

SOCIAL STUDIES

SOCIAL STUDIES

FOR

NIGERIAN SECONDARY SCHOOLS

BOOKS I & II

Teacher's Edition

BY THE

SOCIAL STUDIES DEPARTMENT

COMPREHENSIVE HIGH SCHOOL

AIYETORO, NIGERIA

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PREFACE

The teaching of "Social Studies" as a single integrated subject is new in Nigerian Secondary Schools, and there is no single text-book which can be placed in the hands of the student and teachers. In 1963, the members of the Social Studies Department of the Comprehensive High School, Aiyetoro in the Western State of Nigeria started work on a book on the subject. Although a lot of work was done by all concerned, progress was at first slow owing to differences of opinion and background among the teachers working on the project. In August, 1965, however, at conference convened by the Western State Ministry of Education in Ibadan, agreement was reached on the outline of a Social Studies Syllabus for Forms I and II. The task of developing this outline syllabus was assigned to the Department of Social Studies at Aiyetoro.

The Form I materials developed by the Department from August 1965 were later bound into book and exhibited at the Principals' Conference in August, 1966. The Ford Foundation Programme in Curriculum Development in Nigeria soon became interested in the materials. We were promised by Ford Foundation's assistance if we could re-write the book so as to make it useable throughout the country. The members of the Department accepted the challenge of giving the book an all-round improvement. As a follow-up, Dr. Clifford Foster of the University of Washington visited Nigeria under the auspices of the Ford Foundation in April, 1967, to study some of the curriculum development problems on the spot and to make plans for the visit of the members of the Social Studies Department to the University of Washington, Seattle, U.S.A. for a workshop on Social Studies curriculum development.

Seven members of the Department of Social Studies went to Seattle in mid-August, 1967, an after five weeks of attending a special workshop under the direction of Professor Clifford Foster the second edition of the Form 1 material was produced through joint efforts.

The book adopted the interdisciplinary approach, which combines aspects of the following branches of Social Science which can be taught in Secondary Schools: History, Geography, Economics, Sociology, Political Science and Anthropology. By this approach, pupils become familiar with concepts of living in the home, school, village, town and national communities.

The second edition of the book was submitted to a conference of University Professors and Secondary School Teachers, held under the joint auspices of the Ford Foundation and the Comparative Education Study and Adaptation Centre (CESAC) in the University of Lagos from April 22nd to May 4th, 1968. In the light of the criticisms and suggestions of the Conference, further improvements have been made, and we now present the result. We are conscious that the book is still in the experimental stage and is still capable of further improvement in the light of experience gained in its use in the classroom, but we trust that it will be of immediate help to Social Studies teachers in Nigerian Secondary Schools.

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NOTES FOR THE TEACHERS

The Teacher's edition of this book contains inserts which we hope will serve as a guide to the teacher in helping to achieve the objectives of the Social Studies Programme. As this subject is new in Nigerian Secondary Schools, it is necessary to explain the arrangement of these inserts.

There are two sets of objectives. The Basic and the Major Objectives. The basic objective runs through the whole course from unit one to unit eight, and is sub-divided into a number of major objectives.

The basic objective:

The basic objective of Social Studies is to prepare students to become well-informed citizens who will be able to contribute to the advancement of their Community.

In order to achieve this basic objective, the book tries to:

- (a) give information to the students
- (b) teach students to have respect for law and order.
- (c) teach them to appreciate the necessity to work honestly and hard
- (d) teach them to have respect for their culture as well as other people's culture.
- (e) teach them to appreciate the advantages of co-operation in the community.

The book is divided into eight units. Each unit, (except numbers one and eight) is sub-divided into sections each of which aims at achieving some specific objectives.

Before each section there are teacher's inserts on green paper. These inserts, have the following arrangement. Unit number, Section, Theme, Major Objectives, Anticipated Outcomes, General Statements, Resources and Teaching Aids, Suggested Activities and Skills.

Unit Number

There are eight units, numbered I, II, III, IV, V, VI, VII and VIII. Most of these units are sub-divided into sections.

Section

This is a sub-section of the instructional unit. For example, "the ever-widening Community' concept of Unit II is sub-divided into three sections:

- (a) the family community
- (b) the school community and
- (c) the village or town community.

The study of the various aspects of the larger Nigerian community is effected in units III and IV.

Theme

This is the central idea that runs through the topic which is to be taught.

Major objectives

These are the sub-divisions of the Basic Objective

Anticipated outcomes

These are essentially the specific objectives or goals which we hope will be attained by each section after it has been taught.

GENERAL STATEMENTS

The general statements contain central ideas which can act like racks on which students hang items of information.

The use of general statements appears to us appropriate in achieving the modest goals of Social Studies in Secondary Forms I and II. The students must be carefully guided through these general statements so as to achieve the desired specific objectives.

How to use the general statements

Each of the general statements has a central idea for the consideration of the students under the teacher's guidance.

The general statements can be given to the students so that they can find examples to illustrate them. *This is the deductive method.* Alternatively, the teacher can keep the idea running through the general statement in his mind and expose the students to a number of similar examples until the students grasp the central idea. *This is the inductive method.* The former approach makes the teacher keep to the point thereby saving students' time and effort. It also makes the teaching of the ideas contained in the general statements better directed and more purposeful.

If the deductive method is followed, the general statement being considered may be written on the blackboard so that the class can consider the central idea in it. By skilful use of questions and activities, the students will not only grasp the meaning of the general statements but they will also be able to bring forward new situations, examples and illustrations that will reinforce the given statements.

Through a careful use of the general statements it will be possible to cut down on the material to be written or read by the students. One of the main ideas behind the use of general statements is to make Social Studies more thought-provoking and less of a subject in which facts are simply dished out to students.

Resources and Teaching Aids:

These include books, magazines, journals, newspapers, films and filmstrips, photographs, relics in museums and archives, tape recordings etc. The availability of these facilities varies from school to school,

but we suggest that each teacher should make every effort to enrich classroom experience by making maximum use of any type of resources and teaching aids that can be obtained locally.

Suggested Activities

The activities we have suggested to the teacher will help the students to achieve the specific objectives. We hope that through the activities, they will acquire four sets of skills which are: observation skills, creative skills, knowledge skills and judgement skills.

Skills

Observation is basic to learning, creativity and evaluation. It arouses and sharpens curiosity. Knowledge skills may include reading and map skills. Making models, drawing maps and plans and imaginative discussions on a variety of topics, help students to develop creative skills. Presentation of varied ideas in order to guide students to distinguish facts from fallacies will train their judgement skills. The development of this variety of skills forms the core of any set of Social Studies objectives. Such skills will not only equip the students for further study in later life but will also prepare them to play a worthy role in their community.

We wish to stress that the activities which we have suggested in this book are by no means the only ones possible. It is our hope that teachers in various parts of Nigeria will adapt them to suit their own local conditions and interest and introduce many new activities and skills which they consider helpful. We have, in fact, left a lot of space for the teacher's own notes or suggestions. We shall be pleased if such suggestions are made available to us to enrich the next edition of this book.

We earnestly hope that Secondary Schools all over our country will give the teaching of Social Studies a trial and will use this book as their instrument.

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UNIT I

Theme: Introduction

Basic Objective: The basic objective of Social Studies as a subject is that students will be well-informed citizens who can contribute to the advancement of their community.

Specific Objectives: The student should:

1. know important terms and general statements connected with Social Studies.
2. acquire skills in reading and collecting information.
3. have skills in identifying facts, fallacies and opinions connected with Social Studies phenomena.
4. have skills for accurate observation and description.
5. learn to join willingly in physical work for example grass cutting, digging flower beds and farming.
6. compare physical and social environments.

General Statements	Resources and Teaching Aids
1. Man is influenced by his physical and social environments.	Local films, pictures, filmstrips, books dealing with people in other lands for example the Sahara and Eskimo lands.
2. Man is influenced by his physical and social environments.	Local films, pictures and filmstrips showing road and water-works projects, farming and house building etc.
3. Man can contribute to the progress of the society in which he lives.	Books, photographs etc. depicting old and new aspects of life and building in the town and country
4. Man usually feels strange in a new environment.	Place maps, road maps
5. Man can adapt by himself to his new environment.	Pictures of warm and light clothing and warm climate respectively.
6. People have different way of finding out information.	Tape recorded interviews, questionnaire, application forms, various objects e.g. those suitable for activities 6a and e
7. People sift information to obtain facts.	Questionnaire and newspaper cuttings.
8. People have different opinions about the same thing.	Newspaper cuttings expressing different view on the same topic.
9. Illustrations enrich people's knowledge.	Maps, globes, pictures, diagrams, model charts, figures and photographs.

Suggested Activities	Skills
1. Let students discuss the clothes worn when it is cold or very warm in Nigeria and in other lands where it is very cold or very warm	Observation, description and recording
2. (a) Organize student groups to construct paths, flower beds and plant flowers, ornamental and shade trees (b) Students could also be asked to see construction projects nearby where possible e.g. a bridge, a road, water-works.	Creative Observation
3. (a) Organize a small health campaign for example 4. (i) picking up litter (ii) draining stagnant water (iii) scrubbing a dirty stair- case or floor. It is important for everyone to have a positive attitude towards maintaining good health practices. (b) Let students collect pictures, photographs and information about their village, town or country as it existed ten or twenty years ago and contrast it with what is obtaining now.	Creative. Ability to compare and contrast given situations.
5. Ask students to relate their experiences on the first-day in the Secondary School. Lead the students to the recognition that Social Studies provides opportunities for one to learn about many societies. The students should be led to grasp the fact that Social Studies also provides for the acquisition of skills that enable a person to become acquainted with a strange society. Use examples of skills, e.g. a road map to locate places, asking a police-man for directions and locating relevant information about a place.	Recalling.
6. Ask students to mention things which seemed strange to them when they came into the school, but which they are now getting used to.	Recalling.
7. (a) Put three or four objects on the table, one after the other, fairly quickly. Put the objects away and ask the students to mention the objects, and the order in which they were put on the table.	Observation and description questioning , recalling.

<p>(b) Students may take turns at describing a member of the class, while the other try to identify the student described.</p> <p>(c) students may also take turns at playing the role of the Principal of a school interviewing candidates for admission into Form I.</p> <p>(d) Encourage student to ask questions from the teacher about himself.</p> <p>(e) Put twenty small articles like coins like coins, buttons, bean seeds etc. on the table and let students observe them for one minute. Cover the objects and as the students to list as many of the objects as they can remember,</p>	
<p>8. (a) Let the student go into the village or town and collect information e.g. on its history. Guide them in classifying the information into its facts Fallacies and opinions.</p> <p>(b) Give students 2 or 3 different newspaper cuttings reporting the same incident opinions. Guide them to pick out the facts from mere opinions.</p>	<p>Questionnaire and sifting of information.</p>
<p>9. (a) Ask each student to write down the name of the student he considers to be the best in the class. Discuss answers.</p> <p>(b) Organize a class debate.</p>	<p>Judgement and discussion</p>
<p>10. Students could be asked to bring pictures and diagrams of important people and places to class. These could be put on the class notice board.</p>	<p>Map skills, creative skill and observation skill.</p>

FORM 1

UNIT I

THE MEANING OF SOCIAL STUDIES AS A SUBJECT

Introduction

Social Studies as a subject is the study of man in his physical and social environments.

The earth is the home of Man and on the earth are highlands, lowlands, lakes, rivers, seas and vegetation, these together with climate make up the physical environment of Man. Human beings live together in communities which may be small or large and each community evolves a number of general characteristics such as the kind of food they eat, the clothes they wear, their language, music, religion, market system, attitudes and their club life. All these make up the social environment of Man.

Man's activities are often affected by his physical environment. For example, people in grassland areas may rear livestock as an occupation. Those who live in forest lands may grow tree crops like cocoa, kolanuts, palm and rubber. Those who live near rivers or lakes, or the sea may be fishermen.

Man can also influence his physical environment. For example, People can irrigate the land for agriculture in places where the rainfall is not sufficient to grow crops, but where there is enough water on the surface in the form of rivers or lakes, or underground, in wells. Land that is water logged can be drained to grow crops. Dams and bridges can be built.

Man's activities are also affected by his social environment, for example, a child's first language is usually that of his parents or whoever he lived with when he was growing up. Man can influence his social environment too. A man for example can build more modern houses, wear new styles of dress, introduce a different kind of food or a new kind of music and dance into his community. Man can increase the social amenities in the community by building more schools, hospitals and waterworks; and can turn a poor community into a rich one by hard work, self-help and determination.

A man can live better and more happily when he is in the company of others than when he is living entirely alone. At times, he is among a small group of people and at times among a large group who may or may not be his own relations. Also a man may find himself in a completely new country as a Nigerian would find himself if he were to go to Dahomey, Ghana, Liberia, America, Britain or Russia. Wherever he is, man is always in the company of other people. A person who is happy only when he is entirely alone is not a normal person. Do you agree?

(b) The main reason for learning Social Studies

In your Primary School, you might have been taught History, Civics and Geography as separate subjects. In your first two years of Secondary School life, you will not be learning these subjects as before. Instead, you will be learning these three subjects along with some others, with which they are closely related. These include Economics, Sociology and Political Science (Government). You will have the opportunity to learn some of these subjects separately and in greater detail later on. But in Social Studies you will be learning all of them as one subject. Social Studies learnt this way will make you understand that History, Geography, Economics and Civics are all related to one another.

Your work in Social studies will make it easier for you to adapt yourself to life in any community in which you may find yourself in future. And what you learn this year and next year, will be a good foundation for more detailed study later on in such fields as Geography, History, Economics and Political Science.

SOME HINTS FOR LEARNING SOCIAL STUDIES

In order to profit fully from your work in Social Studies, you must become skilful in:

1. **The language of instruction:** Since you are learning this subject in English, you must have good knowledge of the English language. To know English very well, you must speak it as much as possible. You must also practice writing English by writing all your notes in English, filling in your diary in English and writing letters in English to your parents and relations who understand English.
2. **Observation:** You must develop your ability to observe things. When you see an important thing, make sure you look at it carefully and learn something from it. If you miss the chance of learning from it then, you may miss it forever.
3. **Description:** When you have observed something, make sure you can describe it if it is necessary to do so.
4. **Interviews:** You can be asked to go to people in villages, towns, offices or farms to ask them questions. The answers given to such questions may be jotted down immediately or later on, depending on the circumstances. This process of asking people questions and obtaining answers orally is called interview. The success of an interview and the accuracy of the information collected will depend on the relationship of the school with the local community, the way the questions are framed, the choice of the people interviewed and the way the information is sifted later on.
5. **Questioning:** You must be able to ask and answer questions freely so that you can increase your knowledge. When you ask questions, you must observe the usual rules of politeness. For example, if you do not understand what your teacher has just said and you want to ask him, you can say 'will you please explain that last point again?'
6. **Constructing questionnaires:** At times, you want to find out information from people, but instead of asking them oral questions, you prepare questions which are carefully written down and the people concerned write answers to such questions.
7. **Reading:** A lot of information on Social Studies can be collected from reference books, text-books, journals, magazines and newspapers. You must therefore learn to read fast so that you may be able to read and collect as much information as you can from the very many written materials that will be placed at your disposal during your course of study.
8. **The use of audio-visual aids:** A lot of information can be collected from materials recorded on films, filmstrips, slides, tapes, gramophone records, photographs and pictures. It can also be collected from various works of art and crafts (old and new) which can be found in museums, shrines of gods and goddesses, some markets and a few local shops. It is important to note that a combination of several or all of these methods will be necessary if one is collecting detailed information about any topic in Social Studies.
9. **Illustrations:** In Social Studies and in other subjects, illustrations are very useful aids to proper understanding. In Social Studies, illustration may take the form of diagrams, sketch-maps, pictures, newspaper cuttings, charts, mathematical figures, or actual objects collected from various sources; such objects may include calabashes, stone or Wood carvings, bronze and paintings. When you

write about a topic in Social Studies, try to look for the best illustrations you can get. The greater the number of illustration on each topic, the better your understanding of it is likely to be.

10. **Planning excursion:** it is often much easier to learn about a place by visiting it. During the visit, you can see things for yourself, observe carefully and ask many questions as possible from people in the place visited. it is important to book an appointment with the people concerned if you wish to visit places like the Court, Police station, Factory, or any other place where you will need to ask questions, such an appointment will enable your visit to be planned out and an arrangement can be made for somebody who knows the place very well to take you round.
11. **Recognizing the character of statements:** Wherever we are, whether at home or at school, at places of work or on the playground, we very often make statements. Such statements may be grouped into three;
 - (a) Statements that can be proved, i.e. facts
 - (b) Statements which may be right or wrong and are not easy to prove but which are believed by the people expressing them. These are known as opinions.
 - (c) Statements which are surely misleading. These are fallacies

Here are some examples of various types of statements:

Facts:

- (1) If John was born in 1955 and James in 1956, then James is younger than John.
- (2) A father is never younger than his son or daughter.

Fallacies:

- (1) If John was born in 1955 and James in 1956, then James must be the older of the two.
- (2) I have no doubt in my mind that Nigeria became independent in 1914.

Opinions:

- (1) John is more handsome than James.
- (2) Our school is the best in the whole world.

Note:

- (i) Political and religious beliefs may be based on people's opinions
- (ii) A lot of time is wasted when people try to prove that their religion or their political party is the best and must be accepted.

12. **Making value judgements:** Value judgement is the degree of importance which a person places on something as a result of his opinion about it. People's ability, training, experience, likes and dislikes are different, therefore they see objects, places and other people in different ways. As a result, they hold different opinions about what they see. For example, what is regarded as very good by one person may not seem so good to another. This is because their value judgement is not the same. Differences of opinion may therefore arise as a result of value judgements. Beliefs also affect value judgements. You must therefore remember that it is quite normal for somebody to disagree with your point of view or for you to disagree with another person's point of view.

13. **Sifting Information:** From what you have read so far you should know that you can collect information by reading, interviewing, paying visits to places, observation, preparing a questionnaire and by the use of audio-visual aids.

Your information from various sources will include facts, opinions and perhaps fallacies. It is can then make use of the facts and useful opinions. It is not everything that you read or hear that is correct. Whenever you are in doubt, ask questions or read until you satisfy yourself.

EXERCISES

1. What is Social Studies?
2. Why do we learn Social studies?
3. Say whether each of the following statements is a fact, fallacy or opinion giving reasons for your answer.
 - (a) Everybody knows that Kaduna is the capital of Nigeria.
 - (b) We are in the classroom now.
 - (c) Nobody has a larger farm than that of my father.(The teacher may add to this list.)
4. What things make up the physical environment of man and how do they affect him?
5. What do you understand by social environment?
6. What are the differences between physical and social environments?
7. If you want to know how a chief is installed in this town/village, how will you find out?

UNIT II SECTION 1

Theme: Living in the Family

Major objectives:

1. The students will come to appreciate the fact that people live in ever-widening communities.
2. The students will learn about the major roles played by the members of a family.

Specific objectives: The students will be able to:

1. Enumerate the essential characteristics of a good member of the family;
2. Explain (a) the “nuclear” and (b) the “extended” family;
3. Demonstrate their understanding by listing the duties of every member of their families and the rights and individual within the families;
4. Demonstrate their understanding of the interdependence within the home.
5. Draw the pyramid of authority of the family.

General Statements	Resources and Teaching Aids
1. The family is the smallest, the closest and the warmest community.	Photographs of families; cuttings etc.
2. Family members work at home but do not get paid for the work they do.	
3. Members of the family are interdependent.	
4. Home is our first school.	
5. There is not usually enough money to satisfy all the wants of every member of the family.	

Suggested Activities	Skills
<p>1. (a) Help students to name the various communities in which a man lives and let them say why the family is the smallest i.e. in terms of number; the closest i.e. all are relations; and the warmest i.e. it is one in which there is the greatest affection for one another.</p> <p>(b) Get students to answer questions such as</p> <p>(i) How many brothers and or sisters does your father or mother have? How many brothers and or sisters have you?</p> <p>During class discussion, ask students to write the various duties performed by members of their families.</p>	Imagination, Judgement and Discussion.

<p>2. (a) Let each student draw a picture or cartoon showing each member of the family doing his or her work at home (b) Discuss the importance of learning to work efficiently at home as a necessary preparation for life after school. Let them discuss why it is not necessary to be paid for work done at home.</p>	<p>Artistic Skill</p> <p>Knowledge</p>
<p>3. Encourage children to discuss the term “interdependence” in relation to the home and other larger communities.</p>	<p>Discussion</p>
<p>4. (a) Discuss the importance of the following things first learnt at home: (i) The first language (mother tongue) (ii) Simple rules of hygiene (iii) Appropriate greetings (iv) Our traditions and culture, etc. (b) ASK the students to make a list of some other things learnt at home before coming to school.</p>	<p>Knowledge</p>
<p>5. (a) Let the students make a list of five things they wanted their parents to buy for them last year. Ask how many were bought and why? (b) Ask the students to make a list of the ways by which the members of the family earn a living in their respective homes. (c) Discuss ways in which members of Nigerian families co-operate with one another. (d) Let students discuss the importance of mutual affection in the family.</p>	<p>Judgement</p> <p>Knowledge</p>

UNIT II SECTION 1

THE FAMILY COMMUNITY

Introduction

A Community is a group of people who live in the same place and have common interests.

The family is the smallest, closest and the warmest of all human communities. It is the foundation of which larger communities are built. Once a person is a member of a family, he normally belongs to that family wherever he may be. Can you think of conditions under which a person ceases to be a member of his family?

Natural setting

Every family has a place which it can call 'home'. This home may be a cave, a hut, a small or large house, in a town, village or hamlet; in a cold, hot, wet or dry place; in a forest region or in grassland, in a highland or lowland area.

Among Nigerian families, the home of the father is the home of the children in the family, no matter where the children may be born.

Members of the family

In Nigeria, there are two types of families: (a) the nuclear or the immediate family, and (b) the extended family.

- (a) **The nuclear or immediate family:** The members of the nuclear family are not usually many. They are simply the father, the mother or mothers, and their children. Very few families in Nigeria are of this type. (See the 2 different types of a nuclear family on page 11)
- (b) **The extended family:** In Nigeria, the extended family usually consists of all the people who are related by blood through the father or the mother. Such a family is a collection of nuclear families and individuals related to them.

In the past, the members of an extended family used to live together in one house or one large family compound. Today, many members of the family go to live in other places and have their own nuclear families but still retain links with the other members of the extended family.

In some other parts of Africa and in China, families are also of the extended type. In Western Europe and America, however, the family is usually of the nuclear type.

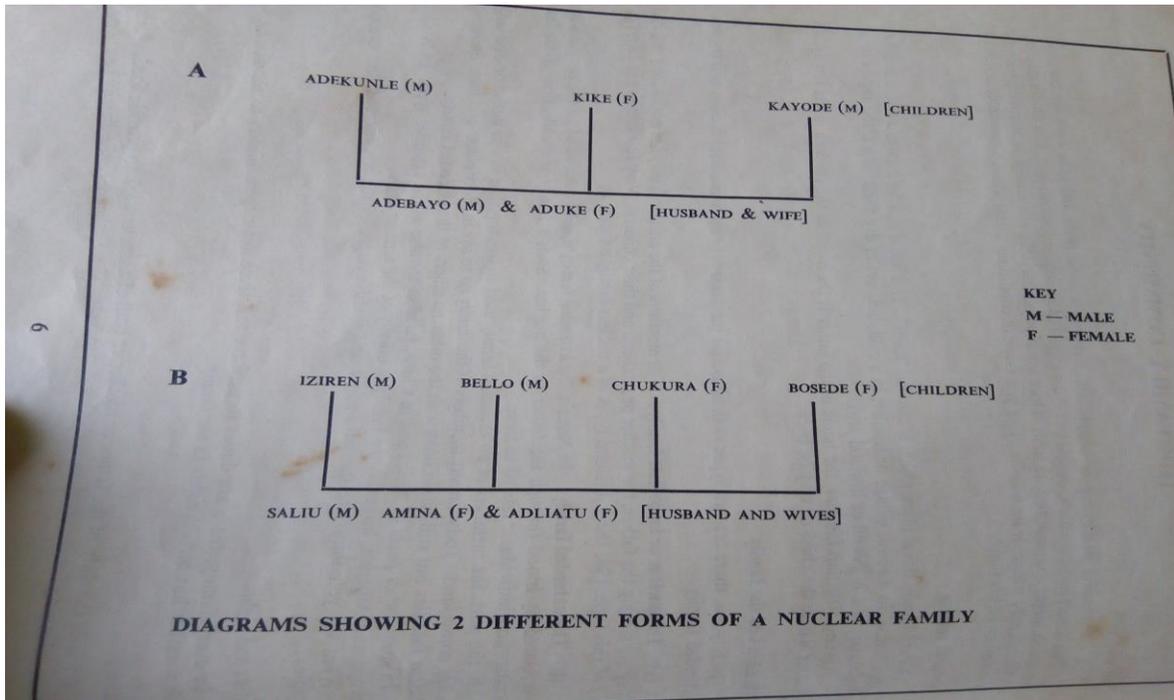
What do you think are the advantages and disadvantages of the nuclear and the extended families?

Duties and rights

In every Family, there are duties to perform and there are responsibilities to shoulder. Also, each member has certain rights in the family.

Duties

- (i) It is the duty of the father or mother or both of them to work to provide food, shelter and clothing for the children and other dependents. These other dependents may be relations or very old members of the family who can no longer work for their own living.



- (ii) Parents and the older members of the family owe it as a duty to advise, correct or punish members of the family who do not behave well. Why?
- (iii) It is the responsibility of the older members of the family who are working to provide good education for the younger ones.
- (iv) It is the responsibility of the parents and the older members of the family to see that the younger ones obey the rules of the family and behave well in the community.
Make a list of other duties performed at home by the various members of the family.
- (v) It is the duty of the younger ones to help and respect the older members of the family.
- (vi) It is also the duty of the younger ones to greet their elders as a sign of their respect for them and of their own good upbringing.

Rights

- (i) Every member of a family has a right to live and be cared for by the family until he or she is old enough to take care of himself or herself.
- (ii) He or she also has the right to be protected by the other members of the family when necessary.

Ways of earning a living

Normally, the husband is the chief breadwinner. He provides for the needs of the family from earnings. He may work as a farmer, carpenter or teacher and so on. The money he earns or the food he grows is used to support the family.

The family at leisure

Leisure hours are those periods during which one may rest, amuse oneself or do the things one likes doing apart from regular work.

During leisure hours many adults play local games like 'ayo', 'katantanwa', 'Gada dara'. Some adults drink palm wine, 'emu' 'tombo', 'burukutu', 'pito', beer and other drinks. On such occasions, people usually discuss matters of common interest with their friends outside the family. They crack jokes and enjoy themselves.

In the evenings before bedtime, particularly in the villages, children gather round the elders to listen to folk tales which often teach morals and good conduct. Such folk's tales are sometimes told in the moonlight, and are usually accompanied by singing and clapping.

There used also to be moonlight activities such as wrestling or hide and seek.

Many people are of the opinion that these valuable and enjoyable activities should continue. What do you think?

Nowadays, outdoor activities like walking, running, jumping, dancing, football, boxing, swimming, cycling and gardening give people variety in the way they spend their leisure hours.

(The games mentioned above are to be explained preferably with pictures).

Family organization

In the nuclear family, the father is the head of the family and he is expected to be obeyed by the other members of the family.

The organization of the family may be likened to a pyramid which could be called the pyramid of authority. The father is at the top of the pyramid. Next to him is the mother followed by the older children.

Below these, and at the base of the pyramid, are the very young children, some of whom maybe too young to do anything for themselves. (See the diagram on page 13)

In some parts of Nigeria, especially among the Yoruba and the Edo the oldest male member of the extended family usually has the highest authority. He is followed by others in order of their age.

In other parts of the country, however, especially among the Ibo and the Hausa, a man may have the highest authority by reason of the respect the family has for him because of his ability, wealth or education.

Some changes that have taken place in the family

In the past many men had two or more wives, especially when farming was the most important means of earning a living and many hands were required on the farms. Even now, many men still have two or more wives if their religion, custom or wealth allows them to do so. But for several reasons, one of them being the high cost of education, many men are forced to limit the number of their wives so as to be able to give a good education to the fewer children they will then have. Increasingly, men have just one wife. Most of the nuclear families are to be found among such people.

Formerly, women mainly helped their husbands on the farms. Now, many women work, not only on the farms, but also in schools, offices, hospitals and shops. They earn money and are therefore able to

help their husbands in providing money for the children's food, clothing, and schooling. Is it good or bad for wives to go out to work? Can you think of other changes in the lives of women?

In many parts of the country, many young children who formerly had to go with their parents to the farm now go to schools. Many parents therefore use labourers on their farms.

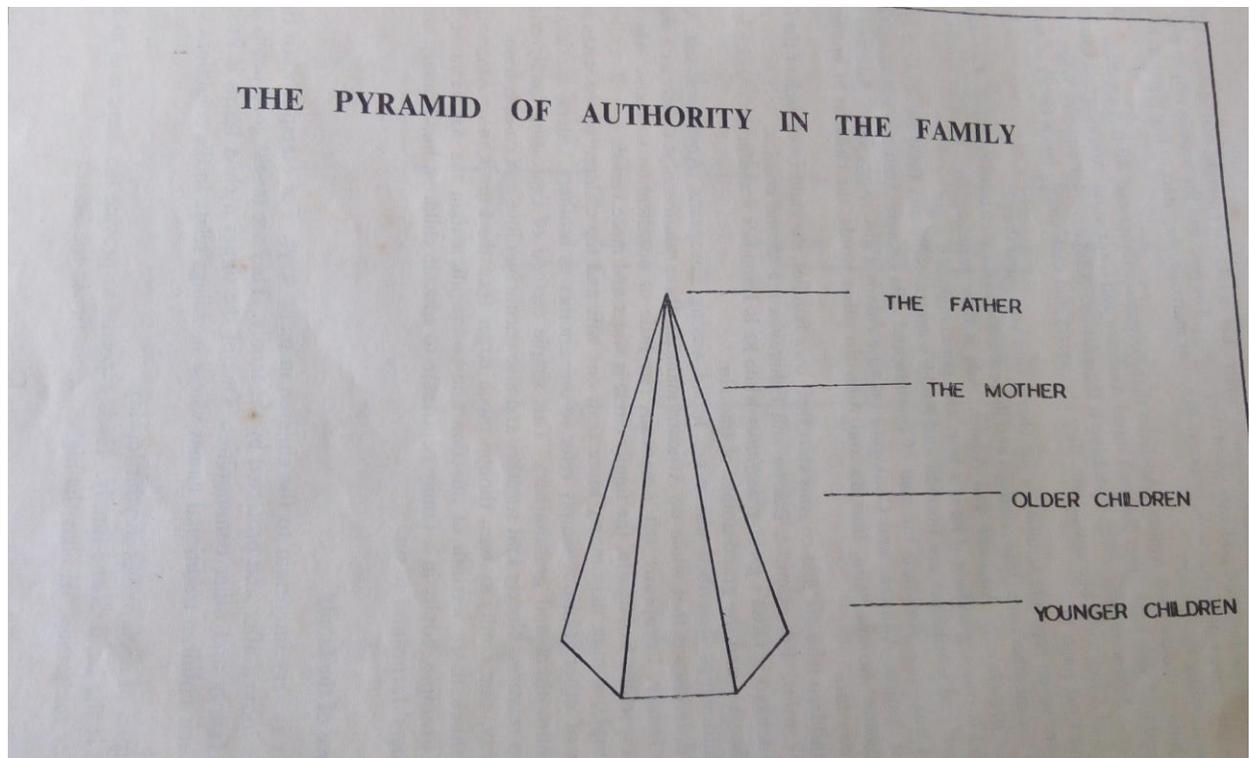
People are now aiming at a higher standard of living. By this we mean that they want to live in better houses, eat better food, have cars, radio and television sets and attend dances and parties. In order to have enough money to enjoy these things and also to educate their children, people now tend to have fewer children than in the past.

Future developments

- (i) In future many more people are likely to want a higher standard of living.
- (ii) More women will go out to work and earn more money for use in the family.
- (iii) The present form of the extended family is likely to change as time goes on and resemble more and more the nuclear family. It is to be hoped, however, that the love which unites people of the same blood will always continue.

The family tree

The nuclear family consists of the father, mother or mothers and the children. But these words



do not explain all the relations in the extended family. Let us take for example, two adults: Adebayo and Aduke become husband and wife when they marry. The man and the woman may not belong to the same village, town, or country. But after marriage, they start to live together. Helping and understanding each other.

They have a child called Amina. Adebayo then becomes a father and Aduke, a mother. Later on, husband and wife have other children called Amiwero and Chukwura. Amiwero and Chukwura are brothers. Amina is their sister. Adebayo is their father. Aduke is their mother. When Amina, Amiwero and Chukwura become adults, they also marry and each couple has a family of its own. See the chart on page 15.

These are seven separate families in the chart. Can you name them?

But all the members are close relations and there are names for such close relations. For example, Bello is the grandson of Adebayo and Aduke. Ada is their granddaughter. In other words, one's child's child is one's grandson if he is a boy, and granddaughter if a girl.

