabus for use in the State's primary schools. In 1977, the same Ministry commissioned members of the Curriculum Studies Department, Faculty of Education, University of Lagos (in conjunction with the Lagos State Social Studies Association) to draw up a Curriculum Guideline for the first two classes of the secondary school in Lagos State. I participated in the exercise.

Other states which introduced Social Studies in their school curricula in the early 1970s were Kwara and Benue States.

We must record here the leading roles by NERC now NERDC; CESAC and various Institutes of Education in the Nigerian Universities in running workshops and seminars for leading curriculum specialists in Social Studies and practicing primary, secondary and teacher training colleges for the teaching of Social Studies in Nigerian educational institutions. The various Institutes of Education in the Universities ran long and short term courses in form of in service training for practicing teachers. The Institute of Education of Ahmadu Bello University was the first to run a Bachelor of Education Degree for Social Studies Education. Many of the Faculties of Education in the Nigerian Universities have postgraduate degree programmes leading to the award of Postgraduate Diploma in Education, Master Degrees and Doctor of Philosophy Degrees in Social Studies.

The Old and the New Social Studies in the Nigerian School Curriculum

We want to discuss the development of Social Studies curriculum since the recommendations of the National Curriculum Conference. In 1971 a National Primary School Social Studies was developed. The curriculum was in use for about ten years. The main focus was the acquisition of information from selected subjects. Facts, concepts and generalizations were the general content and the knowledge acquired by the learners were at the cognitive level. There was need for modification and change of pupil's behaviour in areas of acceptable norms, values, beliefs, attitudes and practices of the society.

The main criticism was that the curriculum adopted the discipline - approach which merely identified themes and specific subject-matter unit.

The curriculum was seen as an amalgamation of relevant disciplines.

The 1982 Curriculum Guide that was developed was to emphasize affects and that its content should be derived from man's Interaction in a given environment. The *Problem-Solving* approach of the discipline was employed.

Facts, concepts, generalizations were to be applied to promote positive values, affects and ideals that can be internalized by learners.

The features of content of the curriculum are given as examples from Primary One Unit I, Primary Three Unit I and Primary Six Unit I classes below:

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CONTENT OUTLINE - PRIMARY ONE

UNIT 1	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF LIVING IN THE FAMILY	<p>At the conclusion of the unit pupils should be able to:</p> <p>a). Explain who are those who make up the family.</p> <p>b). Give the names of the members of their own family.</p> <p>c). Describe what each member of the family does.</p> <p>d). Explain what happens when any member fails to perform his/her family duties.</p>	<p>a). Who are those who make up the family?</p> <p>b). Give the names of the members of your family.</p> <p>c). Describe what each member of your family does at home</p> <p>d). What do you do in the home to help other members of your family?</p> <p>e). What happens when any member fails to help in the home?</p>	<p>a). Discussion: The teacher should lead pupils in a discussion of the composition of the family and daily duties of each member, emphasising what each member does to help other members. Discussion should also centre on the effects of failure to perform the necessary duties in the home.</p> <p>b). Role - Playing: Teachers should assign roles to pupils e.g. boys acting as fathers working in the garden or big brother helping their fathers. Girls assisting the mother in the kitchen, washing doll babies and feeding them; clothing them etc.</p> <p>c). Other class activities: Sketching of the family tree to show membership and relationship.</p>	<p>i). Sketch of family tree</p> <p>ii). Feeding bottles</p> <p>iii). Dolls</p> <p>iv). Crayons</p> <p>v). Chalkboard</p> <p>vi). Utensils, implements, and costumes for role-playing.</p>	<p>Oral questions to find out the extent to which pupils are able to:</p> <p>a). Tell those who make up the family</p> <p>b). Give the names of the members of their family.</p> <p>c). Describe how members of the family help one another.</p> <p>d). Give reasons to support the need to help one another in the family.</p>

CONTENT OUTLINE - PRIMARY THREE

UNIT 1	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF ENLARGED FAMILY (EXTENDED FAMILY)	<p>Pupils should be able to:</p> <p>a). List members of the extended family.</p> <p>b). State at least two reasons why they are part of the family</p> <p>c). Describe at least three ways in which such members relate to each other.</p> <p>d). List at least three advantages of the extended family system.</p> <p>e). Explain at least two disadvantages of the extended family system nowadays.</p> <p>f). Suggest at least two</p>	<p>a). Who are members of our immediately family?</p> <p>b). Who are members of our enlarged extended family: family members who are not from the same father and mother?</p> <p>c). Why do we accept that such persons are members of our extended family?</p> <p>d). What are our responsibilities to the other members of our extended family?</p> <p>e). What do we gain from keeping our extended family</p>	<p>a). A week before this lesson, the teacher will ask pupils to find out from their parents the different people who live with them in the house, or who live outside the family house and who in any-way belong to enlarged family</p> <p>b) The teacher should ask pupils to find out in what ways these persons are related to them perhaps as cousins, uncles, aunts, grand fathers, grand mothers, grand children, etc.</p> <p>c). The teacher should get pupils to relate and share their experiences of family life in class.</p> <p>d). The teacher should ask them questions relating to:</p> <p>i). Who qualifies to be part of their extended family?</p>	<p>a). The teacher will list on the blackboard types of persons in our extended family.</p> <p>b). He will draw a big chart of the family tree with the extended family system.</p> <p>c). He will give pupils mimeographed copies of the chart with a little story to go with it.</p>	<p>The teacher is expected to find out the extent to which pupils, by way of questioning quizzes, tests and practical approaches can:</p> <p>a). Identify the different kinds of membership of the extended family system</p> <p>b). Distinguish between the different roles played by each category of members.</p> <p>c). Give examples of what can be gained or lost from participation in the extended family system and</p>