Amiwero and Chukwura are Imoudu and Kodili's uncles. Saliu and Bello are nephews of Amiwero and Chukwura. Amina is the aunt of Imoudu and Ada because Amina is a woman. Ada is the niece of Amina, Amiwero and Chukwura because Ada is a girl. Also, Bello, Ada and Kodili are first cousins. So are Saliu, Imoudu and Ada. In other words, the children of brothers and sisters are cousins.

When children who are first cousins start their own families, the children of each of the families are second cousins. For example, Balewa and Egharevba are second cousins.

Also, Adebayo is Olisa's great-grandfather while he is Imoudu's grandfather. Aduke is Olisa's great-grandmother and the grandmother of Imoudu.

The relationships described above are found among Europeans, Americans and Africans. The major difference is that while we Africans maintain these relationships closely as a single and inseparable family, Europeans and Americans pay little or no attention to them. Also, here in Africa and especially in Nigeria, the family circle is wider and more varied.

For example, a man may marry more than one wife and the children of the wives including the children of other relations simply refer to one another as brothers, sisters, aunties, mothers, fathers, grandmothers and grandfathers. This simple method of expressing family relationship tends to keep relations closely knit together and also encourages love and co-operation.

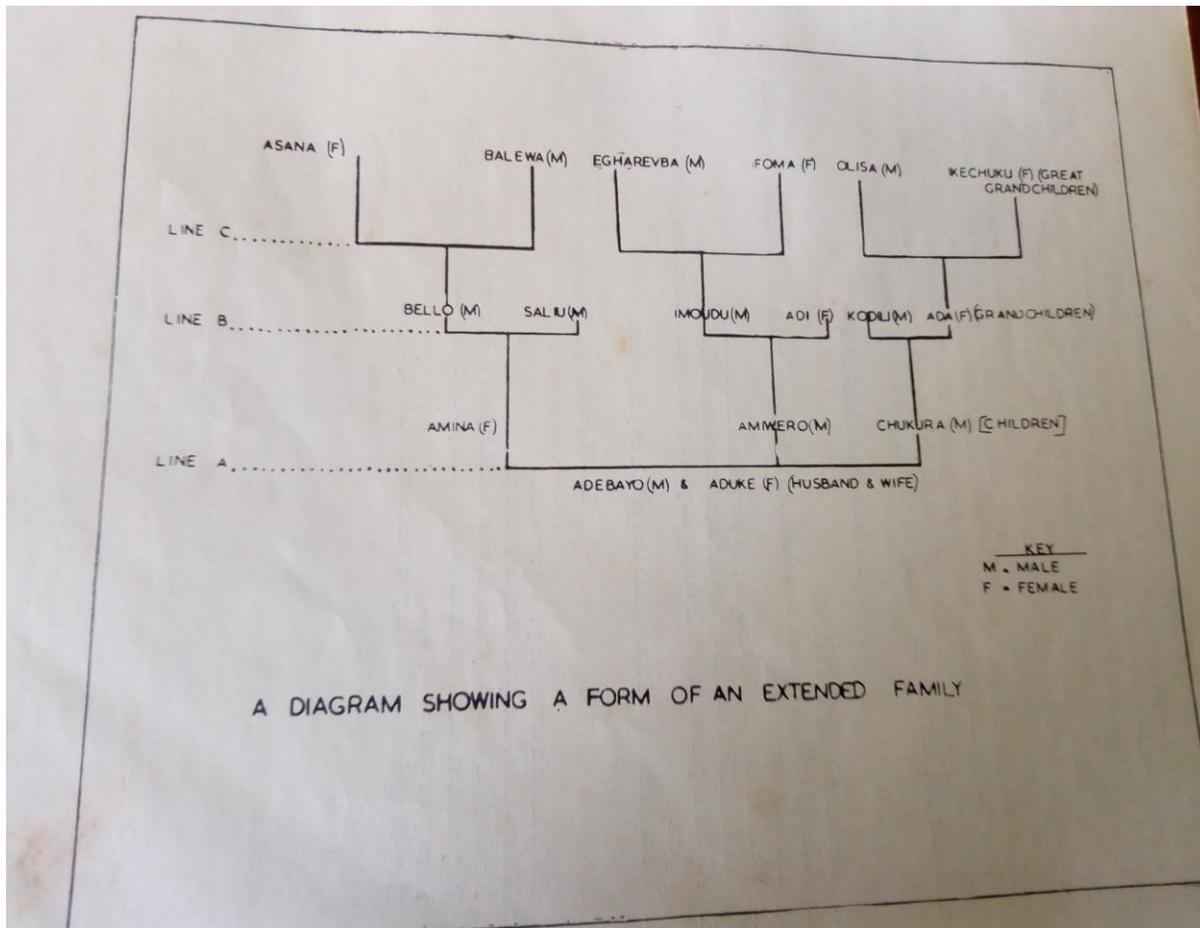
In this way, our family system, though much larger than the European or American idea of family, has much more warmth of affection and co-operation than the American or European family. For example, adults in a family contribute to educate children, build family houses, help on one another's farms and so on.

The importance of the family

The family is very important to the children in many ways. For example, when children are born, they are looked after and protected by the family. They are taught good habits that will fit them for the family and other communities. One of the things a child learns is its name. The parents give their children traditional names whose meanings relate to the conditions surrounding their births.

Find examples of such names in your locality.

The father is the head of the family. He is expected to provide the home and to be the chief breadwinner for the family. He has the highest authority in the home.



The mother is the chief helper of the father. She looks after the home, prepare the food, and takes care of the children who in turn help their parents in the running of the home.

Parents love their children and want them to grow up well; therefore, they teach them good manners. For example, children are taught to say "Thank you" when someone give them anything or helps them. They are taught to say "Good morning", "Good afternoon", etc. and to show respect for elders. They are also taught to be helpful, obedient and clean; to have respect and consideration for others just as they expect others to have respect and consideration for them

Children are taught that quarrelling or fighting is bad because when all the member of the family avoid quarrelling or fighting, the family is more likely to be happy.

Your parents and perhaps your brother or sister work to earn money so that you can have things which you need but cannot provide for yourself. When you too are old enough to work remember that it is your duty to help the other members of the family.

POINTS TO REMEMBER

1. The home is our first school.
2. A family is like a football or netball team which works best when its members co-operate with and help one another.
3. We must learn to obey and respect our parents and elders.
4. We should live peacefully with the members of our family.
5. All the important people in our country today were once children who learnt to be useful to others.
6. We must have good manners so that people may respect us.

EXERCISES

1. Is the home a community? Give reasons.
2. Make a list of the types of communities you can think of.
3. If nobody in the family worked, what would happen to its members?
4. Why must we help those members of the family who are too old or unable to work?
5. Draw your own family tree.
6. How do various families in your area earn their living?

UNIT II SECTION 2

Theme: Living in the School Community

Major objectives:

1. The students will know about the opportunities offered to them in preparation for their future careers.
2. They will be aware of the duties they should perform as members of the school community.
3. They will know how to meet the challenge of the competitive world.

Specific objectives: The student should be able to:

1. Draw the pyramid of authority of his school, locate his position and define his relationship with each of the component parts of the pyramid.
2. Demonstrate the rules of courtesy when asking questions, presenting information, and when dealing with other members of his class (e.g. "May I have a piece of chalk, please?"), state, or country.
3. List some of the qualities of a good leader in the school.
4. Demonstrate their understanding of interdependence within the school.

General Statement	Resources and Teaching Aids
1. Children from different homes learn to work and play together in school.	
2. Members of a school community are interdependent.	
3. The school authority makes rules for the welfare of members of the school community.	School publications e.g. magazines, school guide and prospectus.
4. In every school, there is a pyramid of authority.	
5. A child's success in life may depend very much on how best he uses the opportunities offered him at school.	Pictures, drawings, new-clippings and other types of information on careers.
6. Leaders of our nation were once in school learning to be good boys and girls.	Biography of leaders an important people.

Suggested Activities	Skills
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<p>1. Guide the students to discuss the advantages of students with different backgrounds working and playing together in a school-(tolerance and co-operation)</p>	<p>Discussion</p>
<p>2. Teacher should guide pupils to interview the Principal, Vice Principal, Bursar, Matron, Student Officers, etc. about their work in school, and report to the class. The teacher should first discuss the following with the pupils before going for the interview.</p> <ul style="list-style-type: none"> (a) Courtesy rules (b) how to ask a good question (c) how to present the information to the other members of the class. After the interview, guide the students to discuss how the duties of these school officers are related. 	<p>Interviewing and questioning.</p>
<p>3. Let students write down a few school rules and discuss the importance of keeping them. Discuss with the students the relationship of rules at school with those in your state and Nigeria.</p>	<p>Recalling and discussion; creative</p>
<p>4. (a) Let the students draw and discuss the pyramid of authority in their school. (b) Let the students draw to scale the plan of their classroom and of their classroom block and a sketch-map showing the town and the location of their school.</p>	<p>The use of scale and of map symbols.</p>
<p>5. The teacher should encourage students to discuss their future careers in relation to the opportunities available in school. Suggest to them the possibility of keeping individual notebooks on careers.</p>	<p>Map skill. Ability to keep records.</p>
<p>6. Ask students to find out the schools which some of our leaders and important people attended. Plan a tour of the school library and Provide for discussion during which samples of the type of references that provide this kind of information will be shown.</p>	<p>Reference skill</p>

UNIT II SECTION 2

THE SCHOOL COMMUNITY

Introduction

In some ways, the school is like a home. In school, you are reminded to bathe regularly, eat good food, drink clean water, and wear clean clothes so that you can grow up to be strong and healthy. You are also taught to respect and obey your elders and seniors and to help them in various ways. By carefully remembering what you are told, you will gradually learn to be helpful and to behave properly. In this way, you form good habits. You can help the school by keeping your classroom and the school compound clean and by looking after the furniture in the school.

While the school is very much like a home to us, it is actually much more than that since in school we live in a much larger community of children. It also provides for our education by giving us many learning opportunities that cannot be provided by our parents at home. The school is a community of teachers and learners who have been brought together primarily for the purpose of gaining knowledge and understanding in areas such as Social Studies, Science and Mathematics. It also provides an avenue whereby capable and interested student may be prepared for entrance to colleges and universities.

Good conduct shown by obeying school rules and by being polite and helpful, especially to strangers and the helpless, give your school a good name of which you can be proud. If any member of the school behaves badly, people say that he or she is from a bad school. They will also say that he or she must be from a bad home. We must therefore protect the good names of our homes and schools, by behaving well at all times.

Its natural setting

Whenever possible, a school is located in a place where it can be easily reached by all sections of the community. It may be on a high, level or gently sloping land. It may be close to a stream or well, where the school children can obtain water. The land should be large enough to accommodate the school buildings, the playing fields, the school farms and the dormitories.

Draw to scale the plan of your classroom and your classroom block. Also draw a sketch map of your school and the town in which it is located.

Members of the school community

These include the Principal, the Vice Principal, the rest of the Teaching Staff and the students. The other members of the School Community are the non-teaching members of staff such as the clerks, the bursar, the matron, and the kitchen staff, all of whom help the school to function properly. Think of other members of the school community.

Duties within the school community

Every member of a community should have a duty to perform for the good of the community. The higher the duty the greater the responsibility.

For example:

1. It is the duty of the Principal to see to the smooth-running of the School.
2. It is the duty of the teachers to educate the students to the best of their abilities
3. It is the duty of the students to learn what they are taught and to keep the school rules.

What are the duties of the Prefects, the class monitors or captains and the matron?

Pyramid of authority in the school

In every well-organized community, there is always someone at the top who holds the highest position and therefore has the highest authority.

Authority in a school community can be likened to a pyramid. At the very top is the Principal. Below him are the Vice Principal and the Senior Staff, the rest of the staff, student officials and the other students. See the diagram on page 21 and compare the pyramid of authority in the home with that of the school.

It is our duty to carry out promptly any school orders. By so doing, we will be helping the Principal in the effective running of the school community in which we all have a part to play whether we are holding any offices or not.

How leisure hours are spent

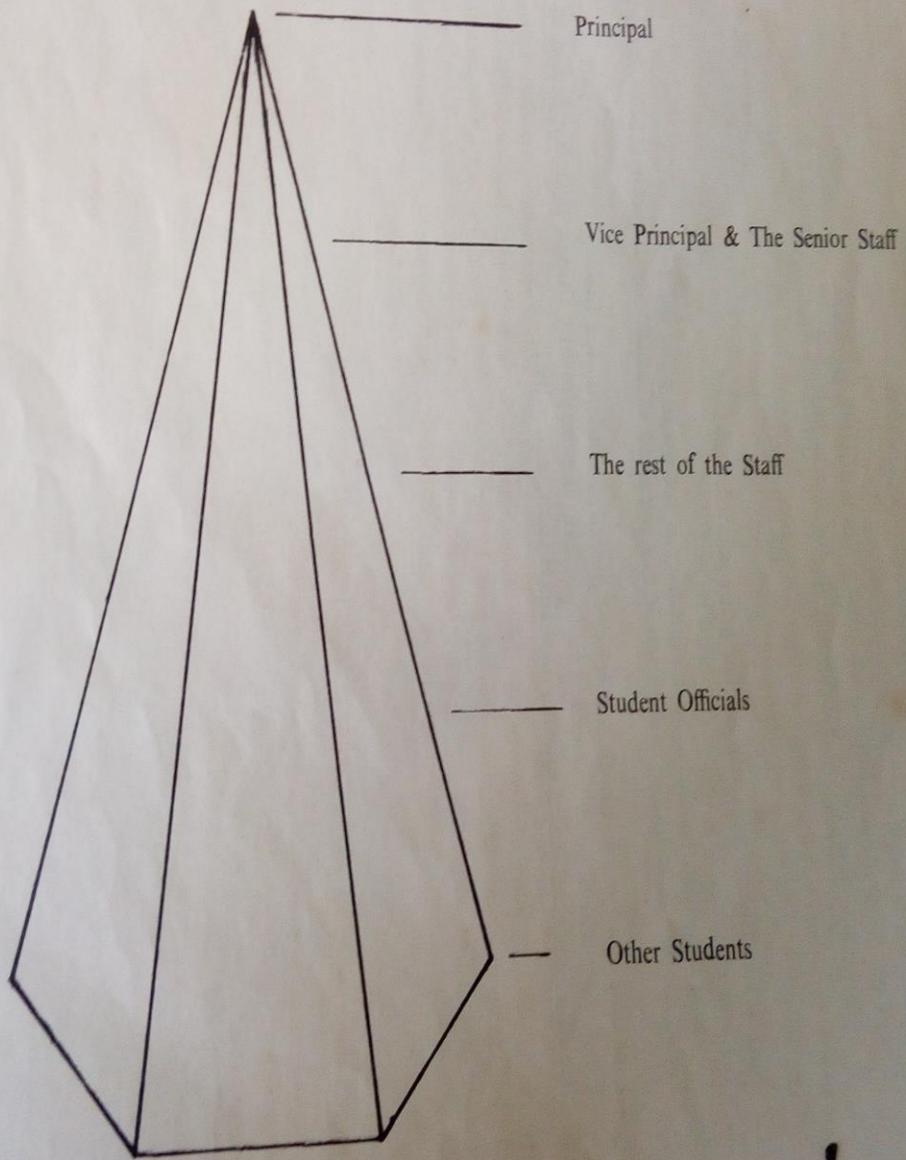
In school, there is time for both work and play. Since "the devil finds work for an idle hand" nobody is expected to be idle. This is why the daily School programme provides opportunities for both work and play. After the end of classroom work on a School day, outdoor activities begin.

These may include athletics, games and hobbies. In these outdoor activities, students develop other powers of the mind and body which book-work alone cannot develop. To be a useful, happy and well-developed member of the school community, we must learn to work hard and to spend our leisure hours usefully.

What changes take place within a school and why?

When a new school is founded, it is usually small. As time goes on, it becomes bigger. Thus, as a school grows older, new and better buildings will replace the old ones. As the school becomes bigger, so also the student and staff population increases. Such changes may be due to the joint effort of the members of the local community and the financial support of the government. A times, the change may be due to foreign aid in the form of books for the library, and science equipment.

PYRAMID OF AUTHORITY IN THE SCHOOL



POINTS TO REMEMBER

1. In many ways, a school is like a home.
2. The School exists to do some things which the home cannot do.
3. Members of a school community are interdependent.
4. Respect for school authority is very necessary.
5. Every member of a school community has a duty to perform.
6. A school provides many opportunities for work and play.

EXERCISES

1. Name the things you can do for your school.
2. Why is it necessary to have school rules?
3. Draw a diagram to show how authority is set up in your school.
4. Describe what is likely to happen if the pyramid of authority in your school is turned upside down.
5. List some ways by which the school prepares students for life.
6. Find out when your school was founded, the important things that happened at that time, the changes that have taken place since then, and why?

UNIT II SECTION 3

Theme: Living in the village or Town Community.

Major objective: Students will be able to understand the structure and working of the village town community.

Specific objectives: Students will be able to:

1. compare, by listing, the similarities and differences in the duties of a village or a to council with those of traditional rulers.
2. join in cleaning any dirty areas in the village or town.
3. list the various occupations in their towns.
4. list the main craft and agricultural products of their villages and towns.
5. list the craft and agricultural products that come to their villages and towns from other places.

General Statements	Resources and Teaching Aids
1. A village or town community consists of many families.	
2. A town community has more families than a village community.	
3. In a village or town community there is always a constituted authority.	Pictures and pamphlets
4. The constituted authority in a village or town community exists to serve the community.	Village/Town plan or map. Photographs of important places.
5. The members of a village or town community have duties towards the constituted authority.	Posters, Pamphlets and Films on civic duties obtainable from the Ministry of Information. Specimen of products from local occupations, crafts and industries.
6. Members of a village or town community earn their living in different ways.	
7. The members of a village or town community are interdependent.	
8. Changes take place in a village or town community.	Photograph, Film and maps of the village/town at the different stages of development.

9. Some villages and towns are well-known for their arts and crafts.	Photographs of Nok Figurines, Terra Cotta heads of Ife, Benin Bronzes and other local art and Work.
10. Every village or town has its own heroes and heroines. Photographs Statues, Monuments.	Photographs Statues, Monuments

Suggested Activities	Skills
1. Let students mention the names of some families in their villages or towns and say why they are thought of as separate families.	Judgement
2. Let students discuss why there are more families in the town community than in the village community.	Imagination and discussion
3. Guide the students to make a chart showing the structure of the constituted authority in their villages or towns, e.g. village or town council or native rulers and their chiefs.	Creation
4. (a) Lead students on an excursion to important places in the village or town. (b) Ask the students to draw a map of the village or town, showing important places such as the markets, schools, churches, mosques, community centres etc. (c) Organize a discussion on what an individual gain from his community by way of public services. Also discuss the financial resources of the constituted authority.	Observation Map-skill Discussion
5. Lead students to discuss the civic duties of members of the community, e.g. regular payment of taxes, response to community calls, Cooperation with the law enforcement agencies, etc.	Attitude
6. (a) Make a list of the different occupations in the community. (b) Organize a visit to a local industry, business, craft, etc.	Knowledge and Observation.
7. Guide students to make a list of individual and community needs, e.g. food, education, recreation, etc. and discuss how these needs are met.	Knowledge
8. (a) Encourage students to prepare a five-year time chart of the important changes in their village or town. This activity enables the student to sense the relationship of time and	Imagination and Discussion

<p>change. It may be necessary to use a longer period than five years to illustrate changes in certain areas.</p> <p>(b) Discuss the reasons for these changes.</p>	
<p>9. Arrange visits to local drummers, carvers, artists, etc. to find out about their work and contribution to the national culture.</p>	<p>Observation</p>
<p>10. (a) Help the students to find out the names of local heroes and heroines.</p> <p>(b) Discuss the reasons for regarding them as heroes and heroines.</p> <p>(c) Let students draw pictures or collect cuttings of the photographs of their heroes and heroines.</p> <p>(d) Let students dramatize a scene in the life of one of their heroes and heroines.</p>	<p>Interview Judgement Creative</p> <p>Imagination</p> <p>Creative</p>

UNIT II SECTION 3

VILLAGE OR TOWN COMMUNITY

Introduction

Hamlet, village, town and city are names given to different places where groups of people settle down to live. A settlement is called a hamlet, village, town or city according to the number of people who live there. The hamlet has the fewest number of people. The village has more people than the hamlet; the town has more people than the village and the city has the largest number of people. In Nigeria a settlement is a village if the number of people is less than 5,000 and a town if the number is more than 5,000.

There is not always a clear-cut distinction between the occupations of the village people and town dwellers. Though most professional and industrial workers necessarily live and work in the towns others, such as farmers, hunters and fishermen generally keep two homes.

Community services also vary from one hamlet, village, town or city to another. Community services include the Post Office, Electricity Supply, Health Services, Pipe borne water and the Police, to name a few.

These services may have been provided either as a result of the activities of the community or as a result of the position of the hamlet, village or town. One village which is situated on the main road that joins two important towns may have more modern amenities than another farther away from such roads. For example, some villages have obtained electricity earlier than larger towns because they are situated on the line along which electric cables run. In the same way, the siting of important economic projects in a hamlet, village or town may increase its importance as well as its Community services.

Location

The location of a place is the position which it occupies in relation to other places on the surface of the earth. Lagos, for example, is 65 miles south of Abeokuta. One can also say that Abeokuta is 65 miles north of Lagos. In the same way Benin is south west of Kaduna or Kaduna is north east of Benin. Note that for the purpose of locating a place there is no need to talk about size but just the position it occupies in relation to another place and its direction from it.

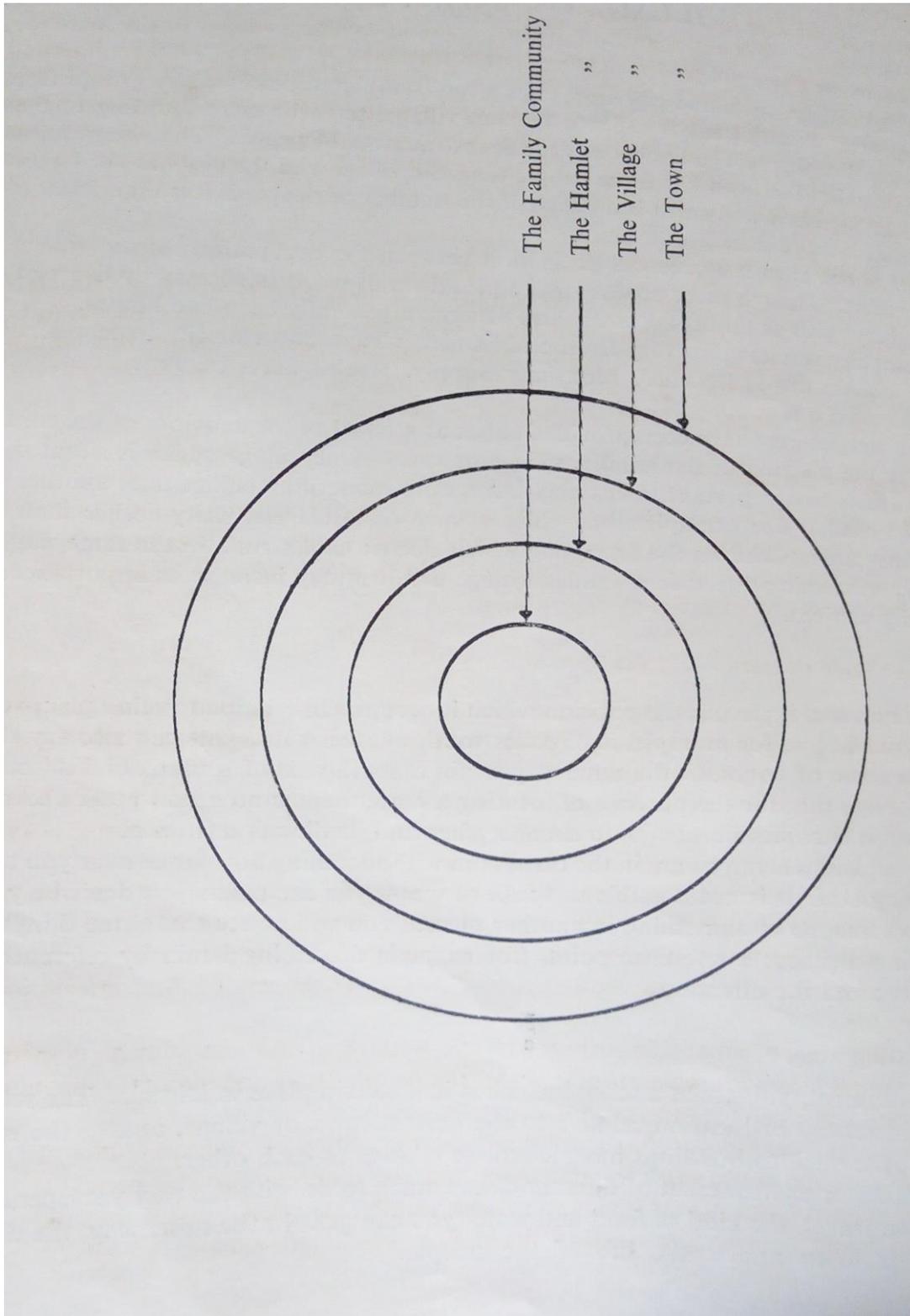
Try to explain where you are in the classroom without telling how far or near you are to someone or something else. It is not possible to speak of where you are unless you describe your position in relation to someone or something in another place. You will notice that three things are necessary in describing a place: a reference point, (for example describing Benin by reference to Kaduna); the distance; and the direction.

Natural setting

At the moment, you are at a school which is in a certain place in Nigeria. The school as a whole is in certain setting or location relative to the nearest town or village, and to the road and within the school, the various buildings have locations relative to each other.

The setting or environment of the school has much to do with the way you spend your time, the distance you travel, the kind of food and water you can get. In the same way, the natural setting of a village or town affects the life of the people.

DIAGRAM SHOWING EVER-WIDENING COMMUNITY



Members of the community

Earlier on, we said that a community is a group of people who live in the same place, and have common interests. It is important to note that communities may change in size and interests. These can be brought about by births, deaths, people travelling in and out of the community, and the desire for progress.

The village or town community is made up of many families. Villages and towns make up individual States, while States make up the Nigerian Federation. What do you think the next largest community of which Nigeria is a member will be? Look at the diagram on page 18. How many more circles can you add to it?

Authority in village or town community

In any village or town community, there must be some authority which the people should obey. In the past, a town or village was governed by a head chief, often called the Oba, Emir, Obi and so on. A council of lesser chiefs or elders assisted him in regular meetings. While this continues in many places, elected councils have also been introduced for the administration of villages and towns. Find out how your village or town is governed or administered.

Local heroes and heroines

Local heroes and heroines are the people who have performed courageous and notable deeds in their community. Such people may be founders of towns, chiefs, warriors, hunters, farmers, traders, administrators, sports men and so on. They are held in high esteem in their community. In some cases, festival days are set apart in their honour.

Life in the village or town

In villages life is simple. The people usually live on one or two major occupations such as farming, fishing, hunting and trading. Many tasks like clearing the village path, the stream and the market are done by communal labour.

In the town, life is different. Instead of a simple and co-operative life, people follow individual occupations which require special training. They are civil servants, doctors, lawyers, teachers, bank clerks, tradesmen, industrial workers and business men.

In the town, life is faster. There are rapid changes in the composition of the community and the individual is freer to choose his or her own way of dressing, and style of living.

In place of the simple social life of the village, people in towns form clubs, unions and religious societies. Examples of these are: Boy Scouts, Girl Guides, Sports Clubs, various social clubs and religious groups.

In the village each person contributes to the welfare of the community, sometimes by direct communal labour. For example, in some areas, the people build and maintain the palace, they make roads and build bridges for their own use.

In the town, people pay for the different services they enjoy by rates and taxes. From this money, the authority of the town supplies and maintains the different services provided. These services may include medical and postal services, a water supply, electricity, roads and the police. Life and property are made safer by the work of the Police. No single person can afford these services on his own.

From the same rates and taxes, salaries are paid to the men and women who carry out the work in the various Ministries, Hospitals, Post Offices, Water and Electricity Corporations.

Villages and towns depend on one another. Farmers in the village grow the food eaten in the towns. The money from the sale of farm products enables the farmers and their families to buy shoes, clothes, salt and so on from the towns.

Leisure

In the village, the children spend their free time in such activities as running, pushing or rolling wheels, dancing and playing various games. Older children play such games as football and netball. They may also dance and sing. Children get a lot of fun from these activities, and through them they learn to co-operate and develop a sense of leadership. What qualities do you look for in a good leader?

While playing with children of his own age a child learns to become a member of his society. Adults in the village play local games, crack jokes, and tell folk tales to children. Such folk tales amuse the children and teach them good conduct. They may wrestle, box or organize local games and sports to amuse themselves.

In towns there are many more games and ceremonies than in villages. In some towns, there are cinemas, theatres and hotels. People can also enjoy television and radio broadcasts.

Changes in the way of living

Changes in a community's way of life may have political, economic or social causes. An example of a political change is the creation of twelve states in Nigeria on May 27, 1967. This increased the political importance of the towns which became state capitals.

An example of economic change is the development of the petroleum industry in the South East, Rivers and the Mid-Western States which makes the whole of Nigeria richer.

For some time now, there has been a steady improvement in the means of transport. This has enabled many young people to come to the towns and cities in the expectation of finding employment. Very often they are disappointed in this expectation, and the accumulation in the cities of large numbers of unemployed people, is a serious problem.

Reasons for change

Some examples of different types of change have just been discussed. Such changes may occur from within the community or from outside it. There may be a new invention from another place which may cause a change. For example, the introduction of motor cars and lorries has made easy for people to move about. Population growth within a society may cause changes to take place as it becomes necessary to increase the food supply. The people's desire for more goods may cause a change in the way things are made and sold. A new government may have new ideas about how things should be done.

Cultural aspects

Look around you and you may see trees, flowers, hills, streams, and animals. As these things have not been made by man, they are part of the physical or natural environment. But there are other things such as schools, clothes, houses, lorries, language, song, government, and tools which are things we make, learn, develop or invent. All these are man-made and we give them the name culture.

We all live in both a physical and a cultural environment. When it is warm, people wear light clothes but when it is cold, people wear thick clothes. In areas of little or no rainfall, the roofs are often flat. But in the areas of heavy rainfall, roofs are usually sloping. According to what has been said so far, do you think some topics you have already covered also form part of our culture? Would you say that sports, games and religion form a part of our culture?

Religion

There are many religions in the world. They include: Judaism, Christianity, Islam, Buddhism, Hinduism and Confucianism. What is common to them all is belief in a Supreme Being.

In Nigeria, there are three major religious groups: The Christian, the Muslim and the Indigenous group. Often, you can find all the three groups in a village, or town though not necessarily in equal numbers.

The Indigenous group includes Sango, Oya, Ogun, Osun, Ifa, Orisa Nla, or Obatala, Esu, Egungun, Soko, Osanobwa, Chukwu and Ajegbe. The beliefs and practices of those who worship these gods and goddesses are not fully known because some of the practices are carried on in secret. It is important to learn something about these beliefs and practices because they form a part of our culture.

Islam came to Nigeria from Arabia where it first started. The Muslims are the followers of Mohammed. Nigerian Muslims usually belong to one of the various Islamic Societies. These include the Islamiat, Naiwair-Ud-deen, Ansar-Ud-deen, Ahmadiyya and Sabatu-deen. All Muslims, whether they belong to one of these Societies or not, base their beliefs on the teaching of the Koran.

Christianity is the third religion. Christians are the followers of Jesus Christ who was born in Nazareth of Galilee in Palestine. Christianity spread from Palestine to Europe from where it came to Nigeria.

Nigerian Christians belong to various denominations such as the Roman Catholic, Anglican, Methodist, African, Apostolic, Presbyterian, Baptist, and Cherubim and Seraphim to name a few. Each of these denominations bases its belief and teaching on the Bible.

Superstition

Superstition is a belief, practice or opinion connected with the unknown or the imaginary. Some superstitions are local while others are international. An example, of local superstition is that bad omen to see a big rat in the day time since the rat is an animal that moves about only at night. An example of an international superstition is that a rainbow in the evening means it will rain, but a rainbow in the morning means death. Find the local superstitions in your area.

Art

The arts of carving and casting are important among the Yoruba, Edo, Igbo, Efik, Nupe, Hausa and others. Works of art produced in the past can be found mainly in shrines and in palaces. Artists play an important part in the community. They make masks and cast images for various ceremonies and for decorating palaces, shrines and houses. Examples of these works of Art include the terra-cotta heads in Ile-Ife, the bronze heads in Ile-Ife and Benin City, the Nok figurines of the Niger-Benue and Oron area and the glass-works in Bida.

The carvers of drum-frames, calabashes, doors and posts or pillars can be found in many towns and villages. Their works are often objects of beauty and are used for traditional dances, funerals, weddings, and other ceremonies. They also represent many important aspects of the life of the people.

These very important works of art have raised the name of our country in the outside world. Our young people should be proud of them and they should continue to show interest in them.

Music

Nigerians are great lovers of music. In every hamlet, village, town or city, there are many occasions when people drum, sing and dance.

There are many types of drums used for different occasions in various parts of Nigeria. Among the Ibos, various instruments are used to accompany singing and dancing. For example, apart from clappers accompanying drums, Udu and Ekpili or Uyolo are used to accompany songs. People also use wooden drums. The Okpokolo, Ufie and a collection of Ekwe provide music for different occasions.

Among the Tivs the large tree drums (Ndyer) and the messages which drummers give on them help the Tivs in time of war, at funerals, and marriages and also in spreading general information. In addition to this, they use the smaller drum Ilyu for sending messages.

Some Hausa drums are small for example the Kalangu or the Kazaki Others are used when there are important ceremonies for example the tambari. The Hausas are fond of the Jauje, Shantu and Sambani sets of drums.

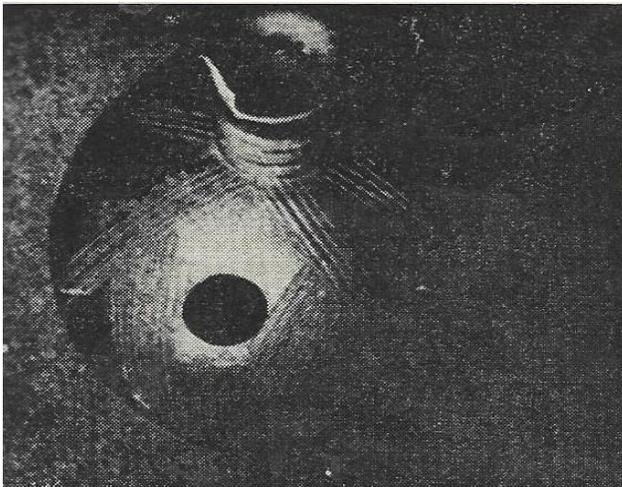
Among the Kilba of the Adamawa province, the drum (Dang) is accompanied by the flute (Mblan).

The ganga drum is popular among Nupes whilst calabash drums (goges) are popular among the Fulanis.

The Yoruba's have various drums for various occasions Igbin and Ipele are examples of drums used for Indigenous worship Igbin for Obatala is made up of four different drums: The Igbin or Iya nla, Iya gan, Keke and the Afere. The Ipele for Ifa is also made up of four Ipele, Aran, Afere and the Agogo.

The talking drums are many One of them is the Dundun set. This is made up of six drums: Iya ilu Gudugudu, Kerikeri, Isaju, Kannango and the Gangan. Another one is the Bata set. This is made up of four drums the Iya Ilu, Emele Abo, Emele Ako, and the Kudi. Another one is the Koso and yet another one is the Apinti It consists of two drums: The Iya ilu and the Emele. The gong or agogo is beaten along with them.

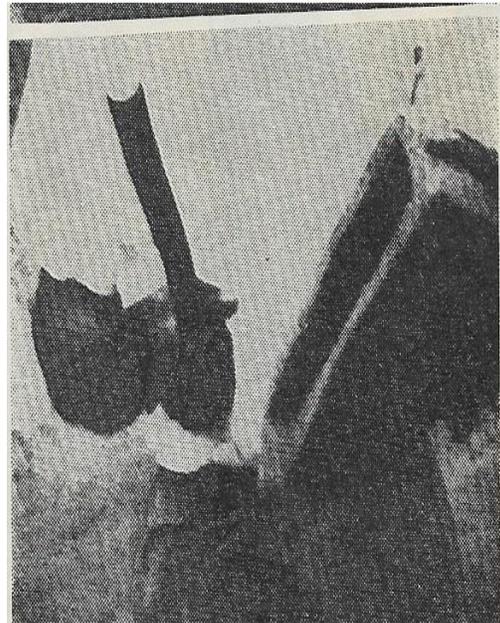
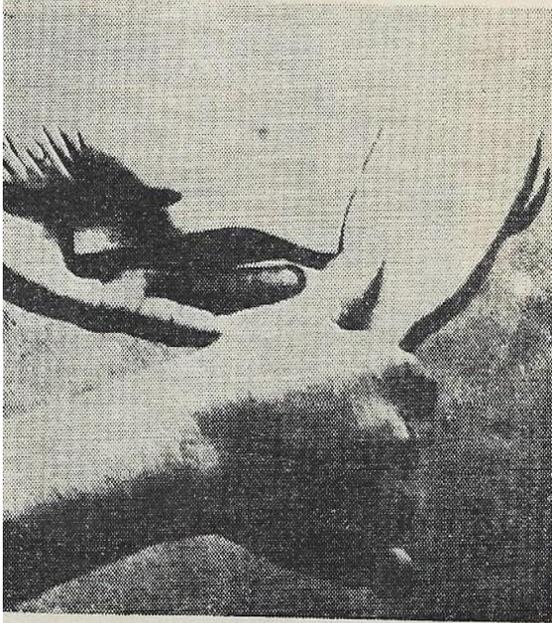
The Sekere set is played either alone or with Dundun Sekere is a gourd covered with beads. The set is made up of the Iya Aje, Emele Aje and Aro which is a pair of iron rings. These are some of the instruments used all over the country



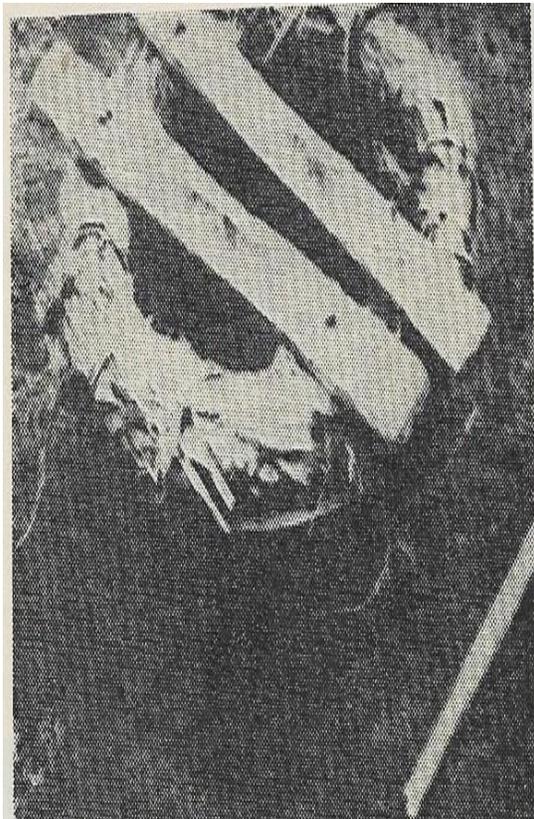
The UDU, an important accompaniment to music for gymnastic dance



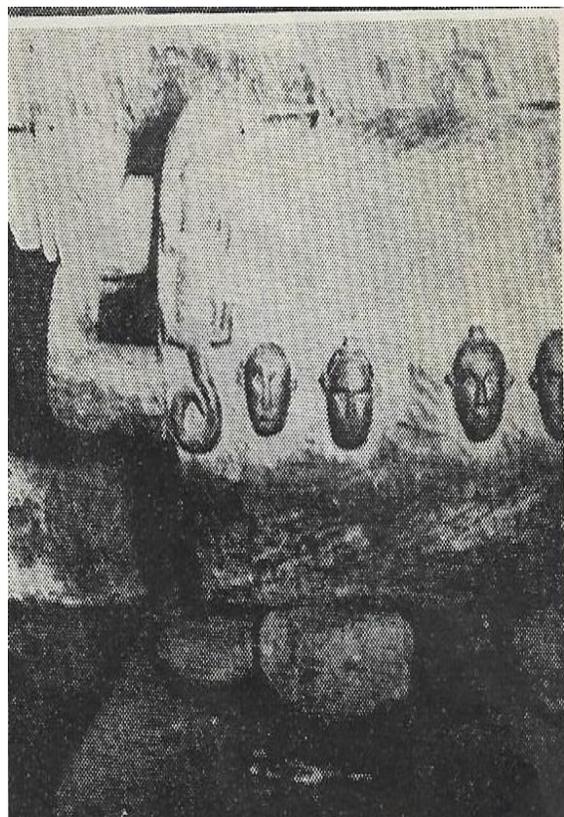
(Above) ISHAKA or rattles. (Below) AJA, Clappers used by girls to keep time during dancing



OKPOLO, a variant of the alit drum



NGEDEGWU is a simpler type of IKWEMGBO, the native Xylophone



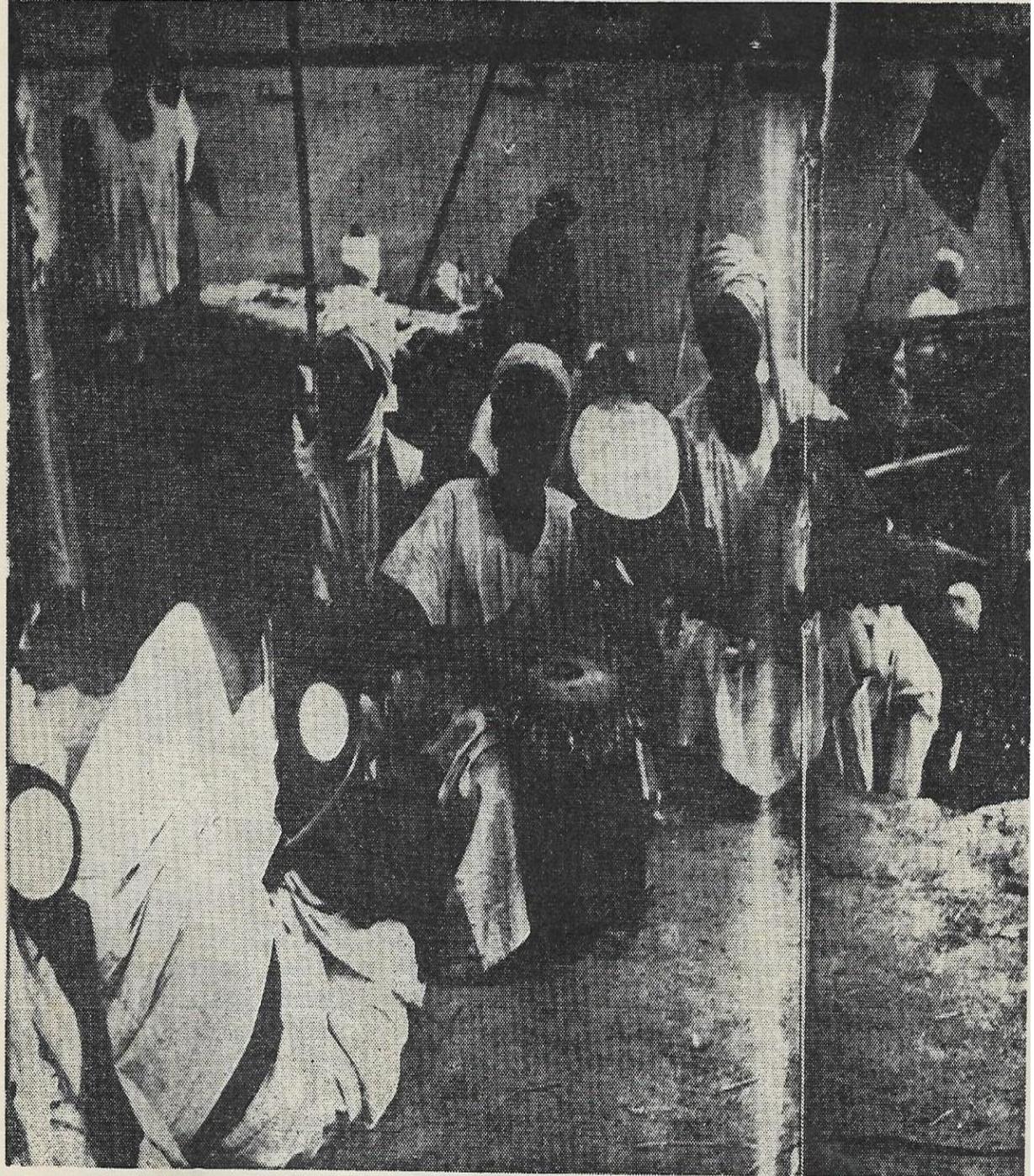
A Slit drum in an Ibo market Place



Some are small (Kalangu), Shaped like an hour-glass, tucked under the arm, and beaten with a short, bent drumstick (19)



Others, like the single Diagram Kotso, are Strummed with Slender, artistic fingers (20)



Whether it be the soft repetition of a drum beating out from a sand bank the other side of the sluggish Niger (1) ... the throbbing chorus of the wedding drums when the henna is painted on. The solemn and personal drumming outside the Emirs palace on the holy Thursday evening echoing a couple of miles away across the dead ground before the cantonment (2)

THE IGBIN SET

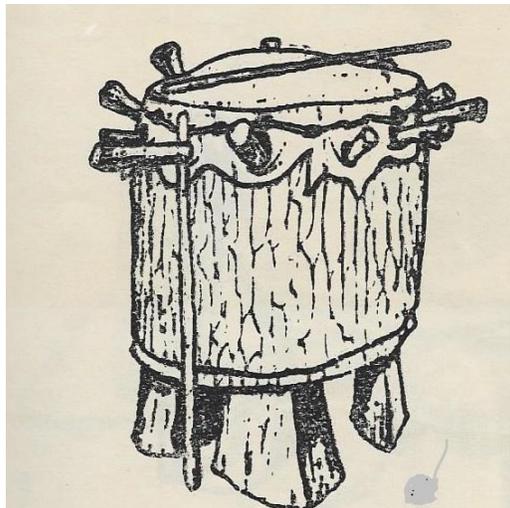
This Set is used by Indigenous Awo Opa and Idol Worshippers



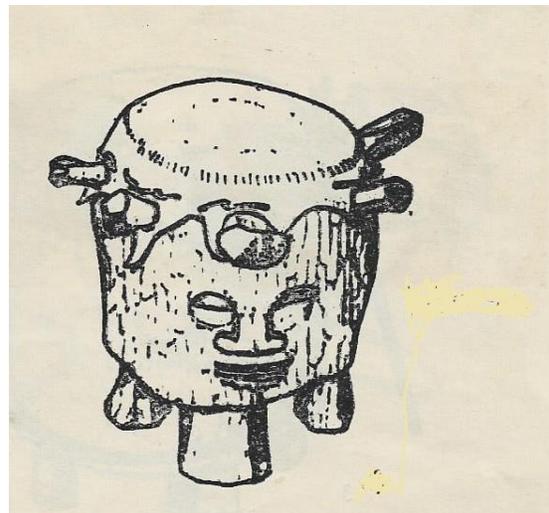
IGBIN



KOSO



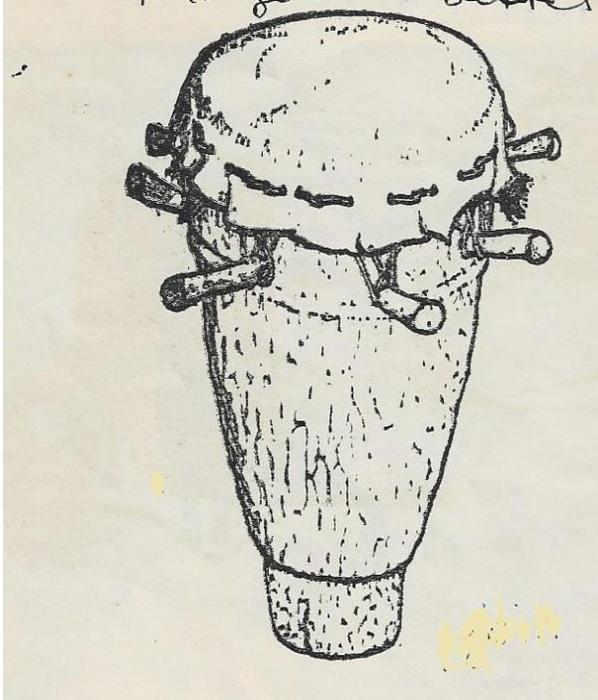
IGBIN



KOSO

THE IPESE SET

This Set is used by Awo Ibile i.e. Indigenous Secret Society



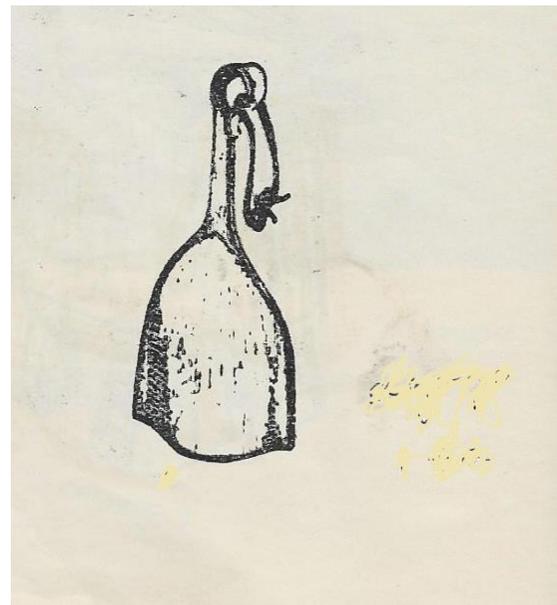
IGBIN



KOSO



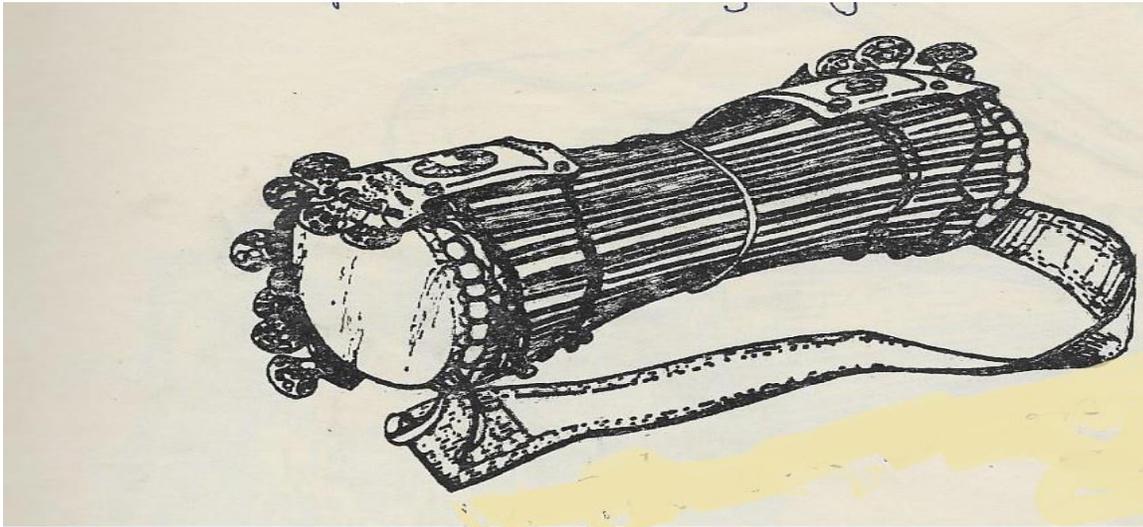
IGBIN



AGOGO IFA

THE DUNDUN SET

This Set is used for general use i.e. For Fun (AYEYE)

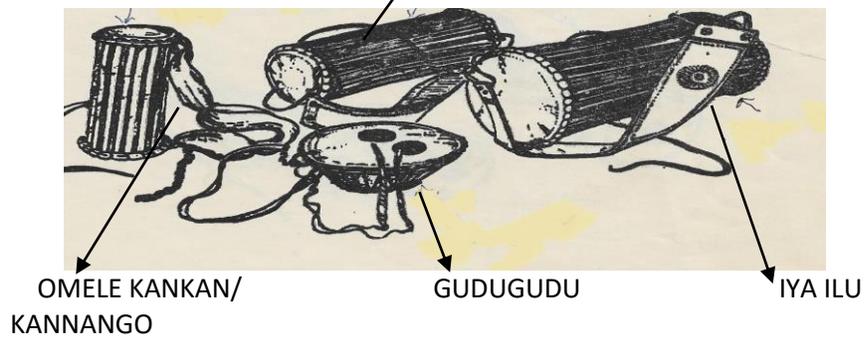


IYA ILU ONI SAWORO



AKANRAN

ADAMO/GANGAN



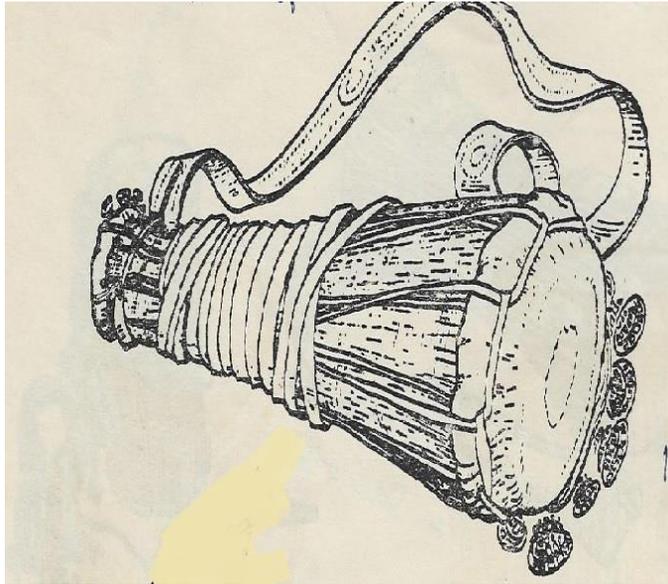
OMELE KANKAN/
KANNANGO

GUDUGUDU

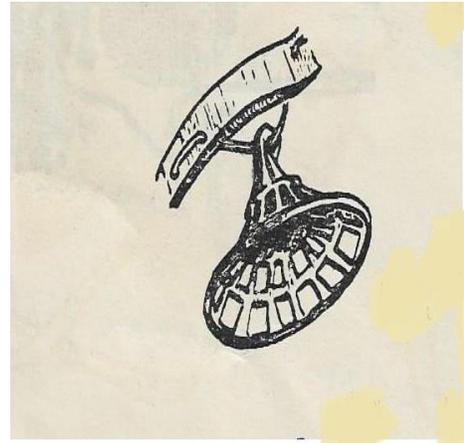
IYA ILU

THE BATA SET

This Set is used by the Sango worshippers



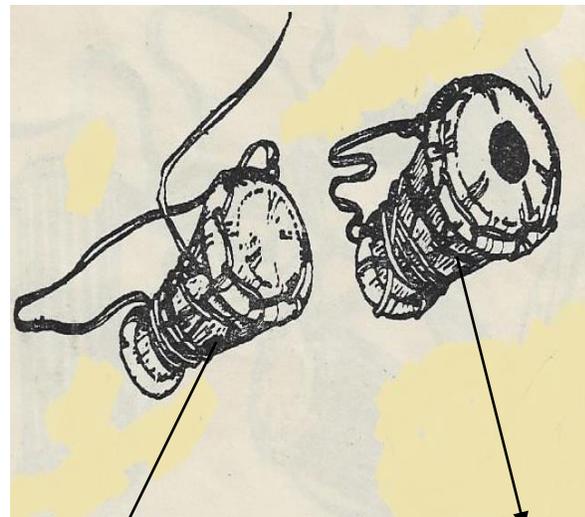
IYA ILU



SELI



IYA ILU

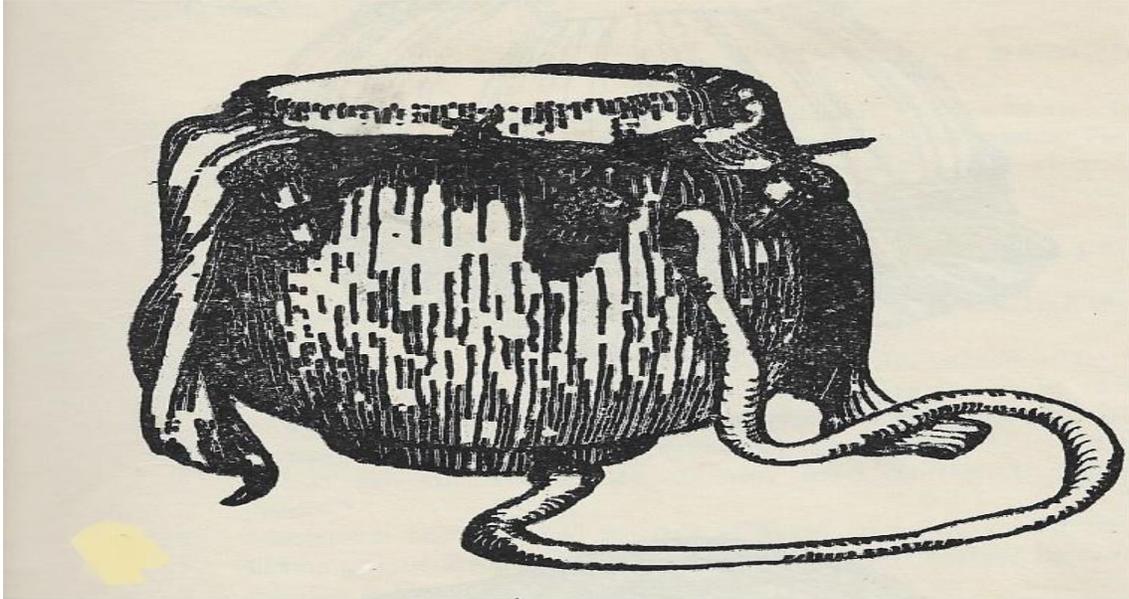


OMELE ABO

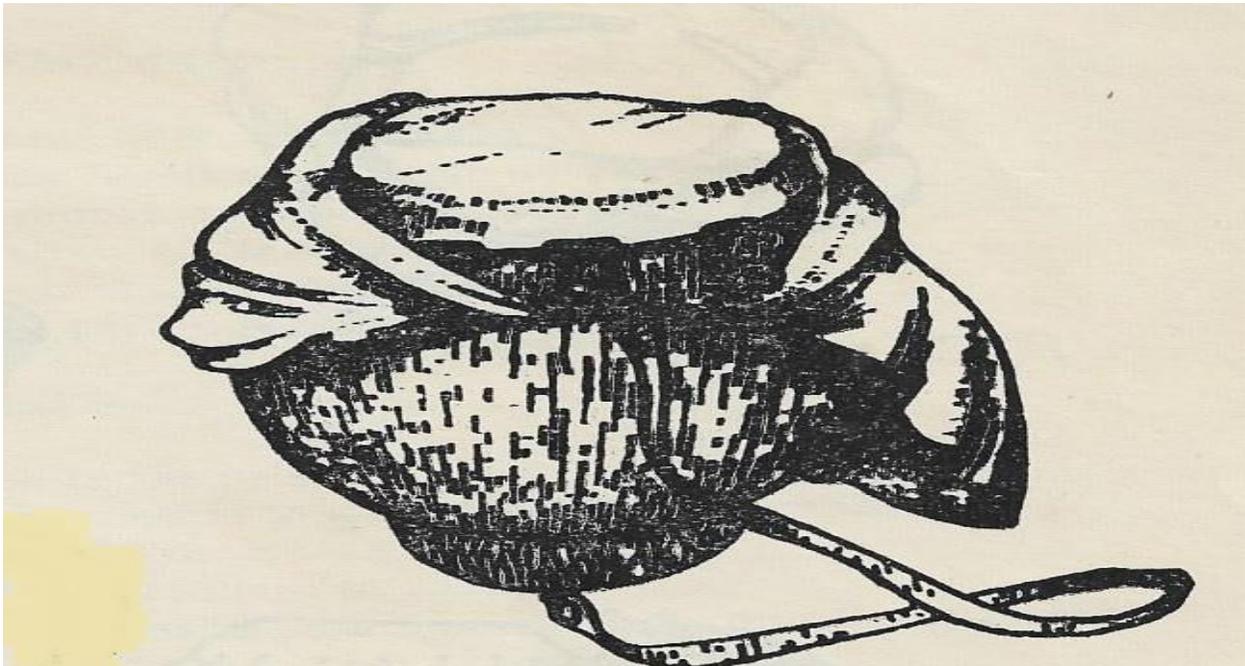
OMELE AKO

THE APINTI SET

This Set is used by the Hunter



IYA ILU



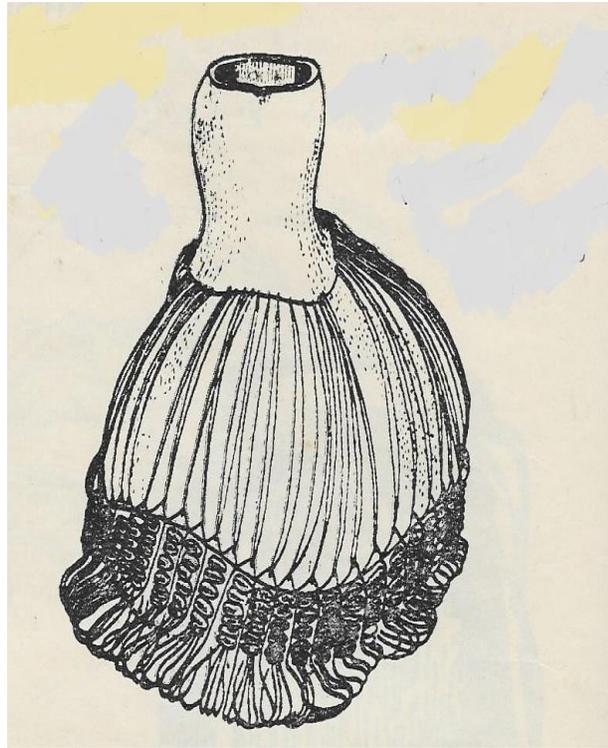
OMELE

ARO/SEKERE AND DUNDUN SET

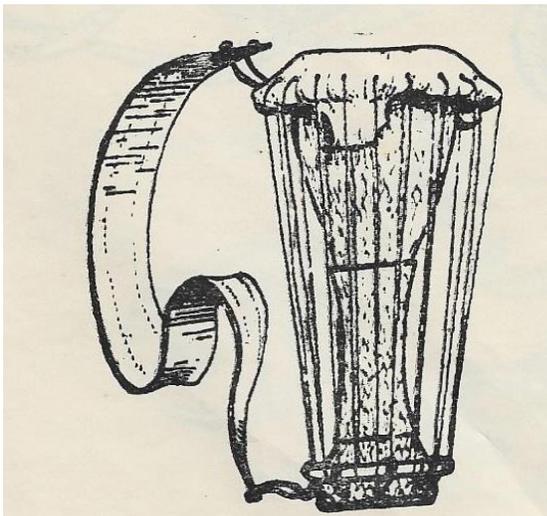
This Set is used Along with the Dundun Set for the Oba and Chiefs



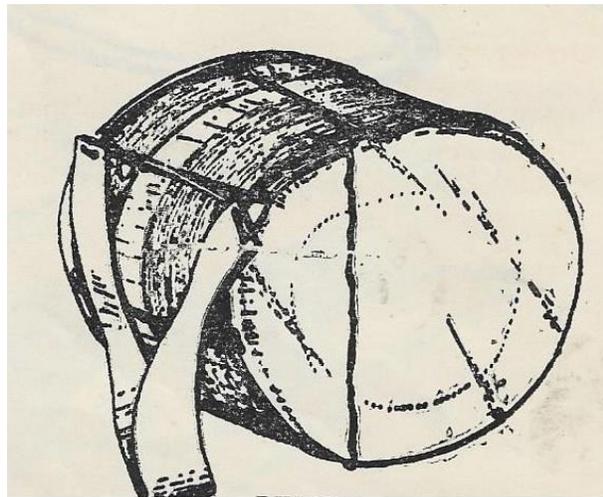
ARO/AGOGO IBILE



SEKERE IBILE



KOSO



BEMBE

The art of drumming takes years to learn well because the drummers must be skilful with their hands and they must have a good memory for traditional poetry and local history. This is why drumming has become a family occupation in some parts of Nigeria.

The art of traditional poetry recited by drums was at one time getting lost especially among educated Christians and Muslims because they associated it with indigenous religion. In recent times, however, the art of drumming has come to assume its former importance in Social and religious ceremonies. The message and the music of the talking drums now reach the wider world. Oba Laoye I, the Timi of Ede in the Western State of Nigeria, has had occasion to show this in many parts of the world.

POINTS TO REMEMBER

1. The location of a village or town usually affects the lives of its members.
2. A village or town community is made up of many families which are interdependent.
3. Every member of a village or town community should contribute to its development.
4. The village or town authority should be respected by all its members.
5. Village and town communities have different ways of spending their leisure hours.
6. Village and town communities play an important part in the development of culture.

EXERCISES

1. Describe the location of your village or town in relation to any near-by village or town.
2. Describe the position of your school in relation to the palace.
3. Why is it necessary to have authority in a village or town?
4. Describe and draw the pyramid of authority in your village or town?
5. What are the social, economic and political changes in your community within the last ten years?
6. Mention three local games played in your town or village community.
7. Give some local superstitions that you know in your community.
8. Make a list of the heroes and heroines in your locality.
9. Describe how your village or town is governed or administered.
10. Draw a sketch map of the village, town or city where your school is situated.

UNIT III SECTION I

Theme: Nigeria: Natural Setting.

Major objective: Students will become aware that they should contribute their own quota to the building of a united Nigeria.