CONTENT OUTLINE - PRIMARY THREE (Cont'd)

UNIT 1	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
	ways by which the problems of extended family system can be overcome	<p>system?</p> <p>f). Why is the extended family system a problem nowadays?</p> <p>g). How can we minimise the problems of our extended family system?</p>	<p>ii). How we relate to each and one another?</p> <p>iii). Advantages and disadvantages of the extended family system.</p> <p>iv). Ways of solving problems of extended family system.</p> <p>e). The teacher will assist pupils in answering some of the questions.</p>		d). Provide tentative solutions to some of the problems of the extended family system in the community.

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CONTENT OUTLINE - PRIMARY SIX

UNIT 1	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF INTER-MARRIAGES:	<p>At the end of the lesson pupils should be able to:</p> <p>a). Decide on what an inter-marriage is and why it may be a healthy relationship</p> <p>b). State reasons for and against inter-marriages.</p> <p>c). Give reasons to support the need to encourage intra-ethnic marriages.</p> <p>d). Outline problems peculiar to each, and common to both intra and inter-ethnic marriages.</p> <p>e). Distinguish between the marriage of one man to one woman, (monogamy) and that between one man and many women (poly-</p>	<p>a). Characteristics of intra-ethnic and inter-ethnic marriages.</p> <p>b). For what reasons may couples get married.</p> <p>c). Reasons why some people object to marriages outside the ethnic group.</p> <p>d). Reasons why some people support marriages outside their ethnic group.</p> <p>e). There are problems which are common to any kind of marriage, what are they?</p> <p>f). But there are also problems peculiar to intra-ethnic marriages, what are they?</p> <p>g). In some cases a man is allowed to marry only one wife, in</p>	<p>a). Refer the class to what they learnt about marriage practices in primary five; and briefly remind them of what a marriage is.</p> <p>b). Ask some pupils who know, to tell the rest of the class where their mothers and fathers come from and ethnic group. Find out if there are others whose parents come from the same ethnic groups; and how they come to know that.</p> <p>c). Use one example each from the two groups and explain to the class the meaning of 'intra' - 'inter - marriage.'</p> <p>d). Tell a short story of a couple you met who were from different ethnic groups, and how they spoke to each other in English, but their children were able to speak two Nigerian languages in English. Then ask how that could happen</p>	<p>a). The pupils as resource persons</p> <p>b). Chalkboard for recording points made by debates and notes.</p> <p>c). Pictures, charts and relevant diagrams.</p> <p>d). Story books on family life etc.</p>	<p>a). To state reasons why people marry generally; and why within or outside their ethnic groups.</p> <p>b). On the basis of reasons offered, let them say if it is right or wrong to condemn any form of marriage.</p> <p>c). Using a worksheet or chalkboard, write sentences and the class complete some blanks correctly to bring out the meanings of:</p> <p>i). intra-ethnic marriage.</p> <p>ii). Inter-ethnic marriage.</p> <p>iii). polygamy marriage.</p> <p>iv. monogamy marriage.</p>

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UNIT 1	OBJECTIVES	CONTENT	SUGGESTED TEACHING METHODS & ACTIVITIES	SUGGESTED TEACHING MATERIALS	EVALUATION
PROBLEMS OF INTER-MARRIAGES (Cont'd)	gamy). f). Constructively discuss the advantages and disadvantages of monogamy and polygamy.	others he can marry more than one wife; What is the name of each of these types of marriages; and what is responsible for the different practices? h). State the advantages and disadvantages of: i). polygamous marriage. ii). monogamous marriage. iii). intra-ethnic marriage. iv). inter-ethnic marriage	and how useful speaking many languages would be to the children, their parents and Nigeria as a whole. e). This is an opportunity and encouragement to the class for any of them to tell the class of their experiences. Build questions round the stories and guide the class in their answers to achieve specific objectives. (e.g. problems of communication, of religion, etc.; and advantages and disadvantages of the two classes of marriage. f). Using posters, charts and pictures of polygamous and monogamous families; ask the class to explain their differences. g). Organize the class so that some may argue for and others against these types of marriages. h). Call on the children from each type of family, and if they are willing guide them to inform the class of their experiences.		d). Collect relevant information from their parents and constructively debate on the advantages and disadvantages of: i). inter-ethnic marriage ii). polygamous marriage. (Point made should be noted by the teacher for their correctness).

<p>During the use of this Curriculum Guide, a colleague of mine Dr. S.M. Quarley and I put together six series of text books titled <i>The New Social Studies for Primary Schools</i> Book 1 to 6. They were published by Fourth Dimension Publishing Co. Ltd. Enugu, Nigeria in 1989.</p> <p>A new curriculum was put together again in 2004. The problem-solving Approach could have been ideal if there were adequate well-qualified teachers to implement them at the classroom level of instruction. We shall talk more of this under Teacher Education later in this lecture.</p> <p>What happened at the Primary level equally occurred at the JSS level where Social Studies is taught as core subjects.</p> <p><i>Examples from the Curriculum Guide of the JSS</i></p>			
UNIT 1 C DEVELOPMENT OF SOCIETY	development in society b) To illustrate with examples the consequences of development i) To predict explain the social responsibility development of modern and various religions in the world ii) To explain the role of religion in the development of modern society iii) To explain the role of religion in the development of modern society with examples	development in society a) Positive Consequences of development and society b) Growth c) Development d) Modernization ii) Consequences of Religion iii) Religious tolerance and faith iv) Modern and Social Responsibility v) The role of religion in the development of modern society vi) The role of religion in the development of modern society with examples	
UNIT 2 SOCIAL AGENTS OF CHANGE	development in society b) To illustrate with examples the consequences of development i) To predict explain the social responsibility development of modern and various religions in the world ii) To explain the role of religion in the development of modern society iii) To explain the role of religion in the development of modern society with examples	development in society a) Positive Consequences of development and society b) Growth c) Development d) Modernization ii) Consequences of Religion iii) Religious tolerance and faith iv) Modern and Social Responsibility v) The role of religion in the development of modern society vi) The role of religion in the development of modern society with examples	
UNIT 3 ECONOMIC DEVELOPMENT	development in society b) To illustrate with examples the consequences of development i) To predict explain the social responsibility development of modern and various religions in the world ii) To explain the role of religion in the development of modern society iii) To explain the role of religion in the development of modern society with examples	development in society a) Positive Consequences of development and society b) Growth c) Development d) Modernization ii) Consequences of Religion iii) Religious tolerance and faith iv) Modern and Social Responsibility v) The role of religion in the development of modern society vi) The role of religion in the development of modern society with examples	
UNIT 4 POLITICAL DEVELOPMENT	development in society b) To illustrate with examples the consequences of development i) To predict explain the social responsibility development of modern and various religions in the world ii) To explain the role of religion in the development of modern society iii) To explain the role of religion in the development of modern society with examples	development in society a) Positive Consequences of development and society b) Growth c) Development d) Modernization ii) Consequences of Religion iii) Religious tolerance and faith iv) Modern and Social Responsibility v) The role of religion in the development of modern society vi) The role of religion in the development of modern society with examples	
UNIT 5 CULTURAL DEVELOPMENT	development in society b) To illustrate with examples the consequences of development i) To predict explain the social responsibility development of modern and various religions in the world ii) To explain the role of religion in the development of modern society iii) To explain the role of religion in the development of modern society with examples	development in society a) Positive Consequences of development and society b) Growth c) Development d) Modernization ii) Consequences of Religion iii) Religious tolerance and faith iv) Modern and Social Responsibility v) The role of religion in the development of modern society vi) The role of religion in the development of modern society with examples	
UNIT 6 ENVIRONMENTAL DEVELOPMENT	development in society b) To illustrate with examples the consequences of development i) To predict explain the social responsibility development of modern and various religions in the world ii) To explain the role of religion in the development of modern society iii) To explain the role of religion in the development of modern society with examples	development in society a) Positive Consequences of development and society b) Growth c) Development d) Modernization ii) Consequences of Religion iii) Religious tolerance and faith iv) Modern and Social Responsibility v) The role of religion in the development of modern society vi) The role of religion in the development of modern society with examples	

COMPARATIVE EDUCATION STUDY AND ADAPTATION CENTRE (CESAC) UNIVERSITY OF LAGOS

YEAR 1 SENIOR SECONDARY SOCIAL STUDIES SYLLABUS

TOPICS	OBJECTIVE	CONTENTS	NOTES	RELATED ACTIVITIES
A. ASPECTS OF COOPERATION	Students should be able to explain the importance of cooperation at the national and international levels	Cooperation - Order and peace - National cooperation - International cooperation - Peaceful coexistence - World political and economic order	- Emphasise the need for cooperation at the national and international levels. - Give specific examples of non-cooperation and their consequences. - Treat the adverse effects of war.	i). Projects e.g. class drama ii). Watch a football game visit to the market as examples of cooperative endeavour.
B. RELIGION AS AN AGENT OF SOCIALIZATION	i). To illustrate with examples the functions of religion as an agent of specialisation. ii). To explain the role of various religions in the development of moral and social responsibility.	i). The role of religion in the promotion of moral responsibility. ii). Moral and Social Responsibility. iii). Religious tolerance and cooperation. iv). Consequences of Religious intolerance.	i) Revise the concept of socialisation as related to religion. ii). Study the ethics of the various religions iii). Discuss the similarities and differences among the religions. iv). Discuss causes and effects of religious intolerance e.g. fanaticism.	i). Discussion. ii). Use of resource persons iii). Visit to mosques, churches, traditional religious centres. iv). Give examples of Maitatsine riot appropriate films.
C. DEVELOPMENT	i). To further explain the concept of development ii). To illustrate with examples the consequences of development in society.	a. Development b. Growth c. Development and Society d. Positive Consequences of development on society.	Development should cover all aspects of national life, including political, social, economic, cultural, urbanisation and industrialisation. In case of economic development, distinction should be made between development and growth.	i). Discussion. ii). Visits to development projects, factories, slums, etc. iii). Collective information on the above iv). Personal Interview

as a discipline that brings the reality of everyday societal living to the students with the desire to making them acquire the knowledge, attitude, values and basic skills required to be responsible and disciplined members of their societies.