Specific objective: Students will be able to:

1. Describe the location of Nigeria by using (a) lines of longitude and latitude, (b) the relative locations of Nigeria's neighbouring countries.
2. (a) describe the pattern of Nigeria's relief
(b) describe the types of Nigeria's soils
(c) describe the pattern of Nigeria's climate and vegetation
(d) list the use of Nigeria's rivers and water resources
3. Given a blank map of Nigeria, students will be able to fill in the lowlands, highlands, rivers, forest and grassland areas, rainfall and vegetation patterns.

General Statements	Resources and Teaching Aids
1. Lines of Longitude and Latitude are used to describe the exact location of a particular place on the earth's surface.	Atlases, Globes. Walls maps and models.
2. The location of a place can be described in relation to other places.	Atlases, globes and world map.

Suggested Activities	Skills
1. (a) With the aid of an atlas, find the lines of longitude and latitude bounding Nigeria on the northern, southern, eastern, and western sides. (b) With the use of the atlas index, and lines of longitude and latitude, ask students to locate towns in their atlases. (This activity can be arranged so that each student progresses at his or her own rate, but there should be a minimum per lesson.)	Map skills Map skills
2. (a) Also find the neighbouring countries of Nigeria to the North, East and West. Notice also the sea to the South. (b) Let students describe the locations of other places and objects known or seen by them, e.g. the relationship between the principal's office and the dining hall.	Description skills

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UNIT III SECTION I

NIGERIA

Introduction

You have learnt about the family, the village or the town and the school communities. In this unit, you will learn about a community which is larger still. Many villages and towns can be found in a state and there are twelve such states in Nigeria.

A village is a community which has less than five thousand people. The population of a town may be from five thousand to about half a million. How many people live in your village or town? The population of a state in Nigeria varies from 1^{1/2} million to 10 million. What is the population of your own state? Nigeria has a population of about 56 million and it is one of the largest and most densely populated countries in Africa.

The development of any country depends on its location in the world and its physical environment. Nigeria is bounded on the south by an important ocean. What is the name of the ocean? Nigeria is large in size and it has some important natural resources such as petroleum, tin, coal and timber.

Location on Earth

Nigeria is found between Latitudes 4°N and 14°N and between Longitudes 21°E and 15°E. The world is divided by Longitude 0° into two parts, the western part and the eastern part. Nigeria is in the eastern part. North and South America are in the western part.

Location in West Africa

Nigeria has a common boundary with the Republic of Dahomey to the west, the Niger Republic to the north, the Chad Republic to the north-east, and the Cameroons Republic to the east. It is bounded on the South by the Atlantic Ocean. What are the advantages to Nigeria of having a coastline?

Relief, Drainage and Water Resources

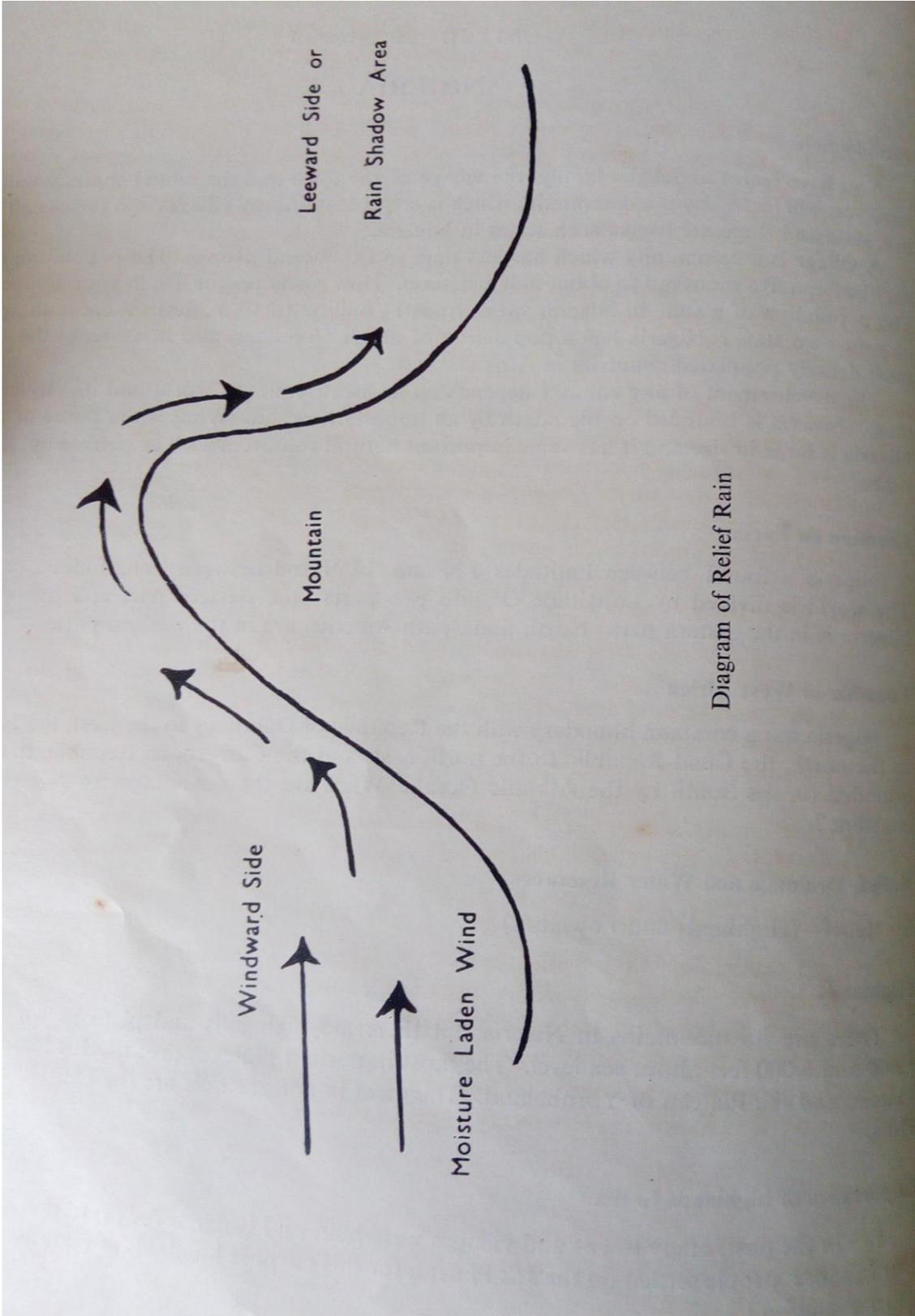
Relief - (Highlands and Lowlands)

Highlands

There are no mountains in Nigeria but there are high hills and plateaus which are between 1,000 and 6,000 feet above sea level. The most important plateaus are: The Jos Plateau, Hausa land Plateau and the Plateau of Yorubaland. The most important hills are the Udi Hills and the Oban Hills.

Importance of highlands to man

1. In the past, many towns and villages were built on highlands for protection against enemies. For instance, people settled on the Jos Plateau for this purpose hundreds of years ago. Can you find other examples?
2. Highlands are often useful for their Minerals, e.g. tin and columbite are mined in the Jos plateau, gold in the Yorubaland Plateau near Ilesha, and coal in the Udi Hills in the Fast Central State.



3. Rivers flowing down mountain sides or over the edges of plateaus often develop waterfalls which can be used for generating hydroelectric power (H.E.P). An example of this is at Kainji where a dam is now being built on the River Niger for generating H.E.P. Another example is at Kurra Falls.
4. Highlands sometimes cause rains which are known as relief rains (see diagram). The rains that fall when highlands force the moisture-laden winds to rise, cool and condense are called relief rains. A lot of the rain which falls south-west of the Jos Plateau is of this type.
5. During the rainy season when the lowlands are too damp cattle are driven uphill for grazing. Hill-sides and hill-tops are generally drier than lowlands and valleys during the rainy season, why is this so? See the diagram on page 44.

Lowlands

The most important lowland areas are:

- (a) The coastal plain of southern Nigeria including the delta of the Niger.
- (b) The lower valleys of the rivers Niger and Benue
- (c) The Plain of Bornu near the Lake Chad.
- (d) The Plain of Sokoto to the north-west.

Importance of lowlands to man

1. Most of the people on earth live on lowlands and low plateaus. This is also the case in Nigeria. Compare the physical map of Nigeria with that showing population distribution. In lowland areas, there are good agricultural land, transport facilities and water for domestic and other uses. Can you give some reasons why there are not so many people in mountain areas?
2. Some minerals are found in lowland as well as in highland areas. Petroleum, for example, is mined in the Oloibiri, Afam and Ughelli areas of southern Nigeria.
3. During the dry season the highlands are usually too dry for cattle grazing, and cattle are therefore taken down to the lowlands and valleys where green grass is available.

Climate

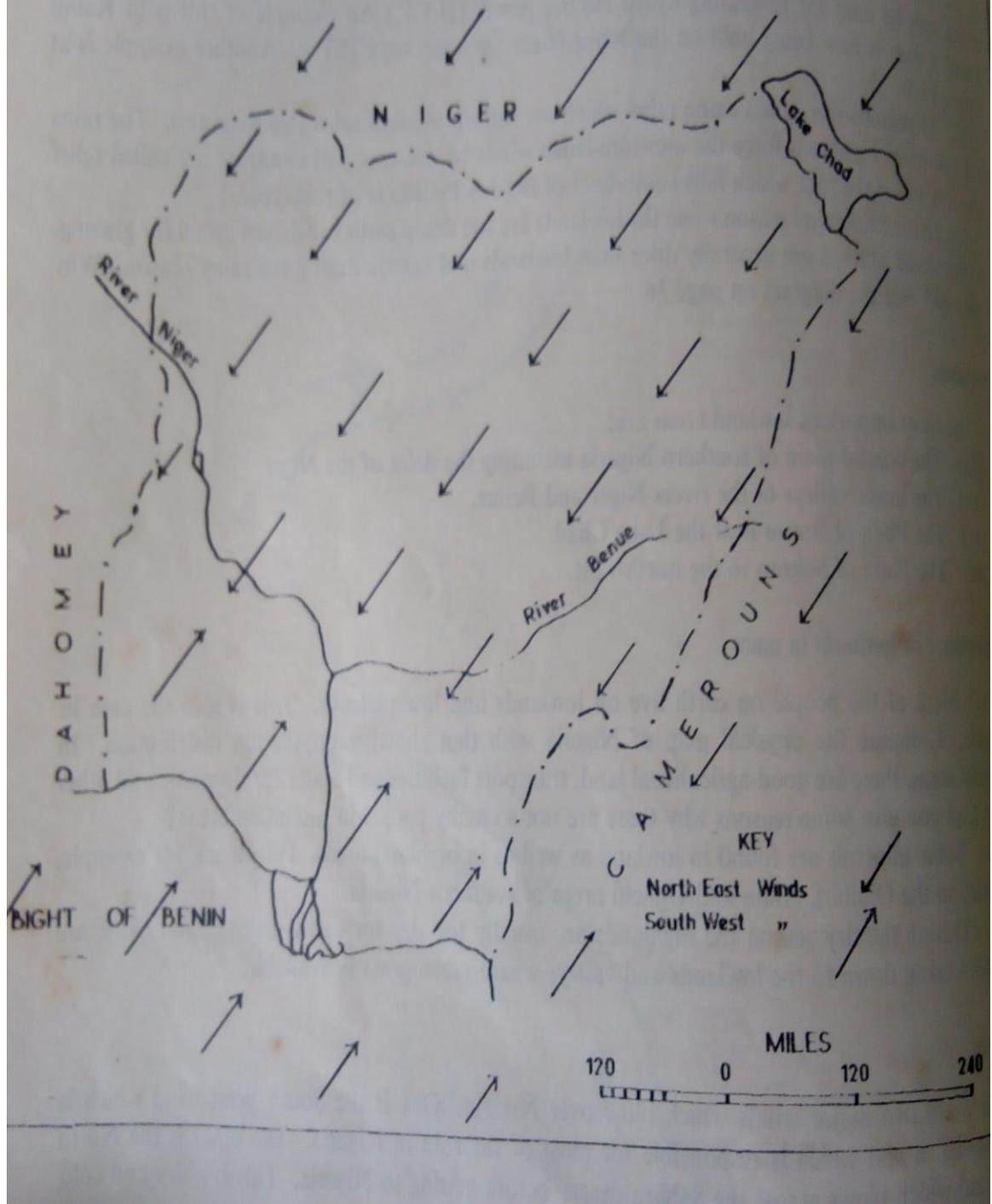
There are two major winds which blow over Nigeria. One is the South West wind which is moisture laden and which is responsible for most of the rain in Nigeria. The other is the North East wind which blows across the Sahara Desert before getting to Nigeria. This is a dry and cold Wind and therefore does not bring rain. Instead it brings the Harmattan.

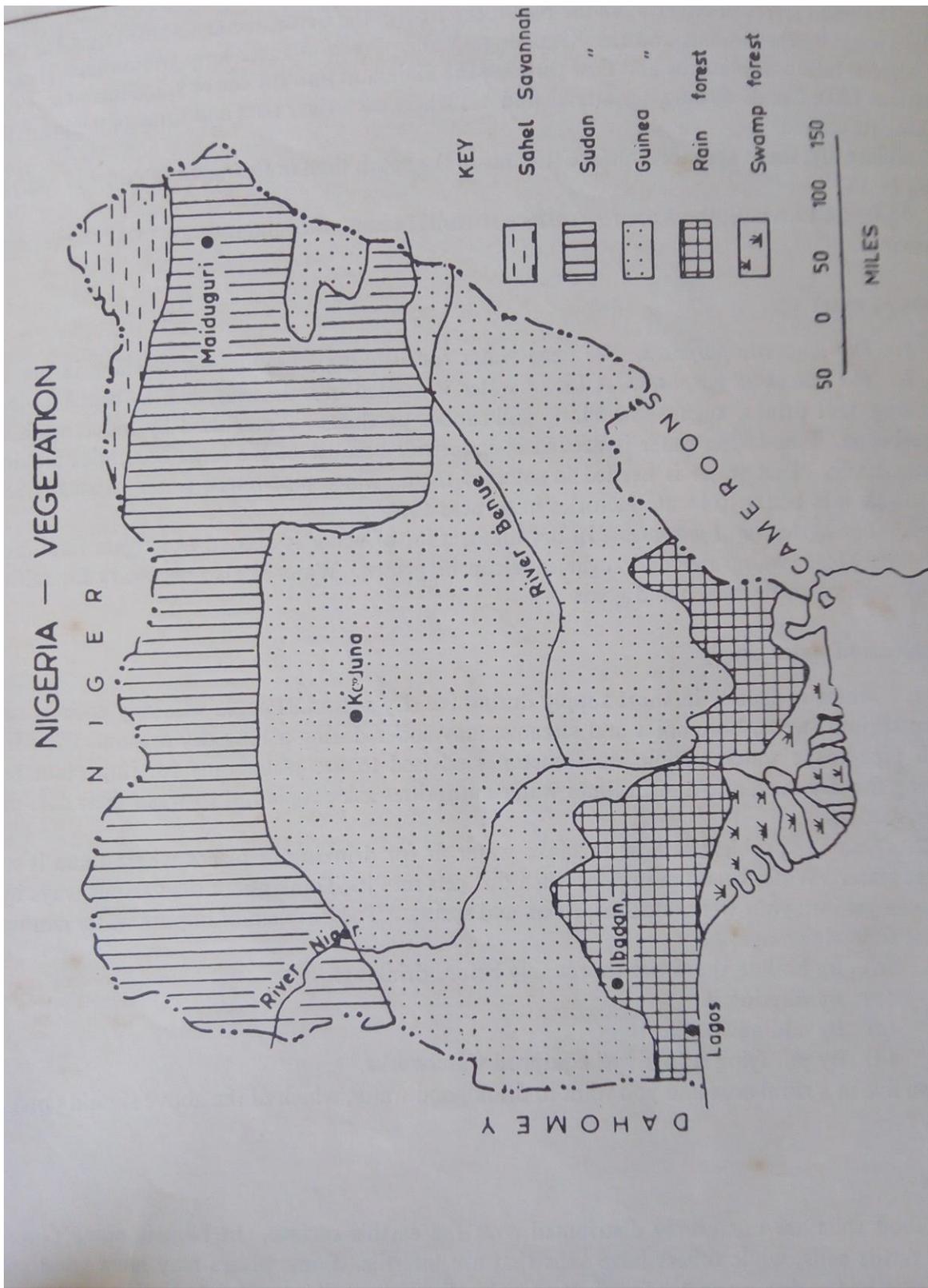
There are two seasons in Nigeria. These are the wet and the dry seasons. The wet season starts from about April to October while the dry season is from about November to March.

Vegetation

There are two major vegetation belts in Nigeria. To the South is the forest belt and in the north is the tropical grassland which is also known as the Savannah.

NIGERIA SHOWING MAJOR WINDS





Distribution of surface water

The main rivers in Nigeria are the Niger, the Benue, the Cross, the Ogun, the Osun, the Kaduna, the Gongola, the Sokoto and the Kornadugu-Yobe. Some of these have tributaries. These rivers rise from hills and plateaus and flow through the mainland into the sea or some inland water bodies such as Lake Chad. From your atlases find out where each river rises and some of the towns located along its course.

Generally, there are more surface streams in the south than in the north of Nigeria. Why should this be so?

In Benin Province, there are few surface streams because the land is sandy over a large part of the Province.

Uses of water

1. *For domestic purposes.* We need water for drinking, cooking and washing in our homes.
2. *For industrial purposes:* A lot of water is needed in industries such as beer brewing, fruit canning, soft drinks, sugar, sawmilling and rubber products. Water used by industries is usually pipe-borne. Pipe-borne water is needed in industries because of the large quantities required and because very clean water is needed in some of them. Since pipe-borne water is usually obtained in towns, it is better to locate factories in or near towns.
3. *For agricultural purposes:* In dry areas, a lot of water is needed to irrigate farm crops. In very wet areas swamp rice and sugar cane can be grown. Water is also necessary for raising livestock such as cattle, sheep and goats.

Problems of water supply

1. Water is usually in short supply during the dry season. People who rely entirely on water from springs, wells, bore-holes and streams, may suffer during a long dry season. Even in towns with pipe-borne water, people are sometimes advised to use water only for important purposes during the dry season. At such times water authorities ask people not to wash their cars or water their gardens.
2. Another problem is how to make water fit for drinking in places where there is no pipe-borne water. Water becomes impure when dirt gets into it. Think about the various ways by which dirt can get into your wells, streams, rivers and springs. The problem of impure water can be solved in the following ways:
 - (a) By boiling the water thoroughly before drinking.
 - (b) By filtering it.
 - (c) By adding chemicals.
 - (d) By purifying it in a well-equipped waterworks.

If you live in a rural area and you want to drink good water, which of the above should you choose? Why?

Soils

Good soils are not evenly distributed over the earth's surface. In Nigeria some places have very fertile soils, while others have soils that are infertile. Some places may have good soils but they may be too dry

or too wet for plant growth. Where the soil is too dry, irrigation can be practiced provided, there is surface or underground water; and where it is too wet, drainage may help.

Soils often determine the type of crops that can grow in a place. Some crops, such as groundnuts grow well on sandy-loamy soils; while others like cocoa, grow best on heavier, but Well- drained clayey-loamy soils. Swamp rice grows well on alluvial soils usually found, near rivers or deltas.

The soils in tropical countries of the world including Nigeria are very easily worn away mainly because of heavy rainfall. This wasting away of the top soil is known as *soil erosion*.

Find out more about soil erosion from your Agriculture and Science Masters.

Soils can become infertile in many ways. For example, if ridges are made along the slope, the soil will be washed away. If the same crop is planted on the same plot for many years, the soil will become exhausted. Some crops such as beans, groundnuts and other legumes enrich the soil. Ask your Agriculture and Science masters how else the fertility of the soil can be increased and maintained.

POINTS TO REMEMBER

1. Nigeria is located in West Africa.
2. The physical features of a country tend to influence the life of the people.
3. Surface water is not evenly distributed in Nigeria.
4. Water is an important factor in the life of people.
5. During the dry season, water is often scarce in Nigeria.
6. Soil fertility affects the quality of crops.

EXERCISES

1. State the longitudes and latitudes bounding Nigeria, Ghana and Sierra Leone.
2. List three uses of water.
3. Discuss the methods of purifying water.
4. In a place where crops grow well, what factors would you say are responsible?

UNIT III SECTION 2

Theme: The people of Nigeria

Major objective: Students will become aware of the necessity to contribute their own quota the building of a united Nigeria.

Specific objectives

1. Students will be able to locate areas which are occupied by various ethnic groups of Nigeria on the Map.
2. They will be able to list the cultural similarities and differences among the groups.
3. Student will realize that each culture is right within its own setting by learning not to make fun of the language, dress, etc. of other ethnic groups.
4. They will be able to Cite examples of how these groups are interdependent politically, economically and socially within the concept of “nation”

General Statements	Resources and Teaching Aids
1. People of different languages and culture live and work together in our country.	Maps showing the positions of various ethnic groups. Tape recording and records of songs in different Nigeria languages.
2. These ethnic groups speak different languages.	
3. They borrow words from one another.	
4. English is the most widely spoken language in Nigeria.	
5. Different products are obtained from various parts of Nigeria.	

Activities	Skills
1. Help students to locate on the map the areas occupied by various ethnic groups. opportunity to do so.	Map skill
2. (a) Help students to name some of the principal languages which are spoken in Nigeria. (b) Let those of them who can speak any of these languages address the class. This activity may encourage other students to learn languages of other groups when they have the opportunity	Language Skills

(c) Let students who can sing in other Nigerian languages do so.	
3. Help students to discuss words borrowed from other Nigerian languages into their own and vice versa. Let them discuss how and why this happens.	Discussion
4. Direct students in the discussion of the reasons why English is still important in Nigeria. This activity will make students realize why English is still the official language even though it is not the language of any of the ethnic groups.	Reasoning
5. Let students collect things e.g. leather work, carvings etc. produced by the people of various parts of Nigeria and exchanged on a national scale.	Recognition

UNIT III SECTION 2

THE PEOPLE OF NIGERIA

Introduction

Nigeria is a country where community where there are more than 200 different ethnic groups. An ethnic group is a community of people who speak the same language and have common customs. These people live for the common good. The various ethnic groups meet in towns, villages and hamlets all over the country. These ethnic groups make up the people of Nigeria.

Study the map on page 54 and take note of the areas occupied by some of these groups.

Population

According to the census of 1903, there are 56 million people in Nigeria. This figure is made of men and women from each of the ethnic groups. The ethnic groups are not equal in size. Some of them are very large while others are small. Examine the figures below and notice the relative size of some of the major ethnic groups.

Ethnic group	1963 Population in figures
Hausa	11,652,747
Yoruba	11,320,517
Ibo	9,246,413
Fulani	4,783,142
Ibibio	2,002,448
Efik	2,418,157
Tiv	1,393,649
Ijaw	1,060,962
Edo	939,468
Annang	674,364
Nupe	654,910
Urhobo	634,181
Igala	581,551
Idoma	485,482
Igbira	411,041
Ekoi	343,497
Mumuye	294,202
Alago	249,438
Ogoni	201,812
Isoko	198,045
Higgi	176,962
Bura	171,861

Ethnic group	1963 Population in figures
Chamba	162,326
Shau Arabashuwa	155,514
Kaje	151,992
Jari	146,976
Kambari	145,608
Eggon	143,007
Kobchi	141,194
Angas	137,717
Karekare	128,786
Birom	118,685
Yergam	116,204
Itsekiri	87,355
Andoni	83,559
Yalla	53,633
Eleme	26,441
Ukelle	26,106
Ejagham	17,012
Poli	100

Occupation

Nigerians engage in various occupations. The most important among them are agriculture, fishing and trading. Agriculture includes crop growing and animal rearing. In the northern part of Nigeria, cattle rearing is very important. The Fulani particularly carry, on this work. The Fulani who rear cattle are known as the Cow Fulani. They go from place to place looking after their animals.

In addition to animal rearing, various crops are grown all over the country. Farmers grow both export crops and food crops. Export crops, usually called cash crops include: oil palm, cocoa, rubber, cotton and groundnuts. Food crops include: yams, cassava, plantain, rice, corn and beans.

Some of these crops require a heavy rainfall in order to grow well. Crops such as cocoa, oil palm and rubber are grown in Southern Nigeria where the rainfall is sufficient for their growth. Some other crops do not require so much rain. Such crops are cotton, groundnuts and millet and they are grown in the Northern part of Nigeria where the rainfall is lighter.

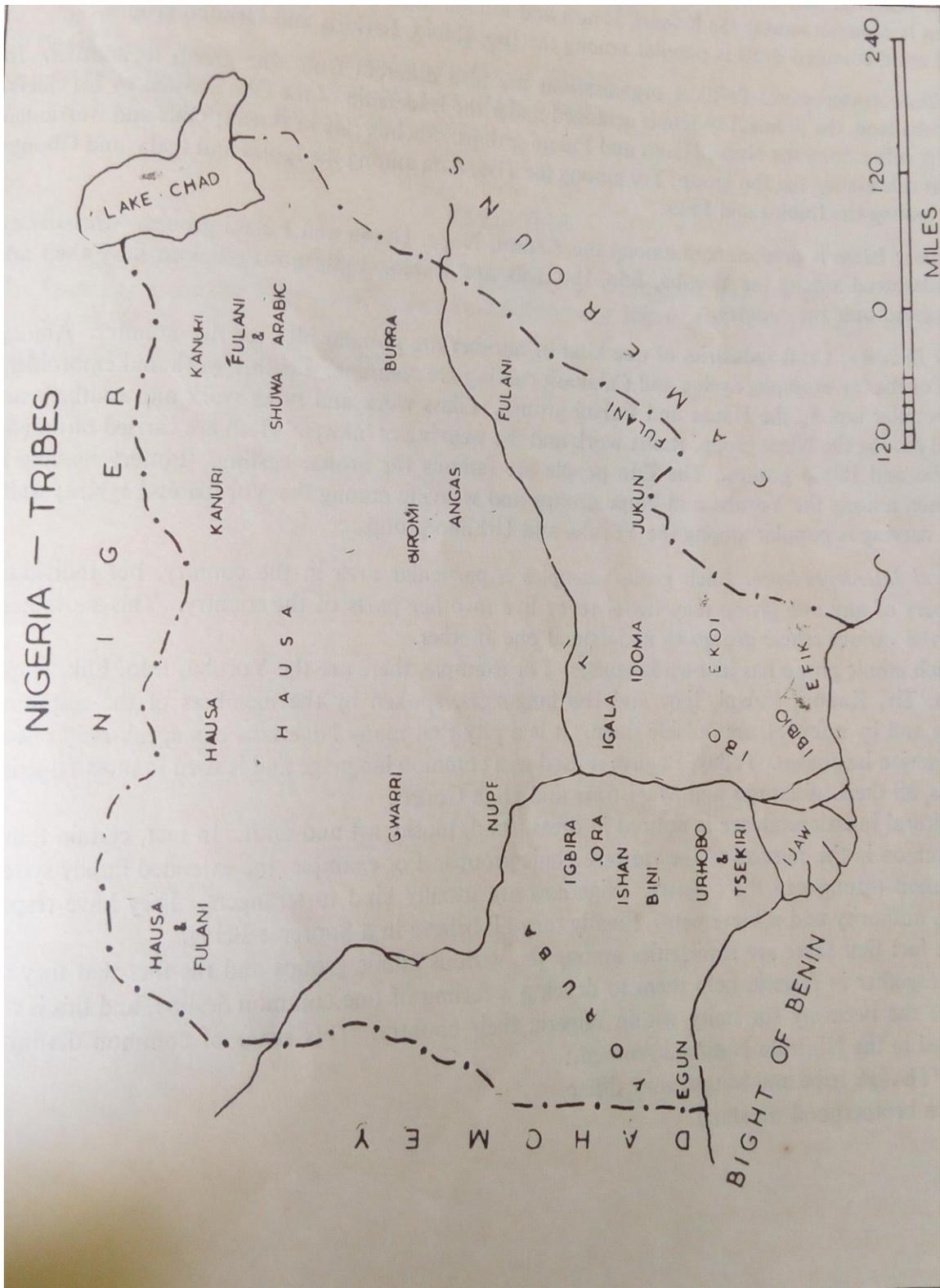
Fishing is also an important occupation among those who live near the coast or near big rivers. The Ijaws of the Niger delta and the Nupes are good fishermen.

Social and Cultural Aspects

Shelter: Before modern buildings were introduced, the shape and size of traditional shelters varied from place to place in the country. Rectangular dwellings were popular among the Yoruba, Nupe, Edo and the Ibo groups while circular dwellings were popular among the Kanuri, Hausa and Fulani groups.

Traditional buildings are made of mud and the roofs are thatched with palm leaves in the south and ekan grass in the north. The round buildings called 'soro' are not thatched. Both the wall and the roofs are made of mud.

Dress: There are various types of traditional dress. Flowing gowns or the big 'agbada', "dashiki" 'buba', 'kaftan', 'soro' and 'kamu' are becoming very popular among the various groups.



It has been observed that different colours are popular among the various groups. For example, white dress is common among the Kanuri, Hausa and Fulani. Blue is popular among the Yoruba group and multi-coloured dress is popular among the Ibo, Ibibio, Itsekiris and Urhobo groups.

Political Arrangement: Political organizations are also different from one group to another. In Yoruba land, the political system is arranged under the leadership of the Oba assisted by his chiefs. Emirs rule among the Nupe, Hausa and Fulani groups. Shehus rule in Bornu; Obis and warranted chiefs rule among the Ibo group; Tor among the Tivs, Atta among the Igbira and Igala and Obongs rule among the Ibibios and Efiks.

Religion: Islam is predominant among the Kanuri, Nupe, Hausa and Fulani groups. Christianity is widespread among the Yoruba, Edo, Ibo, Efik and Ibibio. Indigenous religions have their adherents all over the country.

Craft Industry: Craft industries of one kind or another are popular all over the country. Among the Yoruba for example, dyeing and Calabash carving are common. Leather work and embroidery are popular among the Hausa and Fulani groups. Glass work and brass work and smithery are found among the Nupe group. Raffia work and the weaving of 'akwete' cloth are carried on among the Ibo and Ibibio groups. The Edo people are famous for bronze casting. Pottery making is common among the Yoruba and Nupe groups and weaving among the Yoruba and Igbira; while mask carving is popular among the Yoruba and Urhobo groups.

Cultural Interdependence: Each group occupies a particular area in the country, but individual members of any one group may travel to or live in other parts of the country. This movement helps the various ethnic groups to understand one another.

Each ethnic group has its own language. For example, there are the Yoruba, Edo, Efik, Nupe, Hausa, Tiv, Kanuri, Fulani, Ijaw and Ibo languages, spoken by the members of the respective groups and by a few others outside them. It is a pity that many Nigerians can speak only one of the Nigerian languages. Today, English is used as a common language and is used in most Nigerian schools, all the Legislatures and Magistrate and High Courts.

Cultural interdependence is noticed in dress, food, music, art and craft. In fact, certain things are common in the cultures of the various ethnic groups. For example, the extended family system is common throughout the country. Nigerians are "usually kind to strangers. They have respect for age, authority and achievement. Finally, they all believe in a Supreme Being.

The fact that there are similarities among the various ethnic groups and the fact that they are placed together in Nigeria help them to develop a feeling of one common destiny, and this is why they see the necessity for unity within Nigeria their country. This sense of common destiny is expressed in the Nigerian National Anthem:

"Though tribe and tongue may differ
In brotherhood we stand"

POINTS TO REMEMBER

1. Nigeria is a country with many ethnic groups
2. Agriculture is the most important occupation in Nigeria.
3. People should be free to live in any part of the country.
4. English is the official language in the country

EXERCISES

1. On a given sketch map of Nigeria, fill in the names of ten major ethnic groups.
2. Give the names of four crops grown in the Savannah region and four grown in the Forest region of Nigeria.
3. Describe the life of a cow Fulani.

UNIT III SECTION 3

Theme: The Growth of the Nation State

Major objective: Students will be made aware of the stages through which Nigeria became a country.

Specific objectives: Students should be able to list

1. The historical kingdoms in Nigeria and their geographical areas
2. The relationships between some of these kingdoms in the past.
3. Some of the achievements of the Sokoto Jihad.
4. The roles of Western Education in Nigeria.
5. The role of the British in Nigeria.

General Statements	Resources and Teaching Aids
1. All nations experience a process of evolution.	Books e.g., "Milestones in Nigerian History" by Prof. Ajayi; "Nigerian Perspectives" by Hodgkin; "History of West Africa" by Webster and Idowu

Suggested Activities	Skills
1. Help the class to have an imaginative discussion on what they think the Alaafin's court was like 200 years ago; Benin kingdom, Bornu- Kane kingdom, etc.	Imagination
2. Let students discuss the relationship between Oyo and the Hausa state; Bornu and Hausa; Benin and Oyo; Benin and Delta; Delta State and Ibo country.	Knowledge
3. Lead a class discussion on the advantages and disadvantages of the Fulani conquest of the Hausa states Judgement	Judgement
4. Organize a class discussion on the activities of the missionaries.	Discussion
5. Guide students to list the reasons why the British decided to administer Northern and Southern Nigeria together.	Knowledge

UNIT III SECTION 3

THE GROWTH OF THE NATION STATE

The states, kingdoms, empires and peoples of Nigeria passed through many stages of history before developing into a single country known as Nigeria. In the past, the states, kingdoms, empires and peoples of Nigeria existed independently. Some of the states have a very long history. Kanem-Bornu, for example, dates back to the eighth century and the kingdom of Benin back to the twelfth century. Others are more recent or we know too little about their early history. Some of the more important states, empires and peoples in Nigeria before the nineteenth century included the Hausa States, the Jukun, the Tiv, the Nupe, the Igalla, the Yoruba States including the old Oyo empire, the Ibo people, the Delta City States, and so on. The Fulani empire emerged in the nineteenth century as a result of the Fulani Jihad in Hausa land.

Economic, cultural and political co-operation among the states, empires and kingdoms

Although independent, all the states, empires, kingdoms and peoples which later gradually became a Nation State co-operated economically by trading together. The Kanem-Bornu empire traded with and controlled some of the Hausa States until the outbreak of the Fulani Jihad in the early nineteenth century. The Hausa States in turn traded with the old Oyo empire whose trade tended mainly towards the north. The Benin kingdom traded with Western Ibos and some parts of Yorubaland. The banks of the Rivers Niger and Benue provided links between the peoples of the north and those of the south.

The various economic activities provided opportunities for cultural contacts. For instance, the common language of trade along the Niger-Benue rivers was Hausa for the peoples on both sides of the rivers. Along the Niger many of the rulers acted together in solving trade disputes. And with the coming of Islam and Christianity, the various peoples became linked through common religious beliefs.

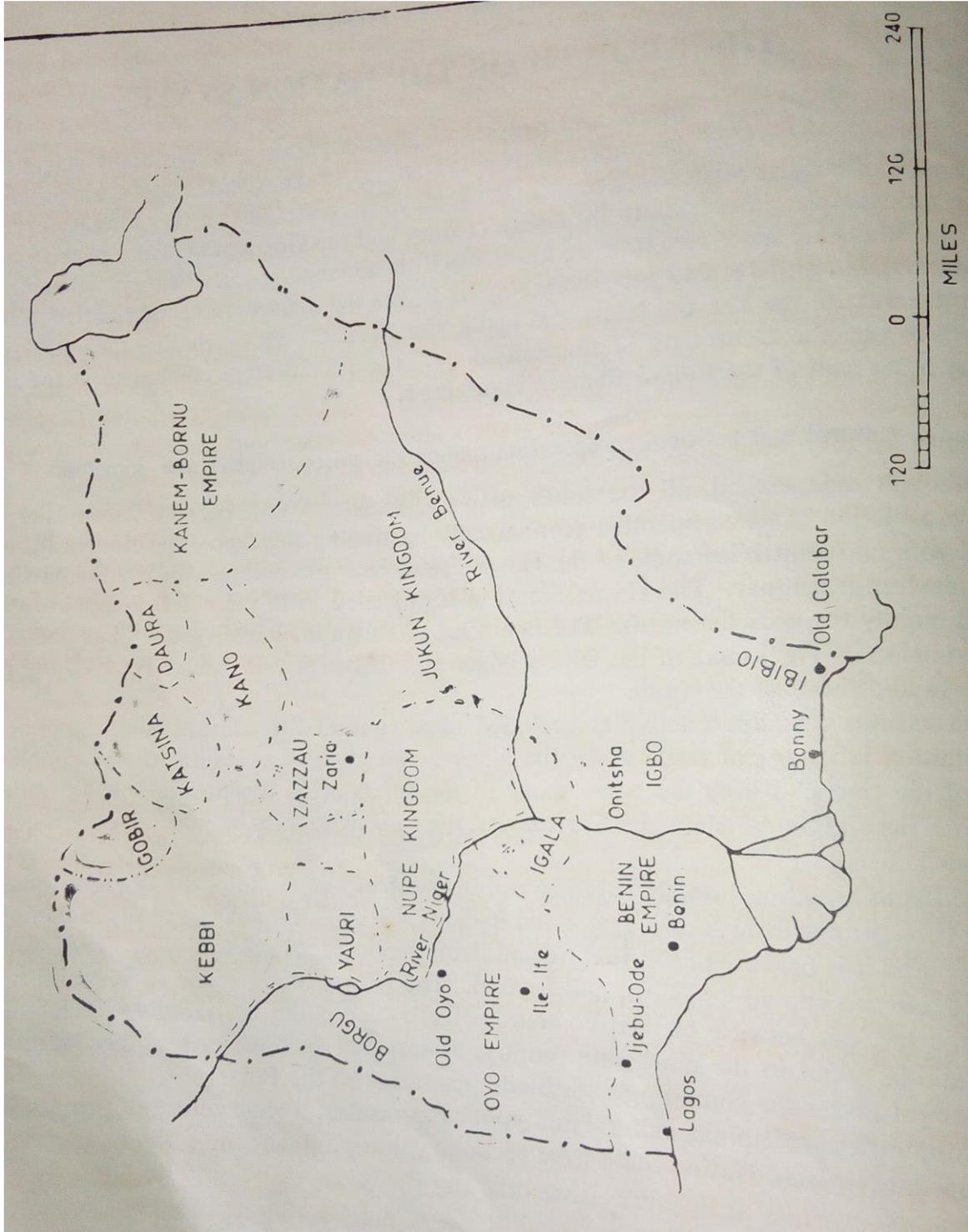
The Benin kingdom brought together various peoples like the Edo, the Western Ibos, the Igalla and Yoruba groups from Akure, Lagos and Badagry. Besides, the ruling dynasty in Benin originated from Ife, and it is because of this that Ife and Benin Works of art are so similar. The influence of the old Oyo empire spread to Nupe, and beyond. The Hausa States rendered common military and economic services because of their common origin which could be traced to the legendary figure of Bayajidda. And in the nineteenth century, almost the whole of present day Northern Nigeria was brought under the common political administration of the Fulani.

Through these economic, cultural and political processes, a wide variety of peoples who were to make up the Nigerian Nation State were becoming slowly integrated.

The Fulani Jihad

The first single event in the history of Nigeria which tried to unite a great part of the country was the Fulani Jihad. A number of religious, economic social and educational reasons led Usman dan Fodio to declare an Islamic holy war in 1804 in Northern Nigeria. During the Jihad, almost all the former Hausa-States were conquered. For the first time, this wide area which covers more than half of the geographical area of Nigeria, was brought under a single Fulani administration. The whole area came under the religious and political control of the Fulani. Islam became the

NIGERIA EMPIRES KINGDOMS AND CITY STATE
About 1500 – 1800



official religion of the empire, Arabic education was introduced and Hausa was widely spoken.

The influence of the Fulani Jihad was felt in the long established empire of Kanem-Bornu. To appreciate this, one has to read the correspondence between Sultan Bello of Sokoto and El Kanenemi of Kukawa. An indirect result of the Sokoto Jihad was the fall of the old Oyo empire. By the beginning of the twentieth century therefore, the British found northern Nigeria under a loose but unified Fulani administration. The British attack on the various emirates was seen as an attack on a Muslim empire by foreign Christians. Hence the emirs put up a strong resistance although as in many other parts of the country it was in vain.

Internal trade and the slave trade

Internal trade among the peoples of Nigeria brought many of them together. This trade included the exchange of produce of the farms, as well as manufactured goods like glass, beads, cloth, metal implements, and so on. The trade also included the transfer of manufactured goods from North Africa southwards and from European traders along the coast northwards to different parts of the country. In this connection, the most important item of trade became slaves.

Domestic slavery was traditional to Africa. But the slave trade which meant the buying and selling of human beings as property was foreign. Various European countries like Britain, France, Portugal and Spain which needed African labour gave active support to the inhuman trade. Wars, the breakdown of states like the old Oyo empire referred to above and a number of other factors made it possible for a great number of slaves to be caught and sold. Such slaves were taken to the sugar cane and tobacco plantations in the West Indies and America. They were subjected to in describable suffering.

The anti-slave trade campaigns

Of all the European countries which participated in the slave trade, Britain was the first to take an active step to check the trade. The British placed armed patrol ships on the Atlantic Ocean to check the trade. They concluded treaties with other European countries and African rulers in order to stop the trade. They founded Free Town for the settlement of freed slaves. Such slaves became educated. Trade in palm oil, cotton, ivory and indigo was encouraged in southern Nigeria by the British in place of trade in slaves. The new trade was to be promoted by the educated freed slaves, missionaries, traders and the British Government. It was mainly in the interest of this new trade that Britain declared Lagos a colony in 1861.

Missionary activities

The freed slaves who returned to Nigeria were soon followed by missionaries. The Methodists and Anglicans came to Badagry, Abeokuta and the Niger Delta. The Baptists from the southern state of America were soon to be found at Ijaiye and Ogbomoso. The Presbyterians of Scotland chose Calabar as their first station and they brought a few freed slaves with them from the West Indies. Most of the freed slaves from Cuba and Brazil were Catholics and they settled in Lagos. French Catholics came to work among them and later in the Ibo country, also.

Christianity spread over a wide area in the south of Nigeria. Mission education was introduced. English became a common language in the area. English dress and European-type houses became widespread.

Among the educated freed slaves were to be found the first Nigerians with truly Nigeria-wide views and interests. For example, although Bishop Ajayi Crowther was born a Yoruba, he did most of his work on the Niger and in the Delta among the Ijaw, Ibo, Igalla and Nupe peoples, where he established Christianity. And it was the educated Nigerians from all parts of Nigeria, who fought for self-government.

Trading companies on the Niger The opening up of the Niger in 1830 by Richard and John Lander further encouraged European and African trade on the River. It was mainly British companies which were trading on the Niger and stage by stage they brought a wide area under their control. The Oil Rivers Protectorate over the Delta area was declared in 1885. In 1893, protection was extended to the hinterland of the Niger Delta, and the territory was renamed the Niger Coast Protectorate.

Meanwhile by 1886, Sir George Tubman Goldie had succeeded in buying off competing French companies and had united the rival small British companies on the Niger. From the small companies, a bigger company known as the Royal Niger Company (RNC) emerged. The RNC was granted a charter by the British Government to rule over Northern Nigeria apart from trading there. But by 1900, the charter had been taken away from the Company. The territories of the Company came under formal British Government control as the Protectorate of Northern Nigeria.

In 1906, Lagos Colony, already declared in 1861, and its protected territory were joined with the Protectorate of Southern Nigeria to become the Colony and Protectorate of Southern Nigeria. In 1914, the two Protectorates of Northern and Southern Nigeria were joined together as the Colony and Protectorate of Nigeria. And so stage after stage, the whole of present day Nigeria was prepared to become a single political unit.

The name "Nigeria" was suggested in 1898 for the first time by Flora Shaw who later became Lady Lugard. The name was later approved by the British Parliament and it was on the occasion of the amalgamation of 1914 that the name was adopted for the first time. It will therefore be seen that the name "Nigeria" is recent in the history of our country.

The Scramble for territories in the late nineteenth century

In the late nineteenth century, many European countries like Britain, France, Germany, Italy and Portugal entered the race for the possession of overseas colonies in Africa. The Berlin Conference of 1884-1885 played the role of an umpire by laying down the rules which were to govern the partition. This was to avoid clashes among the participating European powers.

In view of the past British connection with what was to become Nigeria, Britain claimed the whole geographical area despite opposition from the French and the Germans. The British Government had been connected with the exploration of the Niger. As early as 1849, she had appointed a consul, John Beecroft, to look after her interests in Nigeria. She had annexed Lagos in 1861 as her colony. She had established Protectorates one after the other. Also, she had given support to missionaries who came to promote Christianity, education and trade in many parts of Nigeria.

Having laid claim to Nigeria, the British Government used military action and negotiation to make the Nigerians recognize her new political authority.

British indirect rule

Following the conquest of Nigeria, the British officials adopted the system of indirect rule in ruling the two Protectorates of Northern and Southern Nigeria. This was a system through which British officials severally known as Residents, Commissioners, Governors and Lieutenant-Governors were given policies by the Colonial Office of the British Government. These policies were communicated to the Africans through their traditionally acceptable rulers like Emirs, Waziris, Obas and Bales who acted as dependent and not independent rulers. The British officials just acted as advisers or guides.

The system was most successful in the North under Lord Lugard. It was successful to some extent in Western Nigeria and least successful in the East.

The amalgamation of the two protectorates

For economic and administrative reasons, Lord Lugard, the first Governor-General of Nigeria, decided to amalgamate or join together the two protectorates of Northern and Southern Nigeria. This amalgamation took place on 1st January, 1914. And so for the first time, Nigeria became a political unit under one administration.

Constitutional¹ developments in Nigeria

After the amalgamation of the North and South in 1914, a large advisory body known as the Nigerian Council was set up by Lord Lugard. It did not arouse anyone's interest. It soon fell in-to disuse and in 1922 a Legislative Council meant for the South only was established. This also was not found satisfactory and so was replaced by the famous Richards Constitution of 1946.

The Richards Constitution was important in the sense that it widened the opportunities for Nigerians to discuss and manage their own affairs. It was also the first occasion when representatives of different parts of Nigeria, divided into three regions, met together to discuss their own affairs. But effective authority still rested with the British officials.

By 1951, the Richards Constitution had been revised and replaced by the Macpherson Constitution. The House of Representatives replaced the Legislative Council and the majority of the members were selected through electoral colleges.

Meanwhile, political parties had started to work together towards the self-government of Nigeria. The parties were organized mainly on a regional basis—the National Council of Nigeria and Cameroons (NCNC) for the East, the Action Group (AG) for the West, and the Northern People's Congress (NPC) for the North.

The political leaders from the different regions held a Conference in London in 1953 and made recommendations for a new Constitution. The new Constitution of the country, known from then on as the Federation of Nigeria, came into force on 1st October, 1954. Lagos, the Capital, previously an integral part of the Western Region, was made into a separate federal territory. This Constitution unlike the previous ones, represented the majority will of Nigeria's peoples as expressed through their leaders.

Another Constitutional Conference was held in London in 1957. It was attended by representatives of all shades of political opinion in the three Regions and the Southern Cameroons. The most important immediate decisions were the granting of internal self-government to the Eastern and Western Regions in 1957 and the establishment of the office of Prime Minister of the Federation. When the Constitutional Conference resumed in 1958, the date for internal self-government for the Northern Region (March, 1959) was decided upon. The Secretary of State for the Colonies announced that the United Kingdom Government would introduce into Parliament a Bill to enable the Federation of Nigeria to become independent on 1st October, 1960, provided the Nigerian Parliament to be elected in December, 1959, passed a resolution early in 1960 asking for independence.

The 1959 election was held and it was quite important in the political history of Nigeria. The elected Nigerian Parliament met early in 1960 and passed the resolution asking for independence on 1st October, 1960, which has gone down into Nigerian history as the date of independence.

Independence meant that the political responsibilities of Nigeria were placed on the shoulders of Nigerians themselves. Far from being an end in itself this meant harder and sincerer work. In order to achieve the happiness of the greatest number of Nigerians and to create a prosperous country, there is a great task ahead which demands the honest effort of every Nigerian.

Independence and after

Following the achievement of independence in 1960, Queen Elizabeth II of Britain still remained the head of Nigerian State while the Prime Minister of the Federation was Alhaji Abubakar Tafawa Balewa. Many people preferred to have a Nigerian as Head of State. Therefore, on October 1, 1963, Nigeria became a Republic with Dr. Nnamdi Azikiwe as the first Nigerian President and Head of State.

Some political teething problems

Soon, problems started to face the new leaders of the country. For example, in 1962, a split occurred in the Action Group. Increasingly too, many people outside the North were feeling that the Northern Region was too large and they wanted more states created from it. Also, many politicians wanted to get rich quickly and therefore struggled to be in power all the time. Political parties accused one another of rigging² elections. For example, in October, 1965, the party in power in the West was accused of rigging the West Regional Elections. This led to violence in which many houses, shops and even human beings were set on fire.

Military take-over

Some members of the Army decided to solve the problems of the country. In the morning of January 15, 1966, some young officers killed Chief S. L. Akintola, Premier of the West, Sir Ahmadu Bello, Premier of the North, and some senior army officers. The Federal Prime Minister, Alhaji Abubakar Tafawa Balewa and Chief Okotie-Eboh, the Federal Finance Minister, were kidnapped and their corpses were not found until several days later.

Army Rule

The main section of the Army under Major-General Aguiyi-Ironsi remained loyal to the Federal Government. On January 16, 1966, the Federal Government handed over power to the Army, and Major-General Aguiyi-Ironsi then became the head of State and was advised by a military council. Military Governors were appointed in all the four Regions and all the Regional and Federal Parliaments were abolished and the political parties were banned.

The Army promised to end corruption and to build a really united Nigeria. Special courts known as tribunals were set up in Lagos to look into the working of many Public Corporations such as the Electricity Corporation of Nigeria and the Railway Corporation, and to report back to the Military Government. Many decrees were announced, giving the Army wide powers to deal with criminals.

On May 15, 1966, the Army brought the Federation of Nigeria to an end, started a unitary form of Government and renamed the Regions "Group of Provinces". The Military Governors of the Groups of Provinces remained the same. However, on July 12, Major-General Aguiyi-Ironsi announced that the Military Governors would change places every six months. Many people did not like the idea of a unitary form of Government.

Federal system of Government restored

On July 29, 1966, the Supreme Commander and Head of the National Military Government, J. T. U. Aguiyi-Ironsi was kidnapped, along with Lt. Col. Adekunle Fajuyi, Governor of the West. Soon afterwards, General Yakubu Gowon became the Supreme Commander of the Armed Forces and Head of the Federal Military Government. The new Supreme Commander brought back the federal form of Government. Early in August, 1966, many political prisoners including Chief Obafemi Awolowo, Anthony Enahoro, and many political detainees like Dr. M. I. Okpara and Chief Fani Kayode were released.

The new military government had to face a lot of problems because of the violence which followed the change of government of July, 1966. In January, 1967, the Supreme Commander and the Military Governors held a meeting at Aburi, Ghana, to settle their differences. Unfortunately, however, the Aburi Agreement did not achieve much because the fear of the domination of one ethnic group by another was very strong. In order to remove this fear, on May 27th 1967 the Supreme Military Council created the following twelve states: The Lagos, Western, Mid-Western, Rivers, South-Eastern, East-Central, North-Eastern, North-Central, West-Central (Kwara), Benue-Plateau, Kano, and the North-Western States. See the map on page 65.



POINTS TO REMEMBER

1. There were many kingdoms in what is now Nigeria before the coming of the Europeans.
2. Many of these kingdoms traded with one another and also with the outside world.
3. The Sokoto Jihad led to the founding of a large empire in the Northern parts of Nigeria.
4. The missionaries introduced Christianity and Western Education into the country.
5. Between 1861 and 1900, Britain gained control of the territory now known as Nigeria.
6. Many constitutional changes were later introduced for the smooth-running of the country.
7. Since 1950, many political parties have been founded to fight for independence.
8. Independence was achieved after a long political struggle.
9. Since independence, the country has been facing many problems.
10. The army took over control of the government to solve some of the country's problems.

EXERCISES

1. Mention the various kingdoms which existed before the coming of the Europeans.
2. List some of the articles of trade between Old Oyo/Hausa States; Delta States/Ibo country; Benin/Delta States.
3. What were the results of the Sokoto Jihad?
4. Why are the following years important in the political history of Nigeria, 1900, 1914, 1960?
5. What do you think were the primary aims of the missionaries in introducing western education?
6. What do you think are the advantages of many small companies joining together to form a large one?

UNIT III SECTION 4

Theme: Nigeria's Heroes and Heroines

Major objective: Students should become aware of what some of our ancestors have contributed to the making of Nigeria

Specific objectives:

1. Students will be able to list the names of some of the Nigerian heroes and heroines.
2. They will be able to narrate the story of their deeds.
3. They will also be able to identify themselves with some of the heroes and heroines after being inspired by their stories.

General Statement	Resources and Teaching
1. Our country has produced many heroes and heroines.	Biographies Photographs, Paintings
2. The great deeds of heroes and heroines inspire the present and future generations.	Statues, Books, Auto-biographies

Suggested Activities	Skills
1. Direct the students to list the names of local heroes and heroines for class discussion. The teacher may select a few of these names and ask students to find information about them, either in the library or from elderly people.	Reference and inter-viewing
2. Let the students make a list of some heroes and heroines and discuss why they are regarded as heroes and heroines.	Discussion
3. Organize excursions to the shrines of gods and goddesses for example during the annual festivals. Take them to the statues of great men and women if there are any in the locality.	Observation
4. Let students plan what they think might be a proper anniversary celebration in memory of some of the heroes or heroines in their area.	Imagination.

UNIT III SECTION 4

NIGERIA'S HEROES AND HEROINES

Introduction

Every community has its own heroes and heroines. The various ethnic groups in Nigeria also have their own great men and women who became famous in war, religion, trade, education and politics. As you read about some of them, note the important things which they did before they were regarded as heroes and heroines.

Some heroes and heroines in different parts of the country have been rewarded in various ways for example, some have been deified, that is, they are worshipped as gods and goddesses. Some others are part of the various legends of origin of some of the past kingdoms and are therefore

Oduduwa

According to oral traditions or legends, Oduduwa was one of the sons of Lamurudu. He migrated from his original place in 'the East and settled in Ile-Ife in about 100 A.D. Ile-Ife is therefore regarded as the original home of the Yoruba.

Oduduwa who was the ancestor of the Yoruba was the first king of Ile-Ife. From this first settlement, the Yoruba extended to other areas through conquest and influence. He also developed among his people a high level of culture. Examples of this development are the terra cottas, stone iron and bronze works that are well-known all over the world.

He was the father of Okanbi who gave birth to seven children whose male members became the first crowned kings of the Yoruba apart from Oduduwa himself. Among the children of Okanbi was Oranmiyan who founded the old Oyo state and later became the powerful ruler of the old Oyo empire. Can you find out where old Oyo was? Ever since the establishment of the old Oyo empire, Ile-Ife has been referred to as the spiritual centre of the Yoruba.

Today, Oduduwa is regarded as the "Father" of the whole Yoruba race. He is regarded as the source of the authority of all crowned rulers in Yoruba land. Because of his great achievements, Oduduwa has been deified and he is still worshipped by many Yoruba-speaking communities in Nigeria and elsewhere.

Bayajidda

Bayajidda was a legendary figure who was said to be the son of the king of Bagdad. At a very early date, Bayajidda left Bagdad and finally settled at Daura in Northern Nigeria in order to trade.

On arrival at Daura, Bayajidda asked for water to drink. But he was informed that the only source of water was the well in which there was a very powerful snake, which would not allow anybody to drink from it except on a Friday. And it was on a Thursday that Bayajidda wanted water! The name of the snake was Sarki-the Hausa word for king. Bayajidda was informed further that the queen whose name would be given half of her kingdom.

Bayajidda then got a basket, armed himself with a sword, went to the well and succeeded in killing the snake after a short struggle. All the people of Daura, including the queen herself, rejoiced over this long expected victory. After the merriment, Bayajidda refused to take his reward, that is, half of the kingdom of Daura.

Instead, he asked for the hand of the queen in marriage. His request was granted. Bayajidda and the queen had a son called Bawo who like Okanbi in Yorubaland gave birth to seven sons. The sons later

became the founders of the seven original Hausa states, namely: Biram, Daura, Kano, Rano, Katsina, Zaria and Gobir. The sons gave their personal names to the seven states which can still be found in Nigeria till today.

Emotan

Emotan is a heroine among the Edo. Her statue has stood since 1954 in an open square the Oba Market at the centre of Benin City. Trees were earlier used for over five centuries to the spot honoured as her grave. Emotan was proclaimed a heroine by Oba Ewuare the about 1440 when he issued the Edict of Homage in her honour and planted a tree at her grave greatness is based on her heroic help to Ewuare, the greatest of the kings of the Benin Empire, in his struggle for the crown.

As a prince, Ewuare, (then known as Prince Ogun) had been exiled from Benin City by his elder brother, Orobiru and the powerful nobles. For many years, he wandered outside his home but when he came back, Orobiru had died and his own younger brother, Uwaifiokun had stepped into his place. Uwaifiokun plotted with the nobles to capture and kill Prince Ogun any time he should attempt to enter the City.

The wandering Prince's only saviour was poor, childless but brave Emotan. In her little hut at the Oba Market she defied the usurper's order and offered refuge to Prince Ogun. From there the Prince had the opportunity of attacking Oba Uwaifiokun and killed him during a ceremony near the market.

By the time Ewuare was crowned in about 1440 Emotan had died. Nevertheless, the Great King accorded her a heroine's honour upon her grave. Since then Emotan has been regarded as "the centre of the Bini national life"

Sarauniya Amina (Sarauniya-Queen)

Sarauniya Amina was the first of the two daughters of Turunku the 22nd ruler of Zaria. She succeeded her mother in the 16th century as the ruler of Zaria, (Zegzeg, Zukzuk or Zazzau). She was a queen, a brave leader of her people who led them in war against their enemies. Like strong male rulers before her, she succeeded in spreading the authority of Zaria over many Hausa states. Queen Amina conquered Kano, Bauchi, Nupe, and the Kwararafa (Jukun). These conquered peoples were made to pay taxes to her in form of kolanuts.

Queen Amina built walls for protection against her enemies. Throughout Hausa land today ancient walls are called Ganuwar Amina (Amina's wall). Also, in Northern Nigeria an accepted way of saying that something is very old is to say that "it is as old as Amina Wall"

Kotal Kanta of Kebbi

Kotal Kanta is remembered in the history of Kebbi as a very important military leader and a liberator. He was more of a military man than an administrator. During his time in the sixteenth century, Kebbi became the most powerful Hausa state. Kanta built three defensive towns Surame, Leka and Gungun for his army. He led military campaigns to Kano, Zaria and Nupe which were conquered and they were made to build Gungun which was one of his defensive towns.

In the early stage of the military rise of Kanta, Kebbi was subject to the Songhai empire in the western Sudan. Askia Mohammed Toure who was the emperor of the Songhai empire depended mostly on the military efficiency of Kanta to conquer Agades in Air between 1514 and 1515. Shortly after the defeat of Agades, Kotal Kanta successfully used his army to win back the independence of Kebbi from the Songhai empire. And this independence lasted until 1554 when Kanta died as a result of a serious wound received during a military campaign in Dugul in Katsina.

Records like the Kano Chronicles point to the military ability of Kotal Kanta. Again in a book entitled 'Infaq al Maysur' which Sultan Bello of Sokoto wrote about Kebbi in the sixteenth century, he had this to say, "No other kingdom in the history of these (Hausa) countries ever equalled it in power. Kanta is greatly honoured by the Kebbawa (the people of Kebbi). The history of the Kebbi Kingdom is usually dated from him. His name became the title of the ruler of Kebbi. And all the Kebbawa regard Kotal Kanta as a worthy ancestor, military commander and liberator.

Usman Dan Fodio

Usman Dan Fodio was a Fulani religious leader. In an attempt to reform the practice of Islam among the Hausa, he clashed with the Hausa leaders among whom the Fulani settled.

His aim was to remove the abuses that existed among the Hausa Muslims, such as combining Islamic practices with the worship of rocks and streams, collecting of taxes not supported by the Holy Koran and lack of Islamic education among the Hausa women and slaves.

In trying to carry out his reforms, he clashed with Yunfa, the Sarkin Gobir, who was once his pupil and his followers were arrested and imprisoned by Yunfa. But Usman set them free against the will of Yunfa. Therefore, Yunfa threatened to arrest Usman who fled to Gudu. This flight is known as Hijra" meaning "the holy flight". Usman's followers made him a sheikh (Muslim religious leader). He gave flags to fourteen chiefs whom he ordered to fight in the name of Allah and His Prophet against the Hausa "unbelievers."

Usman is remembered today as a great religious leader and reformer. He helped to improve and spread the Muslim religion. He also built "a Muslim Empire" over the Northern part of Nigeria. His influence spread to other parts of West Africa in the 19th century.

Mohammed El Kanemi

Muhammed El Kanemi became the Shehu of Bornu in 1809. He was an educated and religious man who became a military leader and saved the Bornu people from the Fulani invaders. When the Fulani attacked the old Bornu Empire, Mai Ahmad, the ruler of Bornu, could not defend his empire because his army was very weak. The Mai, therefore, fled to ask for military help from El Kanemi.

The Bornu people (Kanuri) gave their support to El Kanemi in the war against the Fulani. He was able to get their support through his religious and administrative reforms. Like Usman dan Fodio among the Fulani, he was regarded as the 'Defender of the Faithful' by his people.

After the defeat of the Fulani, El Kanemi recalled the Mai, who had run away from the capital. Although the Mai continued to reign in Bornu, El Kanemi was the actual ruler. It is interesting to note that the descendants of El Kanemi have been the rulers of Bornu since then. El-Kanemi is remembered today as a worthy military leader, a religious reformer and a very good ruler.

Jaja of Opobo

Jaja was born in 1821 and was sold as a slave when he was about 12 years of age. He first stayed as a slave with Chief Iganipughnma Allison of Bonny. Because he was very stubborn he given as present to Madu, a chief of Annie Pepple House. He rose from slavery to become leader of Annie Pepple House.

As a free man, he traded with the British merchants in the Creek areas. Jaja soon became very well known. He was made a chief and by 1861, he had risen to the rank of a first class chief, When Allali, the

head of Annie Pepple House died, the chiefs chose Jaja as the leader. Jaja became very popular in the area and by 1870 he founded a new state which he called Opobo.

Jaja continued his life as the strong man of Opobo until he had a clash with the British Consul in 1887 when he refused to sign a treaty with the British Government. This treaty was to put Jaja's state and the whole of the East under British rule. Because he refused to sign this treaty, Jaja was deposed and taken to the West Indies. Although he was later allowed to return home, he died on the way.

Samuel Ajayi Crowther

Bishop Crowther was one of the earliest educated Africans. He was born in Osogun in Oyo Province. He was captured as a slave in 1821 when he was about 12 years old. He was set free from a Portuguese slave ship by a British naval patrol ship and was sent to Freetown, Sierra Leone, where he was educated by the missionaries.

He left Fourah Bay College in 1830 and became a school teacher and catechist of the Church Missionary Society in Sierra Leone. In 1841 he came on the Niger Expedition along with other missionaries. He was made a priest in 1843. Shortly afterwards he came to Abeokuta accompanied by the Rev. Henry Townsend

In 1864 he was made a bishop in England. Bishop Crowther founded the Niger Mission of the Niger Territory whose headquarters was in Lagos. He founded Mission stations at Bonny, Brass, Onitsha and in Nupe land. He was one of the first literate Africans and a man of wisdom. He was a scholar who laid the foundation of written Yoruba, Ijaw, Ibo and Nupe. He produced a book on Yoruba Grammar and translated the Bible into Yoruba. He is remembered as a pioneering Nigerian bishop, born a Yoruba, living and working successfully in the Delta, in Ibo, Igalla and Nupe countries.

Herbert Macaulay

Herbert Macaulay was one of the early nationalists of modern Nigeria. 14th of November, 1864 and was the grandson on the maternal side of Bishop Samuel Ajayi Crowther. He studied both in Nigeria and Britain and came back to Lagos in 1893 as licensed surveyor.

But Macaulay's activities as a nationalist politician are better known than what he did as a surveyor. He founded the Nigerian Democratic Party in 1922 when Nigeria was still under British Rule. He was a strong advocate for better conditions of service for Nigerians in the British administration.

He organised his party so well that membership was drawn from nearly all the ethnic groups in the country a few years after its formation. As a very hard-working and courageous leader, he inspired the young men of the country to work for self-government.

By 1944, his party had become national in outlook and was known as the N.C.N.C. He became the first president of the N.C.N.C. Macaulay travelled around the country in order to make his party well known to his countrymen. He took ill in Northern Nigeria and was rushed back to Lagos, where he died in 1946. But soon after, his party along with other parties joined in the fight for Nigerian independence.

Macaulay is remembered today as the first founder of a political party in Nigeria, a courageous and fearless critic who did a lot to improve the living conditions of his people.

POINTS TO REMEMBER

1. Every community has its own heroes and heroines.
2. Each of Nigeria's heroes and heroines did something important for his or her people.
3. There must be good reasons for regarding any person as a hero or heroine.
4. There are some legendary heroes or heroines that have been deified.
5. Most of our heroes and heroines showed excellent examples of courage and selfless devotion before they were able to achieve so much for their various communities.

EXERCISES

1. What makes a person a hero or heroine?
2. Name one man or woman you consider a hero or heroine. What did he or she do?
3. Mention the legendary or semi-legendary heroes or heroines that you know or have heard about. With what was each of them connected?
4. Name two heroes connected with religion and state the period in which they lived.
5. Who was the first founder of the first political party in Nigeria? Why is he remembered today?
6. Mention what you would like to do for your family, school, or country for which you would be remembered in future.

UNIT III SECTION 5

Theme: National Symbols

Major objective: The students will become aware of the necessity to contribute their own quota to the building of a united Nigeria.

Specific objectives: Students will be able to identify and appreciate the significance of our national symbols: The Nigerian Coat of Arms, the Flag and the National Anthem.