"Introduction to the Draft" Page 1.

The main thrust of this new Draft is to see Social Studies at the JSS level:

A new Social Studies Draft with Financial Support from Education Trust Fund had a completed Draft in 2005 titled *National Curriculum For Junior Secondary Schools Social Studies*. (2005 DRAFT).

CORE CONTENT OF THE JSS SOCIAL STUDIES CURRICULUM

LEVEL	THEMES	TOPICS
JSS 1	Introduction to Social Studies	<ol style="list-style-type: none"> 1. Meaning and Scope of Social Studies. 2. Objectives of Social Studies.
	People and Their Environment	<ol style="list-style-type: none"> 1. The Environment 2. Physical Environment 3. Environmental Problems 4. Social Environment 5. Safety in the Environment
	Socialization Agents and Processes	<ol style="list-style-type: none"> 1. Meaning, Objectives and Processes 2. Agents of Socialization
	Culture	<ol style="list-style-type: none"> 1. Meaning 2. Components of Culture
	Societal Values	<ol style="list-style-type: none"> 1. Meaning of Values 2. Types of Values: <ul style="list-style-type: none"> - Honesty - Cooperation
	Social Issues and Problems	<ol style="list-style-type: none"> 1. Contemporary Social Issues
	Citizenship	<ol style="list-style-type: none"> 1. Meaning and Types 2. Rights and Duties of Citizens 3. National Unity and Integration 4. Promotion of National Unity

CORE CONTENT OF THE JSS SOCIAL STUDIES CURRICULUM

LEVEL	THEMES	TOPICS
JSS 2	Socialization Agents and Processes	<ol style="list-style-type: none"> 1. Social Groups 2. Group Behaviours 3. Marriage
	Societal Values	<ol style="list-style-type: none"> 1. Integrity 2. Contentment 3. Discipline 4. Courage
	Social Issues and Problems	<ol style="list-style-type: none"> 1. Human Rights 2. Drug Use 3. Drug Abuse 4. Drug trafficking 5. Illiteracy 6. Poverty 7. Corruption 8. Cultism
	Citizenship	<ol style="list-style-type: none"> 1. The Nigeria Federation 2. Constitution 3. Democracy 4. Arms of Government 5. Leadership and Followership 6. Election and Voter's Responsibilities 7. Electoral Malpractices
	Science, Technology and Society	<ol style="list-style-type: none"> 1. Science, Technology and Development 2. Modern Science and Technological Development 3. Information and Communication Technology (ICT)
	World Issues	<ol style="list-style-type: none"> 1. World Communication

CORE CONTENT OF THE JSS SOCIAL STUDIES CURRICULUM

LEVEL	THEMES	TOPICS
JSS 3	Socialization Agents and Processes	<ol style="list-style-type: none"> 1. Social Stratification 2. Social Mobility
	Culture	<ol style="list-style-type: none"> 1. Traditional Institutions 2. Marriage II
	Societal Values	<ol style="list-style-type: none"> 1. Right Attitude to Work 2. Promoting Societal Values
	Social Issues and Problems	<ol style="list-style-type: none"> 1. Negative Behaviours 2. Trafficking in Children and Women 3. Harmful Traditional Practices 4. Population 5. Census 6. Family Life 7. Peace 8. Conflicts 9. National Security
	National Economy	<ol style="list-style-type: none"> 1. Meaning and Nature of National Economy 2. Economic Reforms in Nigeria: <ul style="list-style-type: none"> - Privatization, Commercial and Deregulation - Self Employment 3. Economic Institutions
	Science, Technology and Society	<ol style="list-style-type: none"> 1. World transportation Systems 2. Global / International Cooperation 3. Promoting Global / International Cooperation

I served as the chairman of the Writing Team in Minna, Niger State from 21st – 27th November 2004 at the invitation of NERDC.

Through the same NERDC, we have put together *National Values Curriculum An Anti-Corruption Programme for Primary, Secondary and Tertiary Education in Nigeria*.

This was funded by Independent Corrupt Practices and Other Related Offences Commission (ICPC)

National Values Curriculum: An Anti-corruption Programme for Primary, Secondary & Tertiary Education in Nigeria

The curriculum is specifically designed to assist the Nigerian citizenry appreciate the need for the evolution of a corruption-free society. Nine core values were used in the selection of the content. These are honesty, right attitude to work, justice, discipline, citizens' rights, contentment, courage, national consciousness, regard and concern for the interest of others. Some of these have been put out into experiment in some schools in Niger State by one of the participants from ICPC.

I equally served as the chairman of the Writing Team after serving as a resource person during the Planning.

We have discussed at length what has been happening in the Social Studies Curricula for Nigerian Schools over the years. The limiting factor for the success of Social Studies Curricula is the lack of qualified teachers of Social Studies and other subjects in our school system

Let us now take a look at Teacher Education, a special area of concern in education.