General Statement	Resources and Teaching Aids
1. A country usually has certain symbols of unity and authority.	the National Flag, the Nigerian Coat-of-Arms the National Anthem
2. A country's National Flag, National Anthem and Coat-of-Arms demand respect	-do-
3. Countries build monuments to mark important events in their history	Pictures of parks and statues, memorials, plaques.

Suggested Activities	Skills
1. (a) Let students draw the diagram of the National Flag, shade it in its various colours and state what each colour represents. (b) Let students draw the diagram of Nigeria's Coat-of-Arms and sing the National Anthem. (c) Let the students visit the nearest museum, parliament buildings or any place of historical significance e.g. Oba's palace, local shrines etc. and discuss what they see.	drawing and description. drawing
2. Let students collect pictures of any monuments they know and discuss why the monuments are important. Let them visit a popular monument in the locality or in the nearest town or village.	recognition

UNIT III SECTION 5

NATIONAL SYMBOLS

Introduction

There are several ways in which historical events can be commemorated. In this country, for instance, important events are marked with festivals and special songs. In other places too, important events are marked, not only by festivals, but also by building statues, parks, fountains, roads and towers. Countries may make flags and medals, issue special stamps and coins, design a coat-of-arms or compose an anthem. All these are very important because they help to mark important events in the history of a nation. They are also used to remember and honour people who have done some great things for their nation. All these things may give the citizens a sense of pride and a sense of belonging to the nation.

The Symbols

There are many historical symbols to be found all over Nigeria. An example is the statue of the two soldiers erected at Idumota in Lagos in memory of those warriors who fought bravely during the Second World War. Other examples are the Independence Buildings, the Fountain at Tinubu Square and the King George V Avenue. These remind Nigerians of the past and the struggle for independence.

In Ibadan, the Okebadan Festival is celebrated every year to commemorate the founding of the town by Lagelu in 1829. The Queen Elizabeth Road was built to mark the visit of the British Queen to Ibadan in 1956.

The Oranmiyan Staff in Ile-Ife is in memory of Oranmiyan, a great warrior and grandson of Oduduwa and the first Alafin of Oyo. The Emotan statue in Benin was erected in memory of Emotan a great heroine. At Jebba, there is a monument to the memory of Mungo Park and Richard Lander, who explored the River Niger. Similarly, in Kaduna the Lugard Hall stands to the memory of Lord Lugard, the first Governor-General of Nigeria.

In Calabar, there is a statue of Obong II, a great ruler. All these mark historical events and help us to remember and honour the great people in our country.

Most countries of the world have a national Coat-of-Arms just as many schools have school badges. The Coat-of-Arms of a nation may illustrate the objectives towards which a country is striving. Nigeria has its own Coat-of-Arms, which is displayed on a plaque in front of the House representatives in Lagos. The black shield represents the good earth of Nigeria, the silver represents the Rivers Niger and Benue and the two white horses represent dignity and the red eagle represents strength.

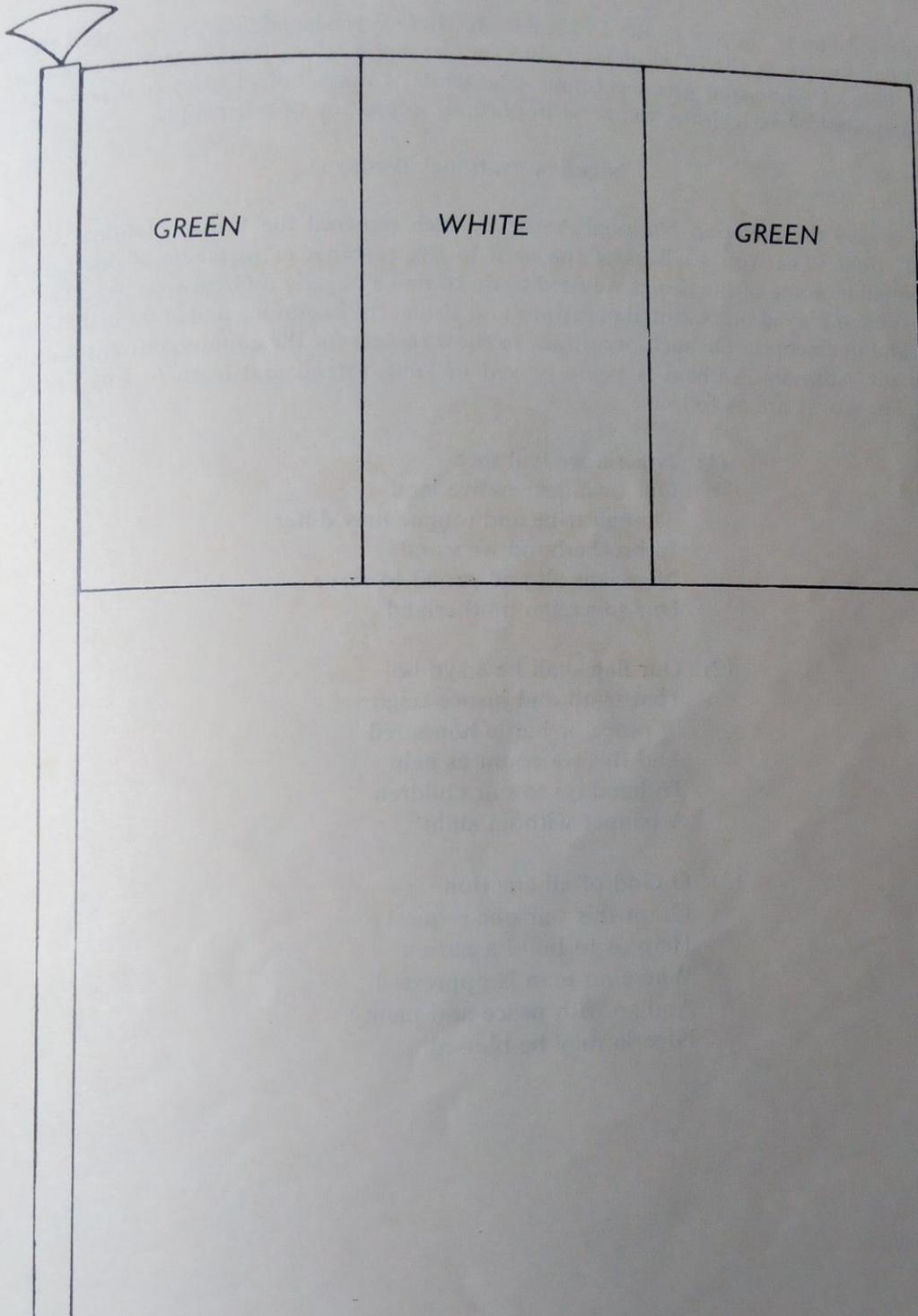
Nigerian Works of Art

The Museums in Lagos, Ile-Ife, Benin, Enugu, Esie, Oron and Jos have many examples of traditional Nigerian art and craft. In fact, some of these works of art are among the finest in the world and have been admired all over the world for centuries. Do you know that one of these works was sold recently for over £50,000 in America? They are so important to us that we are getting back into our museums those works of art taken away from our country. You will be told more about this if you visit a museum.

NIGERIAN COAT OF ARMS



THE NIGERIAN FLAG



Nigerian Flag

A national flag is another symbol of a nation. Before Independence, Nigeria used the British, National flag known as the “Union Jack” but on October 1, 1960, Nigeria started to use her own National Flag of white and green colours. The white is a symbol of unity and peace while the green is a symbol of agriculture, the most important occupation of our people.

Nigerian National Anthem

There is also the Nigerian National Anthem which replaced the British National Anthem October 1, 1960. The words tell us of the need to live together as members of one nation. The words also tell us some of the things we need to do to make Nigeria a Great Country. The Anthem is usually sung or played on National occasions and also at the beginning and at the end of important functions and in cinemas. On such occasions, to show respect for the country, citizens usually stand still when the National Anthem is being played or sung Read and learn to sing the National Anthem. The words are as follows:

1. Nigeria we hail thee
Our own dear native land
Though tribe and tongue may differ
In brotherhood we stand
Nigerians all and proud to serve
Our sovereign motherland
2. Our flag shall be a symbol
That truth and justice reign
In peace or battle honoured
And this we count as gain
To hand on to our children
A banner without stain
3. O God of all creation
Grant this our one request
Help us to build a nation
Where no man is oppressed
And so with peace and plenty
Nigeria may be blessed.

POINTS TO REMEMBER

1. There are many ways of marking historical events.
2. Many towns and Villages in Nigeria have historical symbols.
3. Nigeria's National Flag, anthem, and Coat of Arms are important symbols.
4. Nationals symbols constantly remind us of the need to regard one another as members of one nation and our duties to that nation.

EXERCISES

1. Name four national symbols in our country.
2. Why are National Symbols important?
3. What do the colours of our national flag represent?
4. Explain the symbols on your school badge.
5. Explain the symbols on the Nigerian Coat of Arms.
6. Name a road, street, or quarter which is a historical symbol in any place you know.
7. Name four things which the Nigeria National Anthem teaches you.
8. What should you do when the National Anthem is sung or played? Why?

UNIT III SECTION 6

Theme: How Nigeria is governed.

Major objective: The students will become aware of the necessity to contribute their own quota to the building of a united Nigeria.

Specific objectives:

1. Students should be able to indicate the qualities of good government. For example, government must represent the people, must provide social amenities for the people health services, and must maintain law and order.
2. Student should be able to indicate the qualities of good leaders, and good citizens (e.g. working hard, especially without reward; getting on well with other people).
3. They should be able to define the functions of the following arms of government: the executive, the legislature, and the judiciary.
4. They should be able to describe the importance of state and national capitals in the administration of Nigeria.
5. They should be able to name the capitals and say why they are unifying elements in Nigeria.

General Statements	Resources and Teaching Aids
1. In a democracy a country is governed by the representatives of the people.	Pamphlets, leaflets and posters issued by the Ministries of information on general elections. Photographs of the Head of state, Head of Government; state Governors etc.
2. National and state capitals are usually the seats of government.	Pictures of people at polling stations. Pictures of Parliament buildings in Lagos and the State Houses of Chiefs and of Assemblies

Suggested Activities	Skills
1. (a) Ask students to discuss how a person is elected to a local council, the House of Assembly, and the House of Representatives. (b) With the guidance of the teacher, students may organize a mock parliament. This activity should be done only after a full discussion of the structure and working of Parliament. (c) Conduct an excursion to a local or divisional council office and find out their functions.	(a) Discussion (b) Ability to collect information through pictorial illustration (a) Debating Skill (b) Role Playing Ability to collect information.

<p>2. Under the guidance of the teacher, students may discuss the followings:</p> <ul style="list-style-type: none">(a) the various states in the country;(b) the arms of government that are located in the state capitals;(c) a comparison of the functions of a state capital with those of federal capital;(d) how state or national capitals help to unite the people;(e) the departments of local government or state government located in the student's home town;(f) Ask students to discuss the functions of government.	<p>Discussion.</p>
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HOW NIGERIA IS GOVERNED

Introduction

In any community, it is necessary to have a government. The government of a country has power to make laws. No community can work well unless it has laws which its members can obey. These laws help to protect the rights of people in the community.

In any good community, everyone has freedom to do many things; but no one is allowed to use his freedom to harm other members of the community. For example, students are free to read in the library; but no one is expected to make a noise.

When everybody can enjoy his freedom in such a way that other people are not disturbed, the community is a peaceful one.

The Constitution

Just as a community must have rules to guide its members, government too must function in accordance with certain laws. Such laws stop the government from using its power badly and from acting against the wishes of the people. For example, under normal conditions the government of a country is not expected to arrest anyone and keep him in prison without giving him a fair trial. The laws which control the government are contained in the constitution of the country.

Government in Nigeria past and present

Before the army took over control in January, 1966, Nigeria was a Federal Republic. The Federation was made up of the Western, the Mid-Western, the Eastern and the Northern Regions and the Federal Territory of Lagos.

The Regions were divided into smaller units. Western Nigeria, for example, was divided into provinces, divisions and districts.

At that time, Nigeria practiced a democratic system of government. Democracy is a system of government in which the people themselves elect those who are going to rule them. Thus, elections were held in order to give the people an opportunity to choose their representatives.

Local Government

Local government is the government of a village, town, or city or district. Before the democratic system was introduced, each village, town, or city had a head chief who ruled his people with the advice of lesser chiefs.

When the system of elections was introduced into the country the village or town was divided into wards. Each ward elected a candidate from a number of candidates who might belong to different political parties. On election day everybody above the age of 21 who was not a criminal was qualified to vote. The candidate who had the largest votes in each ward was elected a member of the council. He is known as a Councillor.

Duties of local government councils

The duties of local government include.

- a. the building and running of schools.
- b. the building and maintenance of markets.
- c. the building and maintenance of maternity centres and dispensaries.
- d. the award of scholarships.
- e. the construction and maintenance of local motor roads and motor parks.
- f. the collection of rates and taxes.
- g. the supervision of forest reserves in their areas of authority.
- h. the running of local courts.

Regional Government

Each region had a House of Assembly in the Regional capital. The regional capitals were Ibadan for Western Nigeria, Enugu for Eastern Nigeria, Kaduna for Northern Nigeria, and Benin for Mid-Western Nigeria. Laws for use in each Region were made in the Regional Houses of Assembly.

Members of the Regional Houses of Assembly were elected. Before the election, each Region was divided into small units called regional constituencies. A constituency is an area which elects a representative into the House of Assembly. A constituency can be large or small. A person so elected became a legislator in the House of Assembly.

In each Region, there were many political parties. In Western Nigeria, for example, before the military take-over, there were the N.N.D.P.¹ which allied with the N.P.C.² to form the N.N.A.³ and the Action Group, which allied with the N.C.N.C.⁴ to form the U.P.G.A.⁵ Political parties put forward candidates, but sometimes there were candidates who were not put forward by any political party. These were called independent candidates. Each political party arranged meetings where the people were told what the party would do for them if they won the election. On election day people voted and the candidate who had the highest number of votes in each constituency was elected a member of the House of Assembly. The party with the largest number of elected members formed the government. The leader of the winning party became the head of the government or Premier, and he appointed ministers to help him to govern.

Federal Government

We have seen that Nigeria was divided into five units. Each unit was divided into a number of Federal Constituencies which elected members to the Federal House of Representatives in Lagos. These members were elected in the same way as those of the Regional Houses of Assembly. Members of the Regional Houses of Assembly were not allowed to be members of the House of Representatives at the same time. Some of the elected members of the House of Representatives were appointed Federal Ministers by the Prime Minister.

Laws for the whole Federation were made in the Federal House of Representatives.

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1. Nigeria National Democratic Party
 2. Northern People's Congress
 3. Nigerian National Alliance
 4. National Convention of Nigeria Citizens
 5. United Progressive Grand Alliance

The part played by Chiefs and Senators

Along with the elected members of the Houses of Assembly and House of Representatives were people who did not stand for election.

These were the chiefs and the senators. Important chiefs sat in the Regional Houses of Chiefs. Laws were passed by both the Houses of Assembly and of Chiefs,

Apart from the House of Representatives in Lagos there was the Senate. The senators did not stand for election but were experienced people chosen from the Regions and the Federal Territory of Lagos.

They sat in the Senate to discuss matters forwarded to them from the House of Representatives. The laws for the Federation were passed by both the House of Representatives and the Senate.

Military Rule

On the 16th of January, 1966, the civilian government handed over power to the Armed Forces under the Supreme Commander, Major-General J.T.U. Aguiyi-Ironsi. Many changes followed this take-over. For example, the Regional Houses of Assembly and of Chiefs, the House of Representatives and the Senate were suspended. The posts of President, Prime Minister, and Ministers were also suspended. In addition, political parties were banned. The work of the Federal Government was carried on by the Supreme Military Council and the Executive Council with the Head of the Federal Military Government as the chairman. All the Regional Military Governors were members of the Supreme Military Council.

Administration in the Regions

Each Region was administered by a Military Governor who was advised by the former civilian Governor.

The Military-Governors relied entirely on the Civil Service for administrative purposes. During the second Military Regime under Major General Yakubu Gowon, twelve states were created on May 27, 1967. They are: Lagos, Western, Mid-Western, Rivers, South Eastern, East Central, Kwara, North Western, North Central, Kano, Benue-Plateau, and the North Eastern States. (Refer to the Map of States in Unit III section 3). Soon afterwards, civil commissioner appointed to the Federal and State Governments. On May 30, 1967, the Military Governor of the former Eastern Region, Lt. Col. Odumegu Ojukwu announced the break-away of his Region from the rest of the Federation. He called the former Eastern Region 'The Republic of Biafra'. The action of Ojukwu was declared illegal by the Federal Military Government. All attempts at peaceful settlement having failed, the Federal Military Government then decided to crush the rebellion by the use of force. This was the immediate cause of the civil war which followed.

Arms of Government

The Legislative: This is the body that makes the laws of the country. The various laws are passed in both the Houses of Assembly and House of Representatives. The houses of Assembly and Chiefs form the Legislature in the Regions while the House of Representatives and the Senate form the Legislature for the Federation.

The Executive: The Regional ministers form the Executive Council for the Regions, while the Federal ministers form the Executive Council for the Federation. They make policies for the smooth running of the Regions and of the Federation. They also carry out decisions reached at the Legislative Houses.

The Judiciary (Courts): There are two kinds of courts. The first is the indigenous court. These indigenous courts are given different names in various parts of the country. In the former Western and

Mid-Western Regions, they are known as customary courts; in the former Eastern Region they are called district courts, while in the former Northern Region they are alkali courts.

The second kind is the English Court. There are Magistrates Courts, High Courts, and Supreme Courts.

Armed Forces

The Police: In all parts of the country except the East, there were two types of police, namely the Local Government or Native Authority police and the Nigeria police. The East uses only the Nigeria police as it is now the case in all parts of the country. The police are the officers of the peace. It is their duty to maintain law and order in the country. They also help people to find their way, help children across busy roads, and prevent people from committing offences or crimes.

The police are friends of the citizens and so we must always go to them to ask for help or advice when it is necessary. We too must always help them. For example, if a man commits an offence and the police are looking for him, it is the duty of a good citizen to cooperate with the police.

The Army, Navy and the Air Force: These are to protect the country against foreign attack. They also help to keep the peace in the country in time of trouble, for example, riots or civil wars.

The Civil Service: Nigeria inherited from Great Britain a relatively efficient and reliable civil service system. Each State has its own civil service which consists of administrators, technicians, teachers, doctors, clerks and artisans. These people, carry out the policies of the different governments of the country because they have expert knowledge of all matters under their care.

Sanitary Inspectors: These officers visit the houses in villages and towns to advise people about how to keep their houses and compounds clean. People who do not take their advice after several warnings may be taken to court. They also make sure that only good meat and food are sold to the people. They are not expected to harass the people.

School Inspectors: These officers go round schools to advise teachers about modern methods of teaching. They also see that government rules about the running of schools are kept.

Revenue Collectors: These officers collect all lawful taxes, fines, fees, and excise and customs duties and pay them to the Treasury. The monies collected are used for community services such as schools, colleges, hospitals, roads, electricity and water supply.

Auditors: These are officers of the Audit Department. They go round to government and local council offices to check their accounts. This is to make sure that the money collected from the people is well spent for the purpose for which it is meant.

Government servants work for the good of the people. Therefore, we must do our best to cooperate with them. For example, some government servants may require information for the proper performance of their duties. If we have such information, we should give it to them. If we are passing along the street and we notice a burst water-pipe, we should report to the police or to the office of the waterworks in the town. In these ways we perform some of our duties as good citizens.

Nigeria's National and State Capitals

The capital of a country is the seat of its national government. In Nigeria, it is Lagos. Each of the newly created States has a capital where the state government is carried on. Before the creation of 12 states, there were Regional Capitals: Ibadan for the West, Kaduna for the North, Benin for West Mid-, and Enugu for the East. With the creation of states there are now 12 state capitals.

The capitals are as follows:

Name of State	Capital
North Western	Sokoto
North Central	Kaduna
Kano	Kano
Benue- Plateau	Jos
North Eastern	Maiduguri
Kwara	Ilorin
Western	Ibadan
Mid-Western	Benin
East Central	Enugu
Rivers	Port Harcourt
South Eastern	Calabar
Lagos	Lagos

In the Federal Capital, are: The Federal Parliament, the offices of the various ministries, the official residence of the Head of the Nation and the Federal Supreme Court.

There are many foreign embassies and the headquarters of businesses and organizations such as the Red Cross and the Scout Movement. The biggest banks and post-offices are there also.

Many important ceremonies take place in Lagos, and public monuments are set up there. All these draw the attention of the people to the capital as a symbol of national unity.

The former Regional capitals are similar in many respects to Lagos. In them we can find Houses of Assembly, Ministries, important law courts and various business houses.

POINTS TO REMEMBER

1. Rules help to govern a community properly.
2. The governments formed by the banned political parties were in control of the country until January 1966.
3. The system of government in Nigeria was changed during the rule of the Armed Forces.
4. There are many officials helping in the administration of the country.

EXERCISES

1. What is the work of the following: Senator, Legislator, Councillor, auditor and sanitary Inspector?
2. What are the duties of the police and the Armed Forces?
3. Explain what "the constitution of a country means.
4. List the names of the states of Nigeria and their capitals.
5. What are taxes used for?

UNIT III SECTION 7

Major objective: The students will be aware that they belong to a country which is potentially great.

Specific objective:

Students should be able to

1. list material and human factors that make a country politically, economically, socially, and educationally great:
2. give reasons why a sound educational background is so important to the future development of a country.
3. forecast future possibilities, given the social, political, and economic situations of the past and present

General Statements	Resources and Teaching Aids
1. The future greatness of a country depends very much on how hard the people work	Pictures, charts, maps and statistics showing past and present economic developments communication, industries and the growth of towns
2. People tend to forecast the future in the light of past and present happenings.	-do-

Suggested Activities	Skills
1. Let the students suggest and discuss various ways in which the people of a country can contribute to its development and greatness.	Imagination Discussion
2. Lead the students to forecast what is likely to happen in the country in the future with regard to: (a) the number and size of schools; (b) the ways in which people earn their living; (c) the distribution and size of population in the country or state (d) the means of transport and communication; (e) the distribution of social services.	Imagination Discussion

FUTURE DEVELOPMENT

Introduction

It is difficult to say exact what will happen in the future. But one can make a reasonable forecast about what is likely to happen if one knows what has happened in the past and what is happening now. For example, the population census for Nigeria in 1953 was about 31 million 1963-64, the figure rose to about 56 million. If the rate of increase remains the same, one can forecast that in 1973, the population will have risen to about 66 million. Obviously the services which barely meet the needs of 56 million in 1964 will be quite inadequate for 66 million in 1973.

Number and size of schools

You will remember that with Free Primary Education, more children started going to school than ever before and more schools had to be built. But with the increase in population expected by 1973 more schools still will be needed. The schools will have to be much larger than they are at the moment and more teachers will have to be trained to work in the schools. More children will leave the primary schools and there will be need for more secondary schools. Some of the school leavers will go to the Universities and others may look for jobs. It is expected that the sound education given in these institutions will prepare the students for useful lives in the community and enable them to fulfil their hopes and wishes.

What will people do after leaving school?

Although some of the students will go to the Universities, and other important institutions like technical, commercial and training colleges for higher education, a large number of school leavers will have to look for jobs. It is expected that Business, Industry and Agriculture will expand to provide opportunities of employment for such people. Many more people will be self-employed too.

Distribution and size of population

At the moment, people tend to move from the rural areas to big towns and cities. Can you say why? As a result of this, the rural areas are not developed and agriculture is neglected. The large towns and cities are overcrowded. There are, therefore, problems of sanitation and even of employment. If this movement to the cities can be reduced, some of the problems named above can be avoided. The natural resources of the country appear to be widely distributed and if these resources are developed where they are, more people might stay in these areas rather than risk the problems living in overcrowded cities or big towns. This is the reason why some people are of the opinion that industries and business should be distributed all over the country. Would you agree to this suggestion?

Many school leavers do not want to be farmers, but if farming is developed and made more attractive and rewarding, many people will be interested in our most important occupation and source of wealth. Agriculture is the life blood of every nation in the world. The richest nations of today have agriculture as one of their important occupations. An example is Denmark. How do you think agriculture can be made more attractive in Nigeria?

Means of transport and communications

Transport and Communications are important in any developing country. Efficient means of transport and communications will meet the need of the people to move about or contact one another through messages both for social and business reasons. Do you see why this is important?

Our roads, postal, telephone, telegraph and transport services will need to be improved far more than they are at present to meet the expected pace of our development.

Distribution of Social Services

Social services are necessary for the good health, comfort and general welfare of the people of a community. Hospitals, maternity centres, dispensaries and social welfare services such as care of the aged, the handicapped and orphans are important elements in a developing society. In Nigeria, some towns and cities have some of these services; others have none at all. In Nigeria as a whole, there is only 1 doctor to about 100,000 people. It is obvious therefore that more of these facilities will have to be provided and developed to meet the pace of our development.

The government usually takes the lead in providing these services but government cannot meet all the needs of the people. So voluntary and community efforts are needed from citizens. Some communities have been known to provide scholarships for the needy and to build schools, roads and bridges. More of this will have to be done. Can you think of the advantages of such voluntary and community efforts?

POINTS TO REMEMBER

1. It is likely that the population of Nigeria will continue to increase.
2. In the future, more industries will be established.
3. It is very likely that our towns will become larger and more populated.

EXERCISES

1. Mention two changes you would like to see in your village or town within the next ten years.
2. (a) Name two industries which should be established in your area within the next five years.
(b) Give two reasons for your choice.

UNIT IV SECTION 1

Theme: Important Economic Activities

Major objective: The students will be aware that they belong to a country with great economic potentialities which can increase the standard of living of the people if developed through hard work.

Specific objectives:

Students should be able to:

1. list most of the various crafts, occupations and professional duties which people perform for a living in Nigeria.
2. indicate on outline maps of Nigeria
 - (a) the rainfall distribution,
 - (b) the vegetation belts,
 - (c) the agricultural and forest products,
 - (d) the mineral deposits.
3. discuss the human and material factors which make a nation economically, socially, and politically great;
4. locate some of the industries and in some cases, give reasons for their location,
5. list the major transport systems in the country and indicate which system works best in
6. name the major banks in Nigeria and their main functions;
 - (a) carrying bulky goods to the port for export
 - (b) carrying export goods abroad
 - (c) carrying passengers quickly to their destination
 - (d) carrying goods and passengers to a neighbouring market
 - (e) carrying mail

General Statements	Resources and Teaching Aids
1. In a country people have different ways of earning a living.	Pictures, photographs, films showing various occupations in the country and tape recorded interviews.
2. Climate, soil and vegetation determine the type of agriculture in a given place.	Maps showing climate, vegetation and crops.
3. The discovery and working of natural resources can increase the density of population in a given place.	Industries magazines, maps showing the distribution of natural resources and the density of population.
4. Many factors influence the location of industries.	Map showing the distribution of industries.
5. The use of money makes buying and selling easy.	Cowries and currency notes, coins, postal order, money order, cheques.

6. People save and borrow money from banks	Savings Passbooks, deposit and withdrawal forms, currency and cheque books.
7. Communication and transport systems greatly influence commercial and industrial activities.	(a) Map showing the transport systems of Nigeria. (b) Map showing the seaports and the exports and imports through them. (c) Stamps, telegram forms, postal orders and telephones.
8. New economic projects are necessary in developing country.	Pictures of some industries in the country.
9. The government runs Some economic services for the benefit of the people.	Pictures of the Niger Dam one important ECN power station, a Nigerian Airways plane, a train.

Suggested Activities	Skills
1. Lead students to recall the various ways of earning a living within the family and the village or town communities. Let them name and discuss some of the ways of earning a living within the whole country.	Recording and discussion
2. With the aid of an atlas, let the students find out the forest and the savannah areas of Nigeria. Let them discuss areas where most of the perennial and annual crops will do well and areas where most of the cattle, sheep and goats can be found. Let them give reasons for their answers.	Map skill
3. (a) Let the students discuss the effects of mining on the population of the areas around Jos, Enugu, Ewekoro near Abeokuta, Nkalagu, Port Harcourt and Ughelli. (b) Where possible let the students visit one or more of the places	(a) Map Skill (b) Discussion skill Observation
4. (a) Let the students discuss the factors influencing the location of some of the country's industries such as plywood, cement, textiles, canning and petroleum. (b) Where possible let the students visit one or more industries.	Discussion skill Observation Map skill

<p>5. Provide an opportunity for the students to practice “trade by barter” in the class. Also, explain to them how cumbersome the cowrie’s system was. Later on, introduce the use of money for ex-change purposes. Let them compare these various systems in terms of advantages and disadvantages. Guide the students to discuss the use of postal orders. money orders and cheques.</p>	<p>(a) Discussion skill (b) Role playing. Observation and discussion</p>
<p>6. Organize some bank transactions among the students. Explain the use of deposit and withdrawal forms. Explain the need for clear writing and constant or stable signatures. Explain why illiterates have to use their thumbs when depositing or withdrawing money. Then, let students play the roles of (a) cashiers, (b) depositors. and (c) depositors with- drawing some of their savings. (b) Let students list some of the advantages of saving in banks.</p>	<p>(a) Role playing (b) Knowledge</p>
<p>7. (a) Divide the class into four groups; let each group suggest which transport system would be most appropriate for: (a) a rich businessman wishing to travel quickly from Lagos to Kano. (b) Fulani herdsmen wanting to deliver cows very quickly to Enugu butchers; (c) An oil company wishing to carry refined petroleum from Port Harcourt to Lagos. (d) An Ogbomosho farmer taking 5 tons of yams to Ibadan for sale. Let the groups make their findings available to the whole class for further discussion and conclusions. (b) With the help of an atlas, let the students identify the major seaports. Let them find out the exports and imports of each of them. (teacher should suggest the destinations of the exports and the sources of the imports) (c) organize an excursion to the nearest post office and let the students discuss with the Post Master the main functions of a Post Office. Let students discuss in class how these functions help trade.</p>	<p>(a) Discussion and know (b) Map skill and Knowledge (c) Observation, discussion and knowledge</p>

8. Let the class discuss how new economic projects can ease the Problem of unemployment in the country.	Discussion
9. Help the students to discuss why it is necessary for the government, and not each citizen, to provide these economic services.	Discussion

UNIT IV SECTION 1

NIGERIA: IMPORTANT ECONOMIC ACTIVITIES

Introduction

Nigeria is a big country covering an area of about 357,000 square miles. Although the country lies wholly within the tropics, the climate varies from the tropical marine at the coast to tropical continental further inland. There are two well-marked seasons, the rainy season lasting from April to October, and the dry season from November to March. The climate gives rise to two main vegetation belts, forest and grassland, which makes it possible for us to grow a large variety of crops and also to pursue such activities as the rearing of animals and lumbering in various parts of the country. We also have considerable water and mineral resources.

The important economic activities of Nigeria can be discussed under the following headings:

1. Agriculture
2. Mining
3. Manufacturing and Construction
4. Trade
5. Banking
6. Transport and Communication
7. Services

Let us consider these one by one.

Agriculture

The climate, soil and natural vegetation of a place, influence the type of agriculture which can be practiced there. In the south where there is heavier rainfall, the natural vegetation is forest, and tree crops such as cocoa, kolanut and rubber are grown. In the north where there is light rainfall, the natural vegetation is grass and crops such as groundnuts, cotton and millet grow well.

Nearly every part of Nigeria is suitable either for growing crops or rearing animals. Some places are so wet that they have to be drained before agriculture can be practised. An example of this is the Niger Delta. In other places in the drier parts of the North like Sokoto, Bornu and Kano, irrigation is necessary for growing crops. Can you think about the problems of irrigating the areas that are too dry for successful agriculture?

Nigeria grows nearly all the food it requires. This is because Nigeria is an agricultural country with over 80% of the total population engaged in agriculture. Another reason is that there are variations in the climate and soils. These make the growing of various crops possible. For example, cassava is grown in many parts of Nigeria and “gari” (a product of cassava) has become an important Nigerian food. The southern and the middle belt areas of Nigeria grow such food crops as rice, beans, yams, banana and kolanuts.

Problems of Agriculture in Nigeria

One of the major problems of agriculture in Nigeria is that the farms are usually very small in size. One reason for this is that the farmers use simple tools like hoes and cutlasses instead of machinery like tractors, harvesters etc. Also most farmers are too poor to pay for labourers who would be needed to run large farms. Another important reason is that land is usually owned by families who are reluctant to sell any of it. It is therefore difficult to get additional land to buy if one wants a large farm. Also, thick forests in the south make it difficult and expensive to make large farms.

The common method of farming in Nigeria, bush fallowing and shifting cultivation, is one of the problems we have to solve. This method involves the annual clearing of the bush.

Another important problem is the difficulty of storing and preserving food. This partly explains why the farmer tends to grow only food for the needs of his family plus what he can sell quickly in the local market. For this reason, also food tends to be plentiful and cheap during the harvest seasons but scarce and expensive during other seasons.

Our farmers in the villages also produce similar crops and therefore exchange between them is limited. Added to this is the problem of moving agricultural produce from rural areas to urban centres for sale.

Animal farming in Nigeria faces the problem of the tsetse fly and other insect pests which are dangerous to the lives of animals. For this reason, animal farming is not very successful especially in thickly forested areas.

Another serious problem is that because our farmers are mostly illiterate they tend to oppose new methods of farming.

Suggested solutions to some of the problems

Have you heard about farmers' co-operative societies? There may be one in your town or district, find out how they are organised and what their functions are.

A farmers' co-operative society is an association of farmers who co-operate either in their production activities or in the marketing of their produce. Since many of the problems of our agriculture are connected with the limited power and financial resources of each farmer it would be better if many farmers produced and sold co-operatively. This means that the government should encourage farmers to cultivate land on a co-operative basis so as to combine small pieces of land into large plantations for the effective use of machines and fertilizers. Farmers who combined resources would have enough money to buy these machines and fertilizers and to hire additional labour when necessary.

Co-operative Farmers should organise the sale of their surplus products outside their areas especially in urban areas where food is scarce and prices are high.

Modern methods of preserving food crops should be introduced.

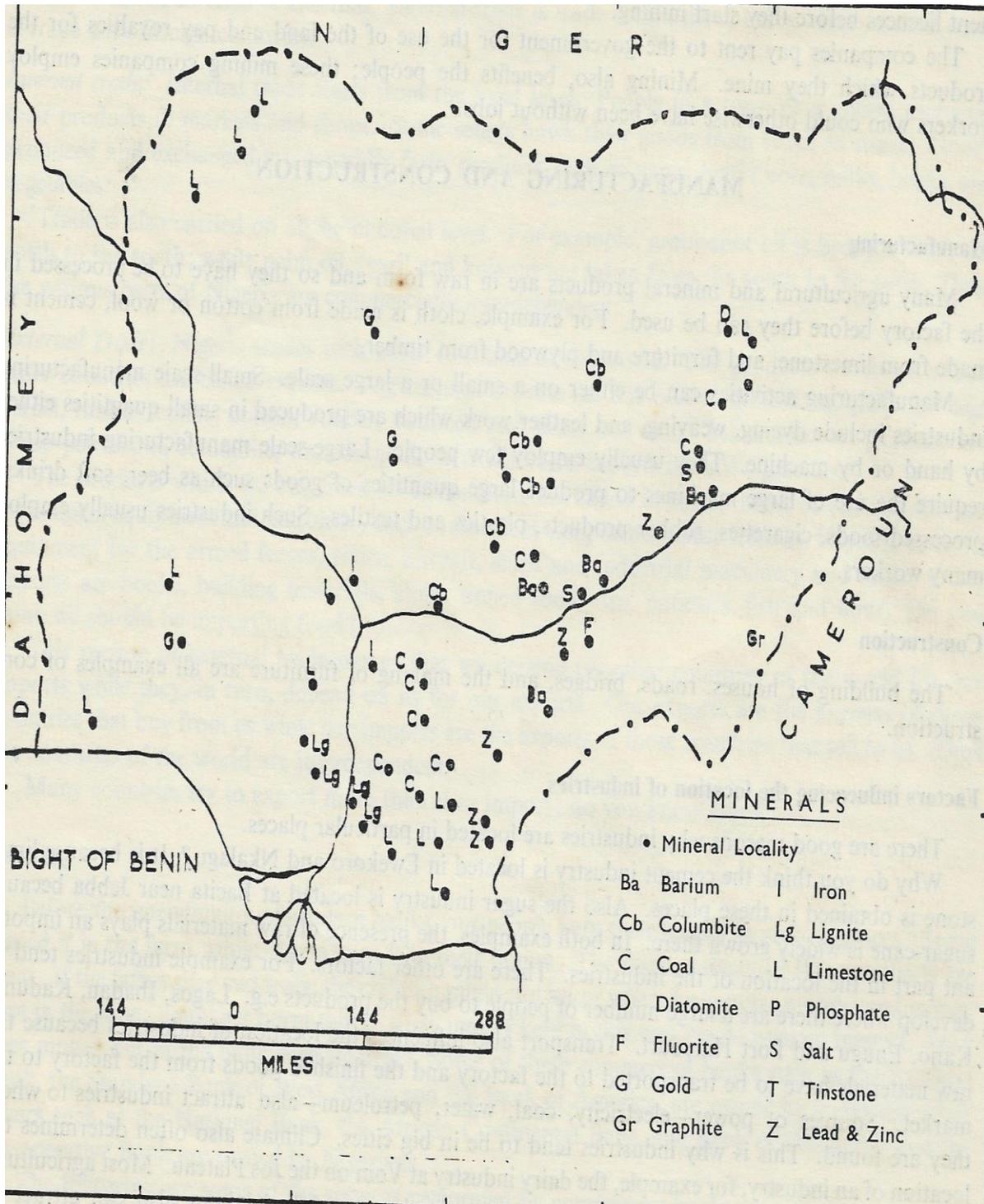
The problem of animal pests and diseases can be solved by treating animals with insecticides to destroy the pests and by inoculating animals to cure them when they are sick. Tsetse flies can be destroyed by spraying just as cocoa diseases caused by pests are cured by spraying.

Mining

The earth provides man with mineral wealth. In Nigeria, such mineral wealth includes: petroleum, iron ore, columbite, coal, lignite, tin ore, limestone and gold.

These minerals are not found in just one area but in many areas all over the country. (Look at the map on Page 96).

MINERAL MAP OF NIGERIA



You should know the use of these minerals. Gold is used for ornaments such as rings, bangles and necklaces. Petroleum is a mineral oil from which petrol, diesel, tar, Vaseline, kerosene and engine oil are obtained. Light materials such as kerosene tins and cans are produced from tin. Columbite is one of the metals used in the manufacture of aeroplane engines. Coal is used for the production of heat for engines like the steam locomotive. Pipes are made from lead. Zinc is used in the manufacture of iron sheet. Cement is made out of limestone. We eat salt.

These minerals are mined by companies, corporations and individuals who must obtain government licenses before they start mining.

The companies pay rent to the government for the use of the land and pay royalties for the products which they mine. Mining also, benefits the people; these mining companies employ workers who could otherwise have been without jobs.

MANUFACTURING AND CONSTRUCTION

Manufacturing

Many agricultural and mineral products are in raw form and so they have to be processed in the factory before they can be used. For example, cloth is made from cotton or wool, cement is made from limestone, and furniture and plywood from timber.

Manufacturing activities can be either on a small or a large scale. Small-scale manufacturing industries include dyeing, weaving, and leather work which are produced in small quantities either by hand or by machine. They usually employ few people. Large-scale manufacturing industries require the use of large machines to produce large quantities of goods such as beer, soft drinks, processed foods, cigarettes, rubber products, plastics and textiles. Such industries usually employ many workers.

Construction

The building of houses, roads, bridges, and the making of furniture are all examples of construction.

Factors influencing the location of industries

There are good reasons why industries are located in particular places. Why do you think the cement industry is located in Ewekoro and Nkalagu? It is because limestone is obtained in these places. Also the sugar industry is located at Bacita near Jebba because sugar-cane is widely grown there. In both examples, the presence of raw materials plays an important part in the location of the industries. There are other factors. For example, industries tend to develop where there are a large number of people to buy the products e.g. Lagos, Ibadan, Kaduna, Kano, Enugu and Port Harcourt. Transport also influences the location of industries because the raw materials have to be transported to the factory and the finished goods from the factory to the market. Sources of power-electricity, coal, water, petroleum also attract industries to where they are found. This is why industries tend to be in big cities. Climate also often determines the location of an industry, for example, the dairy industry at Vom on the Jos Plateau. Most agricultural industries are affected by climate. The presence of adequate skilled labour also can attract an industry to a place for example the Ikeja Industrial Estate, Port Harcourt and Kano, where the skilled workers like to work.

The location of small-scale and craft industries is influenced by some of the factors mentioned above. For example, leather work in Kano, wood-carving in Benin, Calabash carving in Oyo, Pottery in Ilorin, blacksmithing in Awka, glass work in Bida etc. The culture of the people is also an important factor in the location of these craft industries.

Trade

Trade can be internal or external. Internal trade is trade within the country while external trade is trade with foreign countries.

Internal trade: Internal trade starts from the local level. People in a town or a village exchange their products in markets and shops. Some sellers hawk their goods from street to street. Goods produced and exchanged are generally farm products such as yams, 'gari', corn, millet, beans, and vegetables.

Trade is also carried on at the national level. For example, groundnut oil is brought from the north to the south; while palm oil, 'gari' and kolanut are taken from the south to the north. Thus, the various parts of Nigeria are commercially interdependent.

External Trade: Nigeria trades with other countries of the world. The products which we sell to other countries are called exports. Agricultural exports include cocoa, groundnut, palm oil and kernel, timber, coffee, cotton, rubber, beniseed and hides and skin. Mineral export products are crude petroleum, columbite, tin, and gold. Manufactured exports include cigarettes.

The products which we buy from other countries are called imports. Most of our imports are mechanical equipment and machinery such as electrical equipment, motor vehicles, bicycles, tractors, equipment for the armed forces, trains, aircraft, ships and industrial machinery and tools. Other imports are books, building materials, cloth, tinned food, rice, potatoes, fish and flour. Do you think we should be importing food?

This picture of external trade means that we depend on other countries of the world for our imports while they, in turn, depend on us for our exports. Our exports are the imports of those countries that buy from us while our imports are the exports of those countries that sell to us. Thus the countries of the world are interdependent.

Many countries try to export more than they import; do you know why?

Banking

Before the introduction of modern banks, our people kept their money in various places. Some buried it in the farm, while others kept it in their homes. The disadvantages of these methods are great. If the father died suddenly, the children might not know where he kept his money; and money kept in the home could get burnt there. Also, money kept in this way would earn no interest. Why does money put in the bank earn interest? Some of these commercial banks such as the Barclays Bank, the Standard Bank of West Africa and the Bank of America, are owned by foreigners while others such as the National Bank, the African Continental Bank, the Bank of the North and the Co-operative Bank are owned by Nigerians.

The following are some of the services performed by commercial banks.

1. People keep their money in banks for safety
2. Money saved in the banks earns interest
3. Businessmen borrow money from the banks at a fixed rate of interest.
4. People can use bank cheques to make payments such as school fees, taxes and debts. The use of bank cheques reduces the danger of losing money by robbery or by carelessness.
5. People can send money to their relations and friends in Nigeria by cheque and in foreign countries by bank transfer.
6. Valuable things such as wills, insurance policies and jewellery can be kept in banks for safety.

Apart from the commercial banks there are other types of banks. The Central Bank of Nigeria which is owned by the Federal Government controls all the commercial banks. It also prints the currency notes and mints the coins. The Nigerian Industrial Development Bank is another government-sponsored bank which helps foreign and Nigerian businessmen with capital to develop trade and industries.

The Post Office Savings Bank is run by the Federal Government under the control of the Ministry of Communications. This savings bank is mainly to serve the special needs of people with small money to save since such people are to be found in towns and villages all over Nigeria. There are more branches of the Post Office Savings banks all over Nigeria than any other bank in the country.

Transport and Communication

- A. *Transport*: Before industrial activities can be successful, there must be good means of transport. Transport makes it possible for products to reach those who buy and sell them. For example, pots made in Ilorin or Abuja are not all used where they are produced. The remaining pots are taken to other places where they are sold. Good transport facilities enable these pots to reach the buyers in good time. In the same way the cement made at Ewekoro and Nkalagu or the textiles manufactured at Kaduna and Ikeja have to be transported to the buyers throughout the country. Good transport facilities, therefore, help commerce.

Today the following means of transport are available in Nigeria:

1. Road

This includes walking, the use of animals, bicycles and motor vehicles. The use of vehicles is, however, the most important.

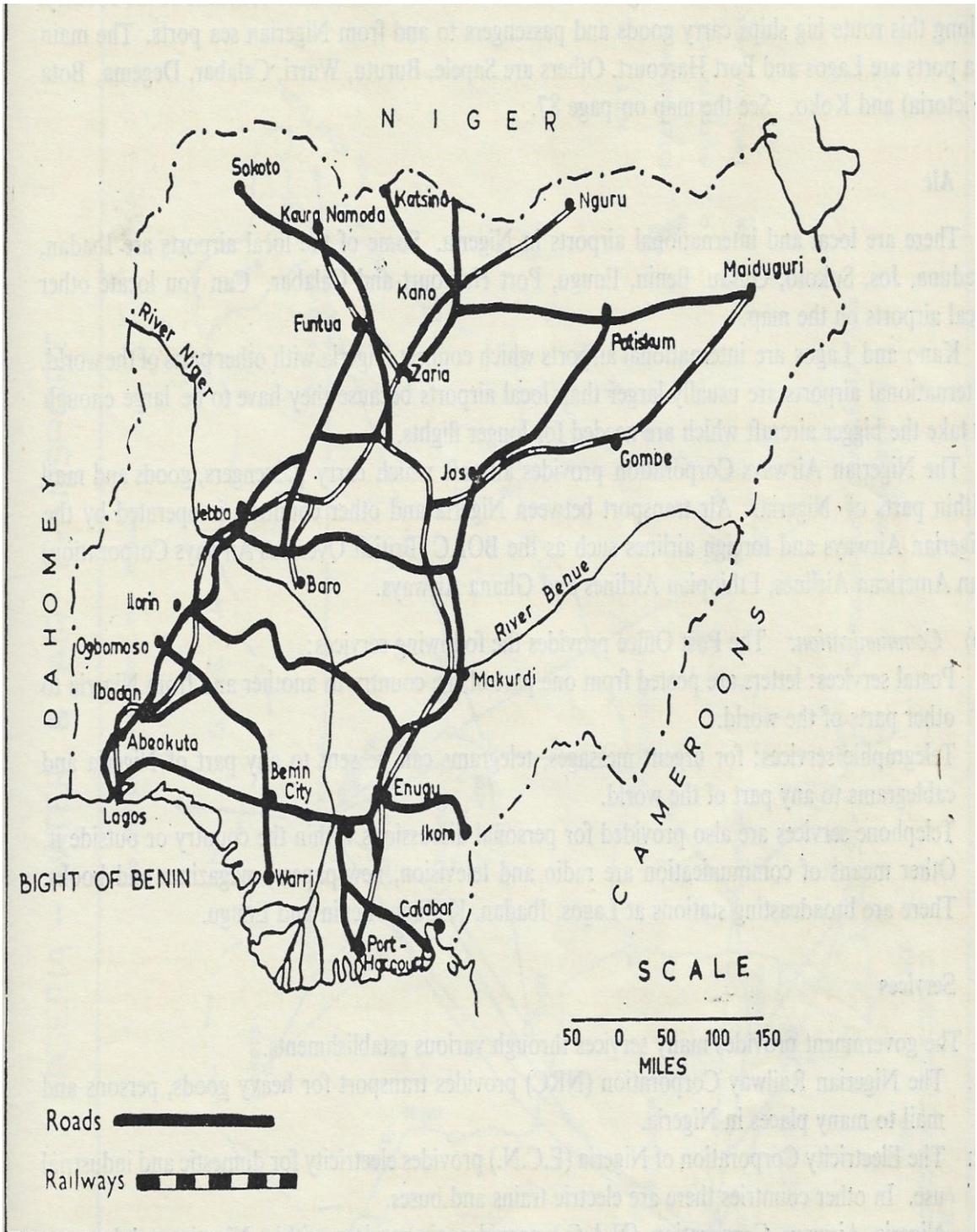
There is a network of roads in the country. The most important of these are three: The Western route from Lagos to the north, the Eastern route from Port Harcourt to the North and the West-East route from Lagos to Port Harcourt.

2. Rail

There are two main railway lines in Nigeria: The Western line from Lagos northwards to Nguru and the Eastern line from Port Harcourt northwards to Kaura Namoda. There is an extension of this line from Kuru near Jos to Maiduguri. This is known as the Bornu Railway Extension. See the map on Page 100.

Note the important towns along the railway lines in Nigeria. Why is there no East-West railway line?

NIGERIA – ROADS AND RAILWAYS



3. Water

Canoes and boats are used to carry passengers and goods along the rivers and creeks. The Niger and Benue rivers are the main inland water way with Lokoja and Yola as the main river ports. There is a sea route connecting the eastern and the western Atlantic coastline of the country. Along this route big ships carry goods and passengers to and from Nigerian sea ports. The main sea ports are Lagos and Port Harcourt. Others are Sapele, Burutu, Warri, Calabar, Degema, Bota (Victoria) and Koko. See the map on Page 102.

4. Air

There are local and international airports in Nigeria. Some of the local airports are Ibadan, Kaduna, Jos, Sokoto, Gusau, Benin, Enugu, Port Harcourt and Calabar. Can you locate other local airports on the map?

Kano and Lagos are international airports which connect Nigeria with other parts of the world. International airports are usually larger than local airports because they have to be large enough to take the bigger aircraft which are needed for longer flights.

The Nigerian Airways Corporation provides aircraft which carry passengers, goods and mail within parts of Nigeria. Air transport between Nigeria and other countries is operated by the Nigerian Airways and foreign airlines such as the BOAC (British Overseas Airways Corporation) Pan American Airlines, Ethiopian Airlines and Ghana Airways.

B. Communication: The Post Office provides the following services:

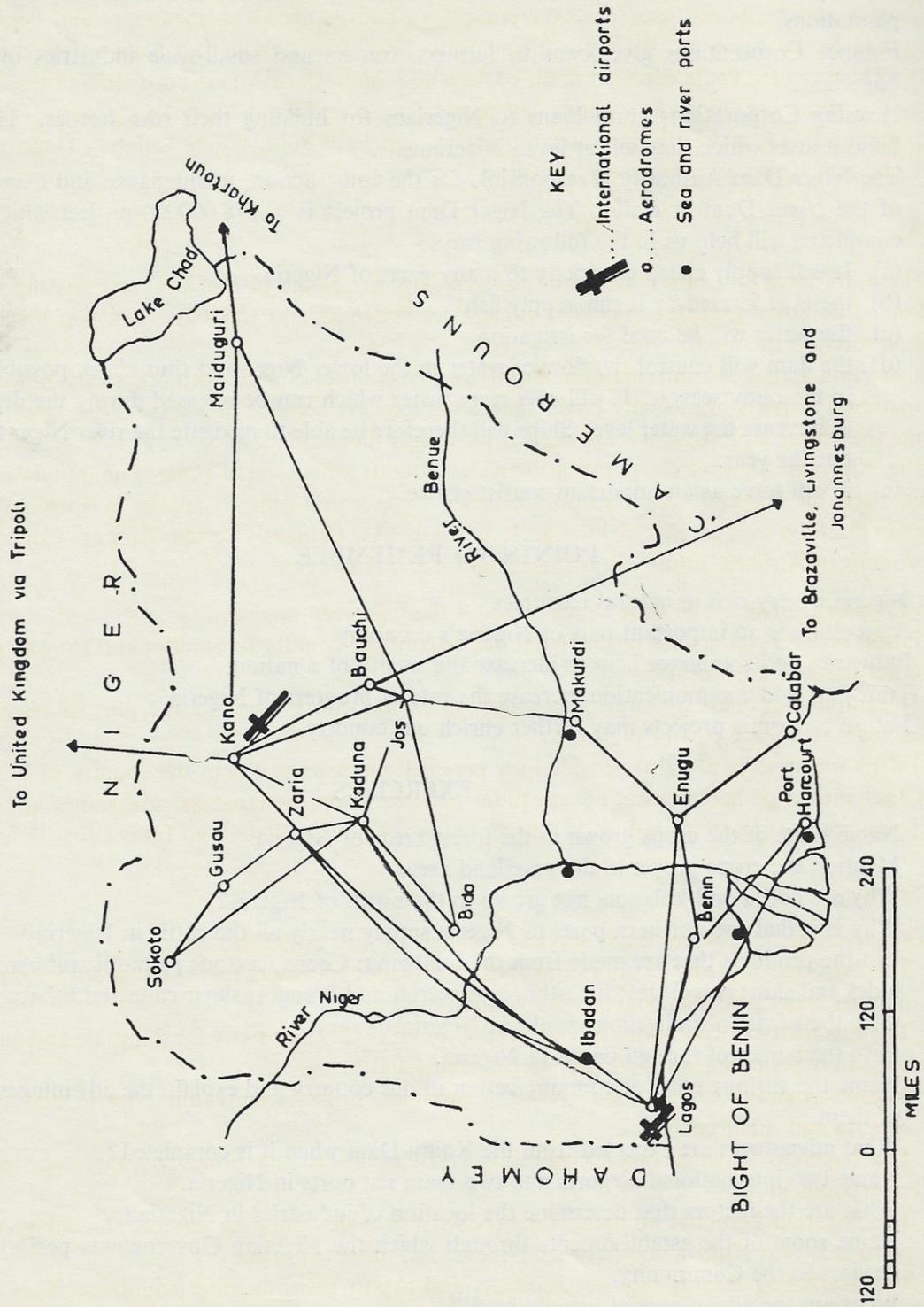
1. Postal services: letters are posted from one part of the country to another and from Nigeria to other parts of the world.
2. Telegraphic services: for urgent messages, telegrams can be sent to any part of Nigeria and cablegrams to any part of the world.
3. Telephone services are also provided for personal discussions within the country or outside it.
4. Other means of communication are radio and television, newspapers, magazines and books. There are broadcasting stations at Lagos, Ibadan, Kaduna, Benin and Enugu.

5. Services

The government provides many services through various establishments.

1. The Nigerian Railway Corporation (NRC) provides transport for heavy goods, persons and mail to many places in Nigeria.
2. The Electricity Corporation of Nigeria (E.C.N.) provides electricity for domestic and industrial use. In other countries there are electric trains and buses.
3. Nigeria Airways Corporation (N.A.C.) provides air services within Nigeria and between Nigeria and other countries.
4. The Nigerian Broadcasting Corporation (NBC) collects and broadcasts news and provides entertainment.
5. The Nigerian National Shipping Line (NNSL) provides shipping services for our goods and persons within Nigeria and between Nigeria and other countries.
6. The Marketing Boards buy our products and export them to other countries. They handle such crops as cocoa, groundnuts, cotton, palm produce, rubber, coffee and beniseed.
7. The Coal Corporation, located at Enugu, mines and sells coal.

NIGERIA - WATER & AIR TRANSPORT



8. Development Corporations are set up by state governments to develop agriculture and industry in the states. They do this by establishing industries and setting up agricultural plantations.
9. Finance Corporations give loans to farmers, traders and small-scale industries owned by Nigerians.
10. Housing Corporations grant loans to Nigerians for building their own houses. They also build houses which they sell or let to Nigerians.
11. The Niger Dam Authority is responsible for the construction, maintenance and management of the Niger Dam at Kainji. The Niger Dam project is a £78,000,000 project which when completed will help us in the following ways: -
 - (a) It will supply cheap electricity to many parts of Nigeria
 - (b) the lake formed by it can supply fish
 - (c) the water will be used for irrigation
 - (d) the dam will control the flow of water in the lower Niger and thus check possible floods in the rainy season. It will also store water which can be released during the dry season to increase the water level. Ships will therefore be able to navigate the river Niger throughout the year.
 - (e) it will serve as an important tourist centre.

POINTS TO REMEMBER

1. Nigeria is very rich in natural resources
2. Agriculture is an important part of Nigeria's economy
3. Industries and commerce help to increase the wealth of a nation.
4. Transport and communication increase the rate of progress of Nigeria.
5. Future economic projects may further enrich our country.

EXERCISES

1. Name some of the crops grown in the forest areas of Nigeria.
2. Mention the crops grown in the grassland areas.
3. Why are cocoa and kolanuts not grown in the north of Nigeria?
4. Why is it that the northern parts of Nigeria supply nearly all the cattle in Nigeria?
5. List the products that are made from the following: Cocoa, cotton; palm-oil; rubber; timber; hides and skin; petroleum; limestone; grapefruit and oranges; sugar cane and tobacco.
6. Give the names of indigenous banks in Nigeria.
7. Give the names of foreign banks in Nigeria.
8. Name the various types of communication in our country and explain the advantages of each of them.
9. What advantages are expected from the Kainji Dam when it is completed?
10. Name two international airports and two main sea ports in Nigeria.
11. What are the factors that determine the location of industries in Nigeria?
12. Name some of the establishments through which the Nigerian Governments perform useful services to the Community.
13. What are the advantages of using a bank?
14. Give two functions of the Central Bank of Nigeria.

UNIT IV SECTION 2

Theme: Social Activities.

Major objectives: The students will become aware that they should contribute their own quota to the social activities of Nigeria.

Specific objectives: students should be able to:

1. Discuss (a) some of the advantages of general, vocational and higher education and (b) the disadvantages of illiteracy.
2. Describe some of the social activities in villages, towns, and schools in Nigeria, e.g. wrestling on moonlit nights and drinking locally prepared wines.
3. Give reasons why social activities are necessary for every individual.
4. Know the advantages obtained from health centres.

General Statement	Resources and Teaching Aids
1. Education improves a man.	
2. The health of a people depends largely on the extent and efficiency of its medical services.	First Aid Box
3. Games and athletics are important for the young and old alike.	Games and athletics material, Games and athletics films and photographs.
4. Social organizations are a unifying element in a community	Uniforms and kits of Boy Scout Red Cross and Girl Guides.

Suggested Activities	Skills
1. Let the class discuss what they consider to be the advantages of education in primary schools, secondary schools, teacher training colleges technical schools and universities.	Discussion
2. Guide the students to organize a first aid programme in class and treat students who are supposedly drowned and those with fresh cuts, sprains, and fractures. Let them discuss what life would be like without hospitals and dispensaries.	Role playing Discussion
3. Organize a debate on "Games and exercises are important only for young people." Get as many students as possible to join in the discussion. The teacher may summarize the points on both sides.	Debating
4. (a) Let student members of various movements, societies, and clubs, such as Boy Scouts, Girl Guides, Red Cross, Literary and Debating, talk about the	Knowledge

<p>activities of their movements or clubs. Let the others ask questions from such members.</p> <p>(b)The teacher may invite an organizing officer of the social welfare department to give a demonstration of a social activity and also to answer students' questions.</p>	<p>Knowledge</p>
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UNIT IV SECTION 2

SOCIAL ACTIVITIES

Introduction

As you have been told earlier, man is a social animal. No person exists entirely on his own. Every person wants some sort of company and wants to belong to an organization. The organization may be a social club, dramatic club, games club etc. A social organization may consist of men alone or women alone while others may be made up of men and women. Other organizations may be made up of a particular age group or of different age groups. These organizations meet at various times. Some meet regularly on certain days of the week while others meet occasionally. These social organizations are formed for different reasons, but they often help people to develop themselves and have a lot of fun too. Many societies contribute a great deal to the improvement of their areas and even of the country.

Types of social organizations

Social organizations can be divided into two namely Social Organizations in schools and Social Organizations outside the school.

Social organizations in schools

There are usually many societies in a school. These are organised to give the students a wider experience than they can have in the classroom. Examples of such societies are Literary, Debating and Dramatic societies, Music society, Games clubs, Boy Scouts, Girl Guides, Boys' Brigade, Red Cross and so on. In fact, some of these societies are International organizations.

Similar organizations can also be found in Training Colleges and Universities.

Social organizations outside the school

Some social organizations are so important and do so much to help that they have branches all over the world. Examples of these are the Red Cross Society which helps to look after the suffering; the Boy Scout Movement which helps to train young men and the Girl Guide Movement which also helps to train young women.

In towns and villages too, there are societies which help to improve their various communities. Can you think of some examples?

Some advantages of social organizations

1. Social organizations help us to have more friends.
2. They help us to spend our leisure more usefully.
3. Through them, we obtain more knowledge which might not be available in the classroom.
4. They help us to understand people from other places.
5. They enable us to meet people of different religions and opinions.
6. They give us the opportunity to help our communities.
7. They train us to be useful citizens.
8. They encourage a sense of belonging. The members of a society normally regard themselves as one and would therefore try to help one another whenever it is possible to do so. For a society

to be good and useful, its members must respect the rules of the society and learn to serve the society.

POINTS TO REMEMBER

1. Social organizations are very important in any community.
2. Some of the social organizations in Nigeria depend on donations and voluntary contribution.
3. There are some branches of international social organizations in Nigeria.
4. Every member of a society has duties to the society.

EXERCISES

1. Write out what part you play in any school society to which you belong.
2. List some social organizations in our country.
3. What does such social organization do in our country?
4. (a) Mention an international social organization to which Nigeria belongs.
(b) What does the organization do?
(c) Write down the names of Nigerians who have taken part in the activities of this social organization.
5. Why are social organizations necessary in a community?
6. What should you do to be a good member of a society?

BOOK II

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UNIT V SECTION 1

Theme: Living in the West African Community: Natural Setting and the peoples of West Africa.

Major objectives:

1. Students will know the countries in West Africa.
2. They will know that there ought to be greater co-operation among West African countries.

Specific objectives: Students will be able to:

1. Describe the location of West Africa by using the lines of longitude and latitude;
2. Name and locate the independent countries of West Africa.
3. Mention the dependent countries in West Africa.

General Statements	Resources and Teaching Aids
1. West Africa occupies a particular position on the surface of the earth.	a. Map of the World. b. Globe.
2. Nigeria is a member of the West African community.	Map of West Africa showing countries and capitals.
3. A large area can display a large cultural variety. of ethnic	(a) Recording of the music and language groups of West Africa. (b) Films of Festival of Arts in West Africa. (c) Film strips of West African culture. (d) Picture cuttings of indigenous West African dresses.

Suggested Activities	Skills
1. (a) Let students know the position of West Africa on a map of the world. (b) Let students draw a sketch map of West Africa, showing the lines of longitude and latitude forming the boundaries on North, East, South, and West. (c) Show the countries of West Africa: independent countries in green and dependent countries in red.	(a) Map Skills (b) Knowledge
2. The teacher should guide students to cut cards, each bearing the name of a country or the capital of a country in West Africa. Each student molds a complete set of cards bearing the names of all countries and all capitals in West Africa. At the	

<p>beginning of the activity, the cards are thoroughly shuffled. At a given signal, students pair up the cards - countries on the left and capitals on the right. Students' accuracy and speed progress are then recorded and rewarded by marks and/or commendation.</p>	<p>Knowledge</p>
<p>3. (a) Organize a dress show of ethnic groups in West Africa in class. (b) Let students sing in or speak any known West African language other than their own.</p>	<p>Role playing language.</p>

LIVING IN THE WEST AFRICAN COMMUNITY

Introduction

In the previous unit, you read a lot about the family, school, town or village, and the Nigerian communities. You were also taught that members of each community are interdependent and have certain duties which they perform for the smooth running of the community.

In the next four units, you will read about a larger community—the West African Community.

Location

In your atlas, note the positions of the countries you can find roughly between longitudes 19° West and 20° East, and Latitudes 4° and 20° North. In addition, take note of the position of the Atlantic Ocean and longitude 0° or the Prime Meridian and Latitude 0 or the Equator.

Relief

West Africa is a plateau bounded in the South and the West by a coastal plain which is between sea level and 600 feet above sea level. The width of the plain is not even; it is wider along the mouth of the rivers.