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TEACHER EDUCATION

Section 8 Tertiary Education of National Policy on Education (2004) highlights under sub-section B 70

- (a) Since no education may rise above the quality of its teachers, teacher education shall continue to be given emphasis in all educational planning and development ,
- (b) The minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE).

The goals of Teacher Education are clearly stated under Sub-Section 71 As (a) to (e)

As a professional teacher, whose training background was from Grade II; N.C.E., B.Sc. Degree in Education, M.Sc., M.Ed and Doctor of Education, my concern over the years has been the poor preparation of our teachers for their professional calling across the board from primary, secondary and tertiary institutions in Nigeria.

There has been a perceptible decline in the quality of education in Nigeria over the years. The attention has always been put on the poor performances of students in their various examination results from primary through the tertiary institutions. What we have not done is to take a critical look at the qualities of our teachers who teach the students. I have a belief that when your student fail on a large scale, you too as a teacher is a failure in discharging your duties.

Over the years a great demand has been put on teachers for effective performance in the classroom. One fundamental question has to be asked – Is teaching an art or a science? The “science” of teaching is embedded in various theories and models that provide insights into standards of its practice. The “art” relates to practical steps taken by both teachers and students in the teaching and learning situation.

Teaching has to do with one person possessing certain amount of knowledge which may be general or specific and the possessor of the knowledge is willing to pass on the knowledge to another person who does not possess the particular knowledge. The learner is willing to share from the knowledge possessed to pass on to the willing learner. This will surely involve teaching and learning on parts of the people involved, that is, the teacher and the learner. Whatever is done by this person who is intending to facilitate learning on the part of the other may be termed teaching. The teacher will therefore have to employ many methods in order to pass across to the learner what he intends him to learn.

According to Gage (1977) if there is only one student at a time, the teacher may engage the student in tutoring on one to one basis. When we have more than two students but not exceeding twenty, the teacher may employ ‘discussion methods, role playing, simulation, and games’ or any of the earlier methods we identified under the teaching of Social Studies.

In a normal class size in the school (20 to 40) the teacher uses classroom teaching. In the Nigerian classroom, one is quick to add there are no more what one can call normal class sizes. The number varies in urban centers like in Lagos Public Schools where the number varies from seventy (70) to about one hundred and twenty (120).

During teaching practice exercises for our students, in the Faculty of Education, we see various number of students in the classroom. One problem of large size classroom for student teachers is how to cope with the number, if their training has not prepared them for the situation.

Teaching as Kevin Ryan and James Cooper (1980) saw it is a much more demanding and crucial occupation than the public is made to believe. Teaching has to do with developing human potentials. The development of human potentials cannot be immediately quantified as the work or services performed in

industries and factories hence the society is always very hard on teachers whenever the teachers are making other demands other than teaching their children. The Nigerian society has been hard on teachers in recent times. It is said that George Bernard Shaw, one of the greatest English playwrights once said about teachers – “He who can, does. He who cannot teaches. But Ryan and Cooper will not accept this aspersion hence they said “Those who can, Teach”. Teaching is important for the simple fact that it is the core process of education. Education by its nature is a means of leading out people from ignorance to knowledge.

In the new century, the 21st century, the capacity to educate as noted by Colin N. Power (1992) will depend upon our ability to attract, recruit and train competent, committed and caring teachers. Many communities around the world lack the teachers and quality education programmes needed to build a sound foundation for a more peaceful and prosperous future.

Mr. Vice-Chancellor Sir, we will need to improve on our teacher training programmes in areas of

- (i) knowledge of content of the subject matter
- (ii) adequate knowledge of modes of delivery
- (iii) updating teachers' knowledge during service and
- (iv) commitment to the profession

Right now in Nigeria, there is too much emphasis on paper qualification. There is a gap between theory and practice. The present content of our teacher education programmes in the Colleges and Faculties of Education should be reviewed.

Even when our teachers have completed their pre-service training programmes, there is need for constant in-service training to update their knowledge in teaching profession.

Sometimes in the 1990s, Lagos State wanted to introduce Citizenship Education into the school curriculum. Series of workshops were organized to update the practising teachers of

need for the inclusion of Citizenship Education in the curriculum. About 100 teachers were randomly selected to respond to a prepared questionnaire to seek their opinions on the introduction of the “new” subject to the school curriculum. In addition, there were oral interviews with some of the teachers.

QUALIFICATIONS OF THE TEACHERS

Qualifications	Number
1. M.A./M.Sc.	3
2. PGDE (Postgraduate Diploma in Education)	2
3. BA/B.Sc.	12
4. NCE (Nigerian Certificate in Education)	68
5. PSE (Professional Studies in Education)	2
6. HND (Higher National Diploma)	1
7. Others	12
	<hr/> 100 <hr/>

The teachers' years of teaching experience varied from five years to over twenty six years in the classroom. Most of them at the time of the workshop were teaching subjects such as Social Studies, History, Geography, Economics in their various schools.

Subject	No. of Teachers
(1) Social Studies	30
(2) History	18
(3) Geography	16
(4) Others - Economics, Government etc.	36
	<hr/> 100 <hr/>

One of the questions the teachers were asked had to do with whether they supported the introduction of Citizenship Education. Sixty nine (69) of them were affirmative in their answers while four (4) were negative. Others had no opinion on whether to

introduce Citizenship Education into the secondary school curriculum or not.

They were also asked that since the "new" subject would have to be given a space on the school time table and there was going to be no additional time to be added to the regular time table, it meant therefore one of the existing subjects would have to be replaced. Their responses showed that Social Studies topped the list of the subjects to be replaced, followed by History.

The teachers were asked to explain in a sentence or two why the subjects they indicated should be replaced, there was a consensus that both History and Social Studies as they were taught in the schools were closely related to the new and proposed Citizenship Education. Therefore they should be replaced.

The information from this is that the teachers could not see Citizenship Education co-existing with other subjects, even though they were teaching the learners the contents of their subjects everyday in the school.

The removal of Civics as a subject in schools which basically is Social Studies has impacted negatively on our value system

During my time as the Acting Headmaster in the Staff School, University of Lagos from May 7, 1997 to January 16, 1998, I had 79 teachers made up of 19 men and 60 women. Their qualifications varied from Montessori to Master's Degree in Education thus:

(i)	M.Ed.	-	8
(ii)	B.A./B.Sc.	-	16
(iii)	NCE	-	36
(iv)	Associateship Diploma	-	14
(v)	Grade II	-	2
(vi)	OND	-	1
(vii)	Montessori	-	2
			79

Many of them had been in the school for over ten years, but could only remember having an in-service training once. It was the one put together by the Department of Curriculum Studies in 1985/86 session.

The gap given to teachers after pre-service and in-service can have adverse effect on their performances.

The training of our teachers in Nigeria needs a complete review in view of the changes in the field of education. A teacher is no more the controller of the knowledge he shares with his students but only serve as a facilitator of knowledge. He will be even less so as information and communication technology/internet becomes more accessible to learners.

In our concern for the training of teachers, the university is not left out. Many of the teachers in our university need updating of their knowledge in the cognate areas and mode of delivery.

It is not enough to just interview candidates for university teaching jobs, we need to borrow ideas from the industries. No matter how well you perform in their interview, when you report for the job, you have to go through their training in form of in-service to orientate you to their setting so as to be able to take the best out of you. It will be necessary for new lecturers to be given proper orientation to the university culture in teaching service. In no distant future all university lecturers must have an exposure to theories of learning and teaching methodology courtesy of the Teacher Registration Council Decree of 1993. This can be through a one year programme like Post Graduate Diploma in Education. The Postgraduate Programme should be so designed to meet the lecturers' needs of doing an effective work in their classrooms.

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CONCLUSION AND RECOMMENDATIONS

Mr. Vice-Chancellor Sir, we have gone through together this evening with this august audience what we do in Social Studies as we study ourselves and environment. We have seen the development of Social Studies in the Nigerian educational system. We have also seen the importance of Teacher Education to be able to carry out our assignments either as teachers at the lower classes of Nigerian educational system or as lecturers in our tertiary institutions.

I will like to recommend Sir, that the National Policy on Education should be implemented as originally conceived. One missing link is that the universities should do their own part in reviewing their programmes to dovetail to the 6-3-3-4 structure. One is sad to note at the end of the 6-3-3-4, the four year part of the university has not produced new programmes to reflect the new structure. A careful examination of what had happened over the years shows that those graduating from our 6-3-3 will have to come to these last lap of the four years to start a new orientation from what they did in their last three years of secondary school. There is need for transfer of previous knowledge to the new experience.

The government should stop changing policies without adequate evaluation of what they have put in place. As we said earlier in this lecture, there is a lot of complaint about replacing the 6-3-3-4 and going back to re-introducing Higher School Certificate classes (HSC). What we have not done is to look at all that were put in place for the successful implementation of the 6-3-3-4 structure of education.

We need to encourage parents to occasionally look back and see what they went through during their days and face realities in advising their children and wards on what they should become or not. My son should be a doctor, my daughter a lawyer.

Do your children have the abilities and capabilities it takes to pursue the course you are forcing on them? We need to take a good view of ourselves and to be true to ourselves in our expectations.

Mr. Vice-Chancellor Sir, I want to praise you and your team for the *Strategic Plan 2005 – 2009*, copies that were distributed to members of Senate on 29th June, 2005 shortly before the close of the meeting. I am very much interested in "Review curricula and develop programmes to the needs of the society" on page 35 of the plan.

Teacher Preparation for schools in subject areas such as social Studies and other Social Sciences – Economics, Political Science or Government should be looked into. There are not many qualified teachers for these subjects in the school system, yet our students are interested in them because the contents they study relate to their life. The Faculty of Education is on the right course by introducing Social Science subjects of Economics Education and Business Studies. The Faculty needs a lot of support.

The training leave for new teachers as we experienced in our days should be revisited and reintroduced. In order to prevent the kind of situation that Emeritus Prof. Ade Ajayi noted Akilapa Sawyer said about "aging" faculty, then the training leave for new teachers as we experience in our day should be re-visited in order to keep the culture of academics alive.

ACKNOWLEDGEMENTS

To God be the Glory. He is everything to me. I thank him for this special day. The day He has made and we are happy and glad in it.

When a Catholic Priest celebrates his first Holy Mass, he says thanks to those who have seen him to the Altar of God.

On this occasion I say thanks to all who have seen me to the Altar of Academic. I shall be moderate in my list otherwise it will become a Litany of saints. But indeed you are all saints.

Mr. Vice-Chancellor Sir, Prof. Oye Ibidapo Obe, let me start with you. Sir You have been wonderful and great. But let me remind you of two or three stories on this great occasion in which you played key roles in my life. The first was way out of this country, in Washington, D.C. when you were in charge of a Programme there. I had come all the way to register my presence at our Embassy as required of us on the first page of our International Passport. I was turned back at the gate of the Embassy as one of those they suspected were stranded in the U.S.A. I walked down to your office just to see somebody to talk to. As soon as you saw me, you came out of the car and you said "Egbon, what can I do for you?" You took me up to your office, and quickly said I am on my way to a meeting and you bade me goodbye. But you assured me to come again. You were not aware of the relief you gave me on that occasion.

Our officials in our Embassies abroad were something else in those days.

The second was when I was anxious about what happened to my papers, you opened your file and told me all that needed to be done. I am happy you witness this day with me. The good Lord will reward you kindly. You know this saying that I am fond of:

"when I am good nobody remembers, when I am bad nobody forgets". The third Sir, is about how this Inaugural Lecture came about. I thank you for everything.

The second person of note today in this order is Professor Olusola Oni who not only housed my family and I when we returned from U.S.A. in 1975, he advised me to join the University of Lagos. Today I have no regret. We have been coming together since we met in Madison, Wisconsin, U.S.A. in 1973. You have been a wonderful family friend. I know how you miss my wife Ayo.

Prof. M.O.A. Durojaiye deserves a great salute. You introduced me to the culture of writing textbooks for schools. For you told us in 1976 that a successful educator is that who can impact on both the teacher and the pupils in his research and publications. The orientation you gave us yielded good results.

During the Board of Examiners' meeting, you were so excited about the result of one candidate in Chemistry Education and you jumped to announce "that is my boy, the type that we must encourage to go on into the Academics". That boy – Prof. Duro Ajeyalemi is now the current Dean of the Faculty of Education.

Next is Emeritus Professor J.F. Ade Ajayi who was the Vice-Chancellor when Prof. Durojaiye took me to his office to sign the Vice-Chancellor's register as a new staff. He asked Prof. Durojaiye "Mike this man has an M.Sc Degree and you gave him assistant lectureship". Prof. Durojaiye answered "his people told me that he has an American Degree which is not up to our first Degree here". Prof. J. F. Ade Ajayi now said "Okay arrange an interview for him". That interview did come on time and when it came I was given a letter that the day I reported is official date, hence February 5, 1976 is my official date of resumption even though I came in October 1975. Emeritus Professor Ade Ajayi Sir, I thank you.

Prof. A.B. Fafunwa was, my teacher, employer and continues to be my mentor in the field of Teacher Education, I thank you most sincerely.

Prof. Akin Osiyale, your intervention in 1992 in the Department of Curriculum Studies over the row on Teaching of Social Studies kept me till now in Unilag. Thanks for your timely intervention.

To my colleagues in the Faculty of Education, The Dean, Prof. Duro Ajeyalemi, My H.O.D., Prof. (Mrs.) Funke Lawal, I thank both of you for making my prediction come true about the two of you.

My other Professors in the Faculty of Education – Prof. Bade Adegoke, Prof. M. O. Akande, Prof. A. O. Oguntoye, Prof. Aloy Ejiogu (“Lord Aloy”), Prof. (Mrs.) P. B. Ikulayo, Profs. Lere Adewale and T. D. Baiyelo, we are not only academic colleagues but great friends. Each of you knows who you are to me individually. I love you all.

To the the Acting H. O. D., of Educational Foundations, Associate Professor (Mrs.) Mope Omoegun, “my name sake”; your family means a lot to both of us.

The members of my new Department – Arts and Social Science Education, you all deserve my praise and adoration. I know how you all reacted to my announcement of this Inaugural Lecture and you all prayed for me. Your names are in the Book of the Lord.

Members of the Faculty from other Departments you are all recognized. And please note, your names are boldly written in gold.

To all my students of thirty years in Unilag, starting with Associateship programme, Undergraduate, PGDE, M.Ed, and Doctoral levels, I love you all and I thank you for keeping me active in my academic career. I did not give you any handout except my

course outlines, because I do not believe in it, rather, I challenged you to develop your notes through readings so that you don't memorize my handout for examination.

To my pupils and staff at the Staff School, my time in your School as Acting Headmaster was quite an experience.

To the staff and students of International School, none of the staff may remember I taught Social Studies with Mrs. Nwakwesi at the beginning in 1981 when Professor Victor Owhotu taught French. The students then were excited to see one of the authors of their Social Studies book teaching them. We were using *Nigerian Secondary Schools Social Studies Project: Social Studies I* then. Your current principal Nuru Hassan, a hard-working man has been a good friend. I thank you all.

Outside the University, I have so many whose presence today is a special joy to me. One of you in the audience who came from a long distance to be here today told me when he heard about my Inaugural Lecture, he said, you are leaving and you are talking about Inaugural Lecture. You should have done that long time ago. I did not defend myself. The question is, how long is long ago? Dr. Akin Ogunlewe, you are well recognized.

Prof. U.M.O. Ivowi, you made my contributions in CESAC worth the effort. Alhaji Adeniji, Tabade Pharmaceutical industries, you are a great family friend. Dr. Jeje Phillips, thanks for your prayers.

Andy Aroloye, yes we were together in the Faculty of Education and we are still together now. We will always be, since our children have taken the sails from us.

All members of Octagon Club as well as Magna Tabla, you have made my day. Please stand up for recognition. You are all my social mentors. Mr. Vice-Chancellor, you too are one of us, so also Deputy Vice-Chancellor Management Services, I am proud of you all.

Prof. (Mrs.) M. Olu Odusina, a mother in a million; the Obebes love you and adore you for who you are to us. We thank you and your caring husband.

Prof. I. A. Adalemo, former Deputy Vice - Chancellor of this great Institution, I admire the humility in you. You are a great mentor to so many.

Prof. Union Edebri, I will always remember the special announcement you made to me after a crucial meeting in this University. Prof. Jerry Adepoju, you too supported the announcement by Prof. Union Edebri when you said – “Egbon, Congrats” at the meeting of Diploma II Programme Coordinators in your office. And when I told Professor Adepoju about this Inaugural Lecture, he said – “Egbon, don’t go without delivering it”. You gave me an appetizer and desire to work hard on it.

Mr. Kalu and your staff, you did your job well.

Thanks also to Messrs Onoka and Ashcroft (CET).

My Prayer Group – St. Joseph’s Prayer Group – St. Agnes Catholic Church, Maryland, St. Joseph has answered all your prayers.

To a special friend and colleague, A.O. Phillips, thanks for your assistance to make today a success. We met outside the University on a National Assignment and since then we have kept our friendship.

To my Professors in Teacher College, Colombia University – Professor Dwayne E. Huebner and Prof. Karen Kepler Zumwalt, you gave me the best of your time in training me. I have passed same to my students too.

Our family friend whom I met in Teachers College, Cathy Lyons,

you sponsored the writing of my thesis morally and financially. We thank you.

To all my teachers from Primary through the University both at home in Nigeria and Abroad (U.S.A.) you are all sources of my education. One of my teachers in Grade II Training College told us in class, “Always think positively for there is nothing impossible for a willing mind”.

To my people in home front, OTUN-EKITI, your Royal Highness - Oba James Adedapo Popoola “*Odundun Asode Dero*” and all your chiefs, I thank you for making my home coming all the time pleasant and your prayers for me are special. My uncle, Chief James Ogunleye – The *Saade of Otun* will always talk about me to you all. He deserves my respect and adoration for him.

Elite Club of OTUN-EKITI, besides you, no recognized Social Club in Otun has fought so much for the course of our people. Keep the flag flying.

Professor Adeyinka Afolayan, we have been friends since our school days in the 1940s. You became the first Professor in the town through hard work and discipline of mind. I became the second. We look forward to the third soon.

I do not want my acknowledgement to be longer than the lecture but I must remember members of my family.

First, My Late Mother – Madam Mary Aiyewamide Obebe, who gave birth to *sixteen* of us, and we remain *two* today, and I am the baby. If you were around today, you would not understand what people are doing about “Family Planning”, for all your efforts were to see the survival of the fittest. My Late Father – Chief Obebe Aguntasolo, the *Saade of Otun-Ekiti*. You “donated” me to the Christian Missionary with a hope for a better future for me. May both of you continue to rest well in the Lord. My only remaining

sister – Mrs. Oyeladun Adeniyi (nee Obebe), let us keep rejoicing in our children and grandchildren for our parents' brothers and sisters are resting peacefully in the Lord.

My wife of 40 years and seven months – Late Mrs. Ayoola Janet Obebe, I remember you as Leopold Senghor said in his poem on the death of his brother – “My brother is dead, but I feel his presence like the air I breathe”, so you are to me – I feel your presence all the time. Our son – Oluwafemi James Kolawole Obebe and his lovely wife – Mojisola Kareem Obebe and (our grandchildren from them Adesola, Bolayo (our two names combined – Bola and Ayo) and Oduntola are always loving and caring. They are very concerned that I do not feel the loneliness too much. They come to me often to see to my welfare. Please continue to pray for us. Olaitan that you predicted to be the only one left with me has been coping well. I thank her.

Femi Obebe, you are a son in a million. Please stand for recognition and your friends who came with you from wherever they are in the audience. After all these, I will have time to stay with you and your children – (My grandchildren – Sola, Bola and Odun).

Yewande Obebe, and your little son – Ayomide, you will surely live to enjoy your life. You started being on your own too early. The Lord will see you through. Your “Mothers” – Ayodele Valentina and “Mama Sabo” – Adeyeye, I thank them.

Doyin Aduke Adeyanju, I know all my children mean a lot to you, hence you are here today all the way from U.K. Thank you for everything.

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Bode Adetoyi and family you are always there to assist all the

time. Thanks for your excitement about this Inaugural Lecture.

And finally to all of you in the audience let me say a big thank you. Let us always put our trust in the Lord. He will always be on time to take care of our needs. Once more, I thank you all for your love and care for me. May the Good Lord continue to bless you.

Thank you.

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