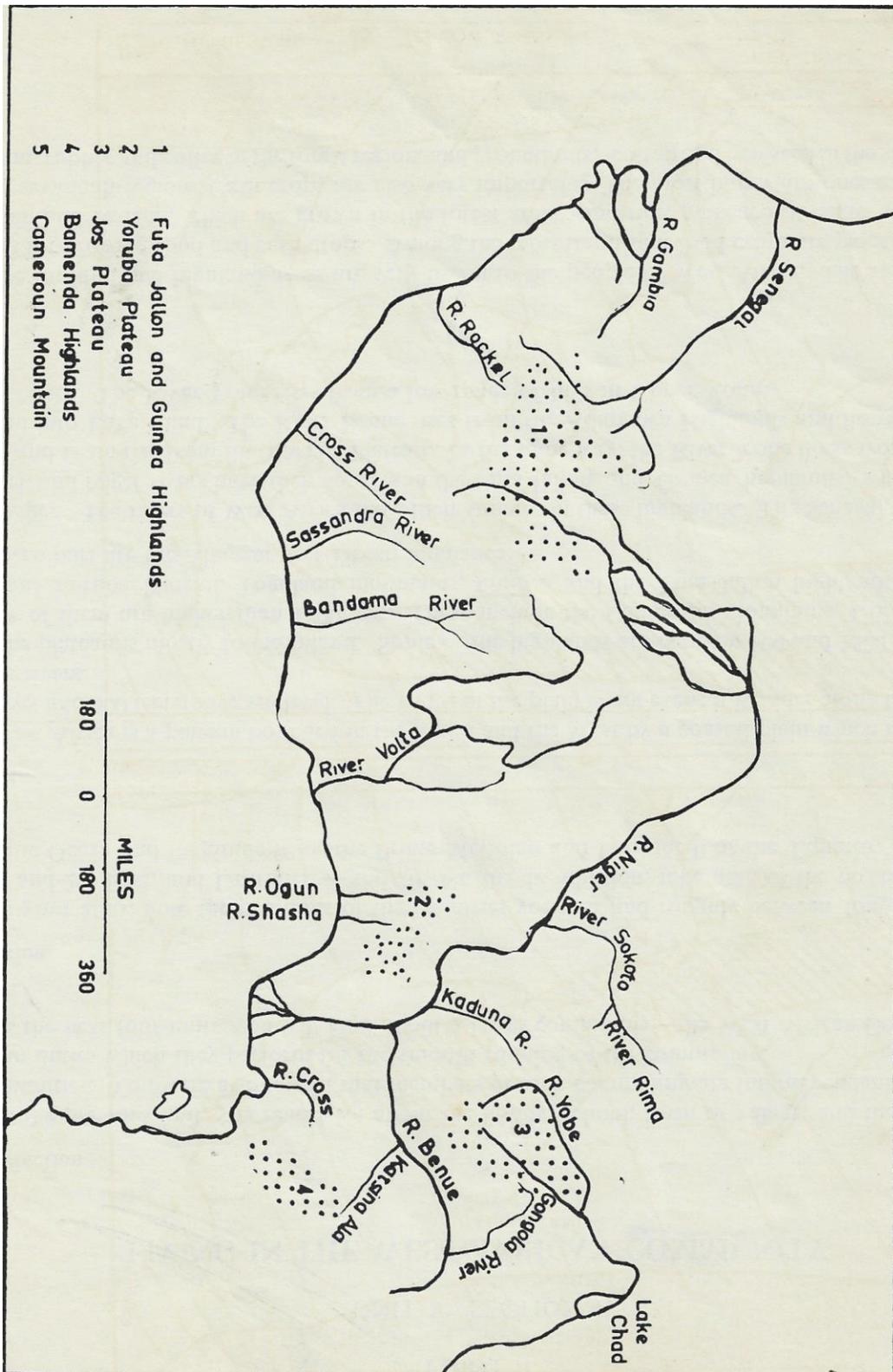
The plateau is mostly found inland. Some of the highlands are between 600 and 1500 feet high. A few of them are higher than 1500 feet. These include the Cameroon mountains, Udi hills, Jos Plateau, Yoruba Plateau, Togoland mountains, Guinea and the Futa Jallon highlands. To the northern part are the Ahaggar and Tibesti highlands.

Drainage: The rivers of West Africa have their sources in these highlands. The Senegal, Gambia, Rockel, and Niger rivers have their sources in the Futa Jallon and Guinea highlands, whereas the Ogun and Osun rise from the Yoruba Plateau. In the same way, the River Yobe flows from the Jos Plateau into Lake Chad. The River Benue rises from the Adamawa Highlands and flows into the River Niger. The River Volta rises from a low range of hills in Upper Volta.

Uses

The lowland and highland areas are very useful to the people of West Africa. The surface soil is used for growing food and cash crops. Among the most important food crops are yams, cassava, plantain and banana, which are grown in the forest areas; and rice, Guinea corn, beans and millet in the savannah region. Cash crops are also very important. The most important ones are cocoa, oil palm, rubber and coffee in the forest region, and groundnuts, cotton and beniseed in the savannah.

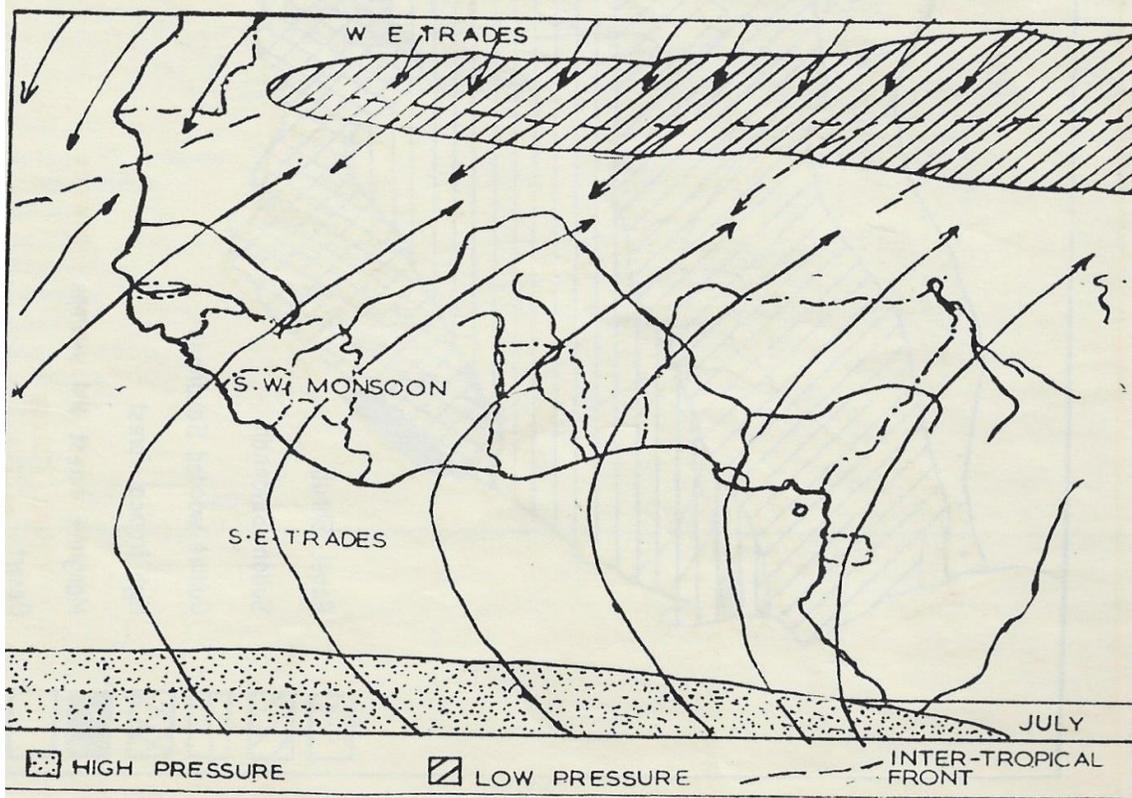
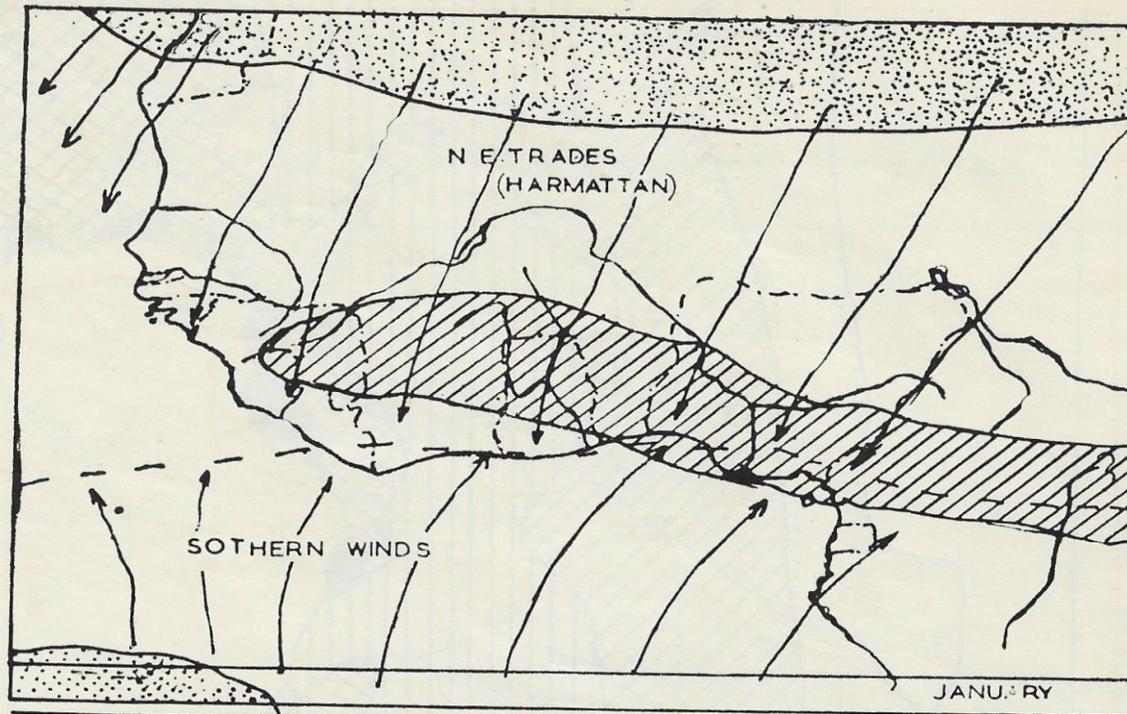
RIVERS AND HIGHLANDS OF WEST AFRICA



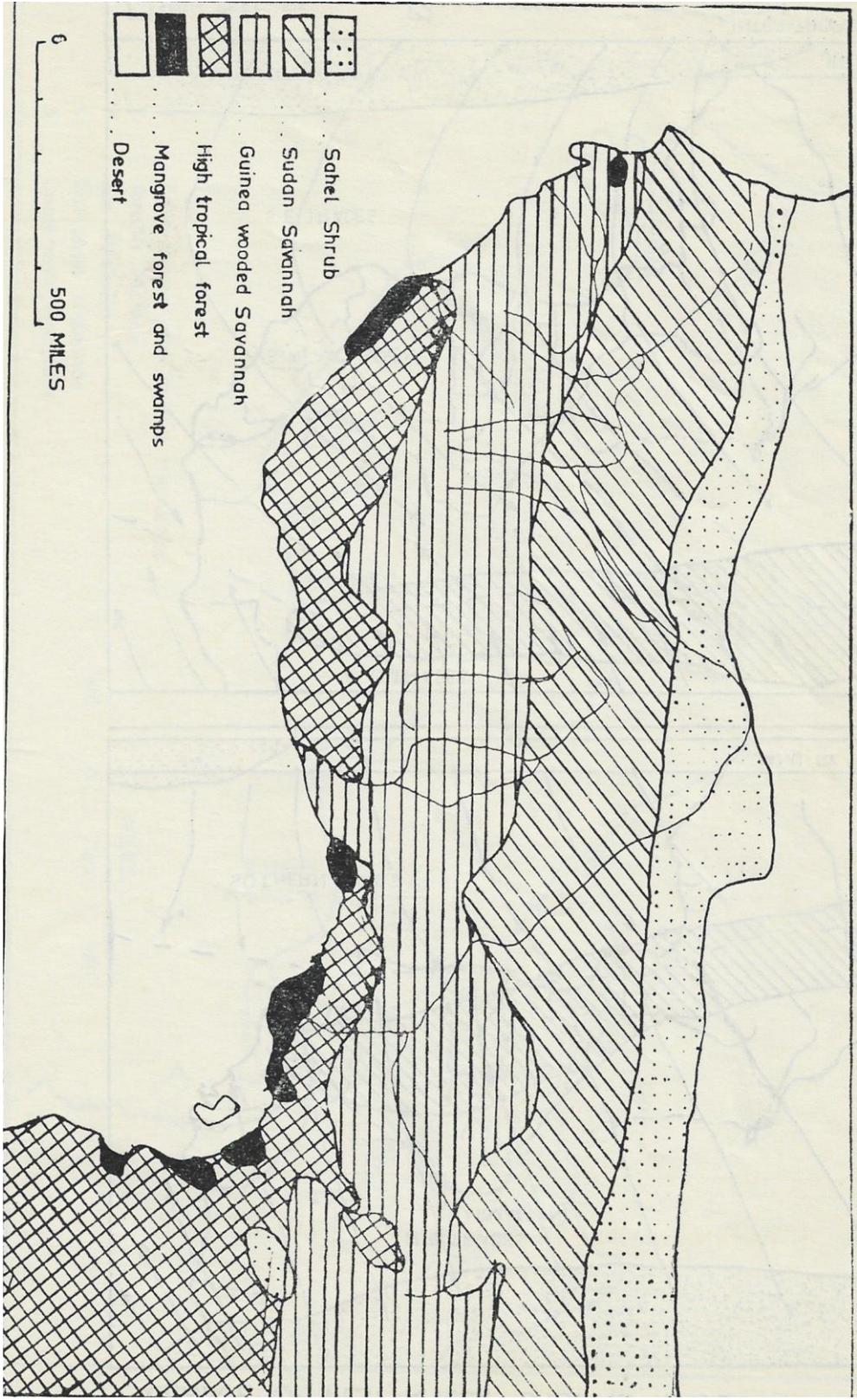
- 1 Futa Jallon and Guinea Highlands
- 2 Yoruba Plateau
- 3 Jos Plateau
- 4 Bamenda Highlands
- 5 Cameroun Mountain

180 0 180 360
MILES

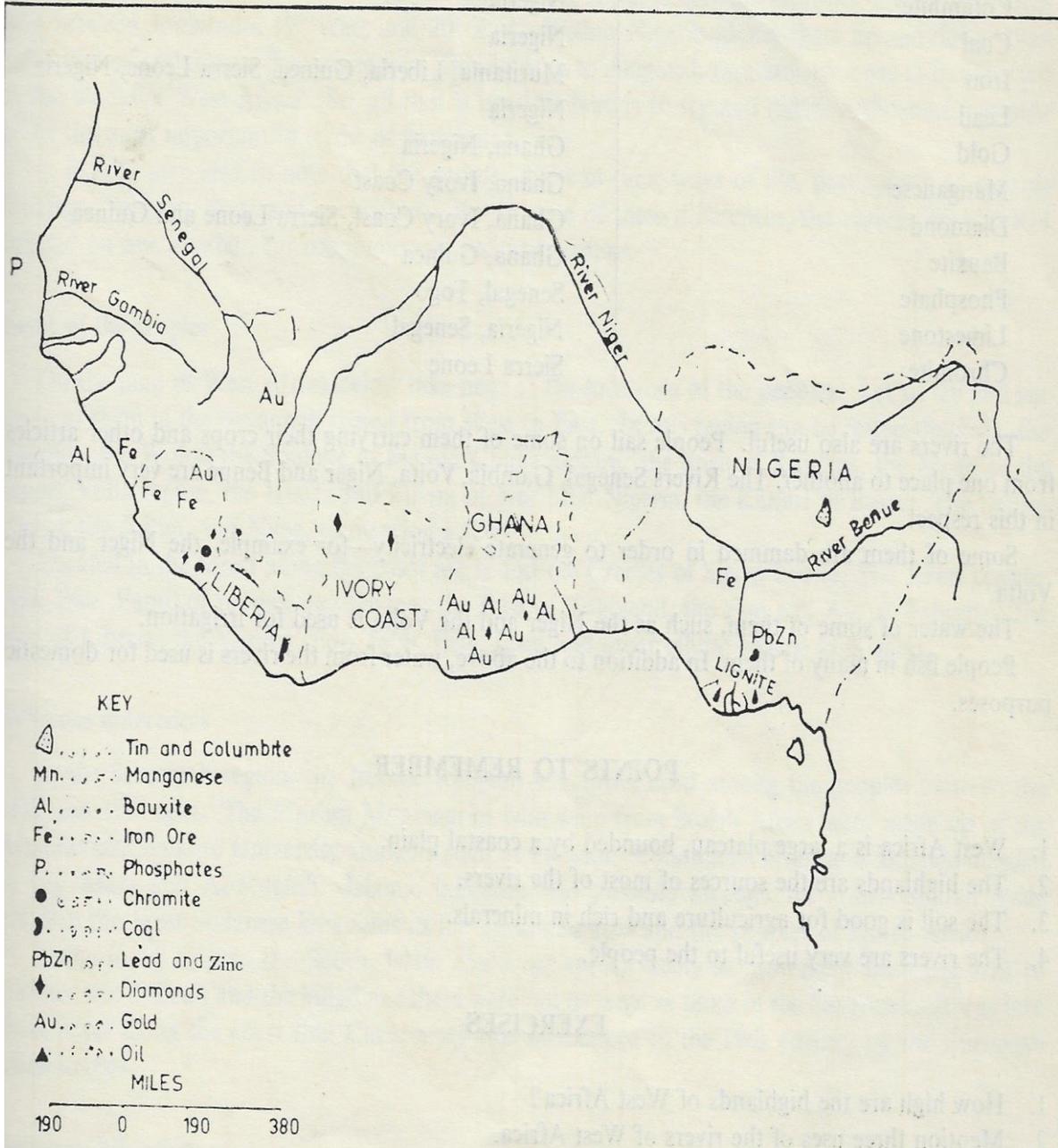
CLIMATE OF WEST AFRICA SHOWING MAJOR WINDS



MAP OF WEST AFRICA SHOWING VEGETATION



MAP OF WEST AFRICA SHOWING MINERALS



The soil is also rich in minerals. These minerals are mined in various parts of West Africa Here is a list of the major ones and the countries where they are found.

Mineral	Countries
Petroleum	Nigeria
Tin	Nigeria
Columbite	Nigeria
Coal	Nigeria
Iron	Mauritania, Liberia, Guinea, Sierra Leone, Nigeria
Lead	Nigeria
Gold	Ghana, Nigeria
Manganese	Ghana, Ivory Coast
Diamond	Ghana, Ivory Coast, Sierra Leone and Guinea
Bauxite	Ghana, Guinea
Phosphate	Senegal, Togo
Limestone	Nigeria, Senegal
Chromite	Sierra Leone

The rivers are also useful. People sail on some of them carrying their crops and other articles from one place to another. The Rivers Senegal, Gambia, Volta, Niger and Benue are very important in this respect.

Some of them are dammed in order to generate electricity—for example, the Niger and the Volta.

The water of some of them, such as the Niger and the Volta is used for irrigation.

People fish in many of them. In addition to the above, water from the rivers is used for domestic purposes.

POINTS TO REMEMBER

1. West Africa is a large plateau, bounded by a coastal plain.
2. The highlands are the sources of most of the rivers.
3. The soil is good for agriculture and rich in minerals.
4. The rivers are very useful to the people.

EXERCISES

1. How high are the highlands of West Africa?
2. Mention three uses of the rivers of West Africa.
3. In which countries of West Africa are the following minerals found: diamond, petroleum, bauxite, chromite, iron?
4. Describe the coastal plain bounding the West African plateau.
5. Mention some of the highlands of West Africa.
6. Mention some of the important rivers of West Africa.

UNIT V SECTION 2

THE PEOPLES OF WEST AFRICA

Introduction

In order to study the different peoples of West Africa successfully, it is necessary to know where each of them can be found. The area you are reading about is between latitudes 4° and 20° North and between longitudes 19° West and 20° East. Within Nigeria alone, there are no fewer than two hundred and forty different peoples. This helps us to imagine how many more are to be expected in the whole of West Africa. So, all that is possible here is to try and mention those who appear to be the most important in terms of population.

It is necessary also to note that the peoples differ in their Ways of life, particularly as regards language, religion, dress and occupation. But in spite of these differences, the various peoples still depend on one another, for economic and political reasons.

Some of the peoples

On the map of West Africa below take note of the locations of the peoples. Let us try and see some of them in the Savannah region from West to East. In this region can be found the Fula, the Tucolor, the Wolof, the Soninke of the old Ghana empire, the Suru of Kaniaga, the Mossi of the Upper Volta region, the Hausa and Fulani of Northern Nigeria, the Kanuri of Bornu, The Shuwa Arabs, the Jukun, and Nupe, to mention a few.

Located in the forest along the coast are found the Creoles of Sierra Leone; The Akan peoples (Ga, Ewe, Fanti) of present-day Ghana; the Ewe of Togoland; the Fon and Aja of Dahomey, the Kru of Liberia; the Yoruba, Edo, Igbo, Ijaw, Igala and other ethnic groups in Nigeria.

Religious differences

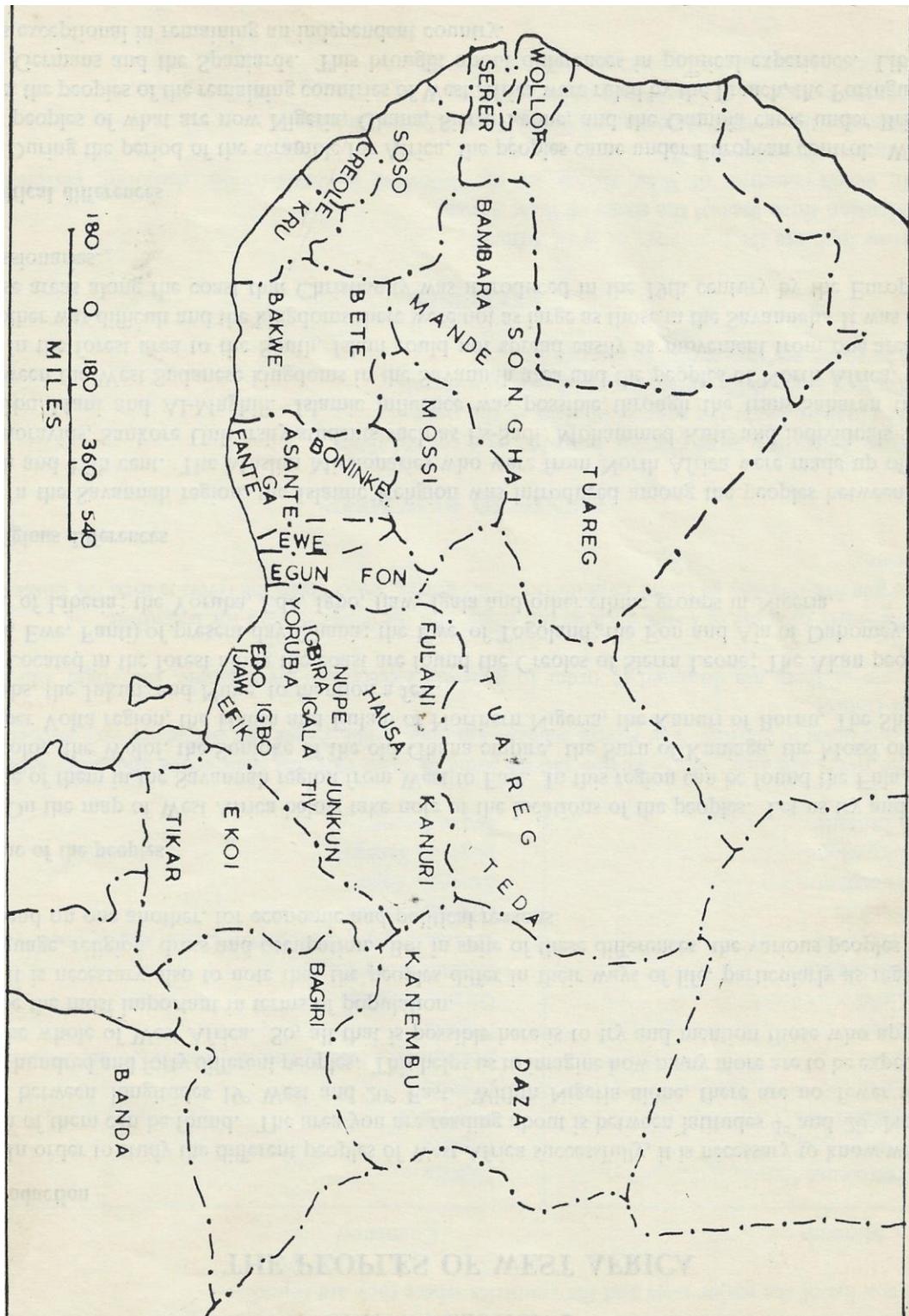
In the Savannah region, the Islamic Religion was introduced among the peoples between the 11th and 15th cent. The Muslim Missionaries who were from North Africa were made up of the Almoravids, Sankore University students such as Es-Sadi, Mohammed Kati, and individuals such as Ibu Mani and Al-Maghili. Islamic influence was possible through the trans-Saharan trade between the West Sudanese kingdoms in the Savannah area and the peoples of North Africa.

In the forest area to the South, Islam could not spread easily as movement from one area to another was difficult and the kingdoms there were not as large as those in the Savannah. It was into these areas along the coast that Christianity was introduced in the 19th century by the European Missionaries.

Political differences

During the period of the scramble for Africa, the peoples came under European control. While the peoples of what are now Nigeria, Ghana, Sierra Leone, and the Gambia came under British rule, the peoples of the remaining countries of West Africa were ruled by the French, the Portuguese, the Germans and the Spaniards. This brought about differences in political experience. Liberia was exceptional in remaining an independent country.

THE PEOPLES OF WEST AFRICA



Factors of unity

In spite of the differences created by location, religion, and foreign rule, there are things which unite the peoples of West Africa.

One of the things Africa.

Another important factor is language. Although the various peoples speak many different languages, there are similarities in trade, which is true of the present as well as the past. Forest and Sudanese articles of trade such as kolanuts, pepper, ivory, gold, salt, skins and ostrich feathers were all carried in the trade across the Sahara. This shows the economic interdependence of the savannah and the forest peoples of West among some of the languages.

Also in the Sudan belt, the Fula are to be found everywhere from Futa Toro (Senegal) to Adamawa. Islamic ideas have given a unity to the area. The Jihad movements of Seku Ahmadu and of Alhaj Umar owed much directly to Usman dan Fodio's Jihad.

Along the coast of West Africa, the Krumen can be found as sailors. Similarly, the Creoles of Sierra Leone have made their presence felt in Bathurst, Cape Coast, Lagos and Calabar and in every important town in West Africa.

The struggle for political freedom and economic independence also tends to unite the peoples of West Africa. For example, the move to establish a West African Common Market and the Nigeria Dahomey Telecommunications link are all unifying factors.

POINTS TO REMEMBER

1. There are many ethnic groups in West Africa.
2. Although they have many differences, many things unite them.
3. Some of the differences are due to the effects of European Rule.
4. The European control of West Africa was a result of the 'scramble for Africa'
5. West African countries continue to find more ways of coming together.

EXERCISES

1. Describe the location of West Africa.
2. Mention some of the peoples of West Africa in relation to their locations.
3. Describe briefly how Islam and Christianity were introduced into West Africa.
4. What things have the various peoples in common?
5. Draw the map of West Africa and fill in ten different peoples.

UNIT V SECTION 3

Theme: Living in the West African Community: The Influence of European and American cultures

Major objectives:

1. Students will know that there are many countries in West Africa.
2. They will know that there is a measure of interdependence among West African countries.

Specific objectives: Students will be able to:

1. list the main British ways of life that West Africans have adopted or are adopting;
2. list the main French ways of life that West Africans have adopted or are adopting;
3. list and locate West African countries and their capitals, given a blank map of West Africa.

General Statements	Resources and Teaching Aids
1. Contacts with other peoples of other cultures influence the cultures of the peoples of West Africa.	European dress; pictures of European wedding. Other pictures showing European culture.

Suggested Activities	Skills
1. Students should list some aspects of European culture which we have adopted for use in West Africa; e.g. language, dress, dances, food, and borrowed words which now form part of the vocabulary of the indigenous languages.	Knowledge

LIVING IN THE WEST AFRICAN COMMUNITY

ENGLISH-SPEAKING COUNTRIES OF WEST AFRICA POLITICAL, ECONOMIC AND SOCIAL INFLUENCES

Introduction

Apart from Liberia the English speaking countries of West Africa are Nigeria, Ghana, Sierra Leone and the Gambia. The areas which now form these countries were brought under British rule one after the other as Britain's need for markets overseas grew. The markets were to serve two purposes: firstly the sale of manufactured goods, and secondly, buying raw materials such as cotton, palm oil, palm kernels and ivory from the West African middle men. You will soon learn that though the British territories in West Africa are not as large as the French territories, they are by far richer in resources than the French.

Political influence

British political administration was carried out through the 'Indirect Rule' system. This system meant that the African rulers such as Obas, Obongs, Amanhene, Emirs and so on were given support by the British government to be able to enforce British orders on their people. These chiefs were known as the Native Authority in their areas, but they were supervised by British Officials who had to carry out policies laid down by the Colonial office in London.

The Colonial office in London appointed Governors in each of the British West African countries in order to ensure that trade and government were not disturbed, either by the Africans or by any other foreign countries. The Governors also supervised the Law Courts such as the Customary Courts, Magistrate Courts and the West African Court of Appeal by appointing judges in the name of the King or Queen of England. Even though the chiefs were given more authority in order to enforce British orders among their people, the British removed the sovereign power of the chiefs. When power passed to local political parties, the power of the chiefs was further reduced.

All the former British colonies in West Africa are now independent countries but chiefs still play an important role in government.

Economic influence

All the major economic products in the British West African countries, such as gold, diamonds, cocoa, palm oil and kernels, and groundnuts were exploited for British traders' interests. A British company, popularly called the Royal Niger Company and later known as The United African Company (U.A.C.), carried on a huge trade along the West African coast. In order to increase the volume of trade and make buying and selling easier, the British introduced their own currency, in place of cowries, cloth strips, manilas, glass and other media of exchange. Modern methods of farming such as the use of fertilizers, tractors and insecticides were also introduced. Each country now has an Agricultural Research Institute where experiments are carried out on the best ways of improving agricultural production. Moreover, Marketing Boards have been set up in each of the West African countries to take over sales of the cash crops from the firms which formerly controlled them.

The search for and mining of minerals, in the colonial period were mainly done by the British While Britain supplied the highly skilled labour, Africans were recruited to dig in the mines, such as the gold mines in the Gold Coast (now Ghana), the diamond mines in Sierra Leone, and the tin mines in Jos. Now that these countries are independent they have increased the search for minerals and this has led to the

establishment of some industries. Such industries include the Ewekoro Cement Factory in the Western State of Nigeria, the aluminium factory at Tema Port in Ghana, and the petroleum refinery in Port Harcourt in the Rivers State of Nigeria. Strong British influence can also be seen in the banking business all over the former British West African colonies. British-owned banks such as Barclay's Bank D.C.O., and the Bank of British West Africa, now the Standard Bank of West Africa, were very important in the colonial period but several indigenous banks such as the Central Bank of Nigeria, the Bank of Ghana, the National Bank of Nigeria, the Bank of the North and the African Continental Bank have recently begun to operate along with the British banks.

Our roads and railways were also built by British engineers. The roads and railways are used to convey minerals and agricultural products to the ports for export and are also used to bring in our imports. Some of you may know that the British-built roads are much narrower than French-built roads in West Africa and that British traffic laws are quite different from the French traffic code. Early in this century, the British introduced the West African Airways Corporation but now as independent countries, Nigeria and Ghana have established their own airways known as Nigeria Airways and Ghana Airways.

Social influence

The British introduced formal education in schools and colleges all over British West Africa. This type of education aimed at little more than literacy and consisted mainly of reading, writing, and arithmetic. The first group of educators consisted of missionaries who taught in schools and preached in churches. The Fourah Bay College, established in 1827, now the University of Sierra Leone, was the first advanced institution in the whole of West Africa. The syllabuses in the school and colleges were based mostly on British ideas, but as the countries moved towards independence, more emphasis was placed on the study of the locality and the world in general.

Moreover, British education brought new styles of dress, new forms of greetings, and so on. While men often wear shorts, trousers, jackets, shirts and ties, women copy the British fashion by wearing frocks, skirts and blouses. The old designs of houses changed to the British patterns. Large compounds of families and rulers were replaced by tall and better ventilated bungalows and multi-story buildings. But nowadays, there is a growing interest in the wearing of African dress and in beautiful designs which were formerly regarded as primitive.

Lastly, the British idea of monogamy (the practice of having only one wife at a time) which was introduced during the colonial period, is gradually gaining ground among West Africans. In the past, a man could marry as many wives as he could afford (polygamy) but with the rising cost and standard of living, many men now prefer to marry one wife only.

POINTS TO REMEMBER

1. Nigeria, Ghana, Sierra Leone, and Gambia served as markets for Britain in the Colonial period.
2. The British adopted the Indirect Rule system in their West African Colonies.
3. Contact with the British has given rise to much economic activity in Nigeria, Ghana, Sierra Leone and Gambia.
4. Formal education which brought about many social changes was introduced by the British.
5. We have now revived some of our customs which were formerly regarded as primitive by the British, e.g., dress.

EXERCISES

1. Why did the European powers scramble for colonies in Africa?
2. What do you mean by the "Indirect Rule" system of Government?
3. Why were the former colonial governments appointed?
4. What is the present role of our rulers?
5. Mention the modern agricultural implements used in your area or state.
6. State three ways in which the British have influenced the social outlook of the West African people.
7. Why are our Marketing Boards in West Africa considered very important today?

UNIT V SECTION 3(b)

LIVING IN THE WEST AFRICAN COMMUNITY

FRENCH-SPEAKING COUNTRIES or WEST AFRICA-POLITICAL, ECONOMIC AND SOCIAL INFLUENCES

Introduction

The French—speaking countries of West/Africa are Senegal, Mauritania, Mali, Niger, Guinea, the Ivory Coast, Dahomey, Upper Volta, Togoland and the Cameroons. See the map on page 127. The French Government acquired these countries through conquest following the 19th century European scramble for Africa. The French-speaking countries are larger in area but less densely populated than the English-speaking countries.

The French were attracted to these areas because the Sudan was then the best known part of West Africa. There were such ancient Empires as Ghana, Mali, Songhai and such famous cities as Jenne and Timbuctu. The French contact with Muslims in Algeria and Senegal increased the liking for the Sudan. However, these areas are now poorer in natural resources of the forest such as timber, rubber, oil palm, and cocoa than the English-speaking countries.

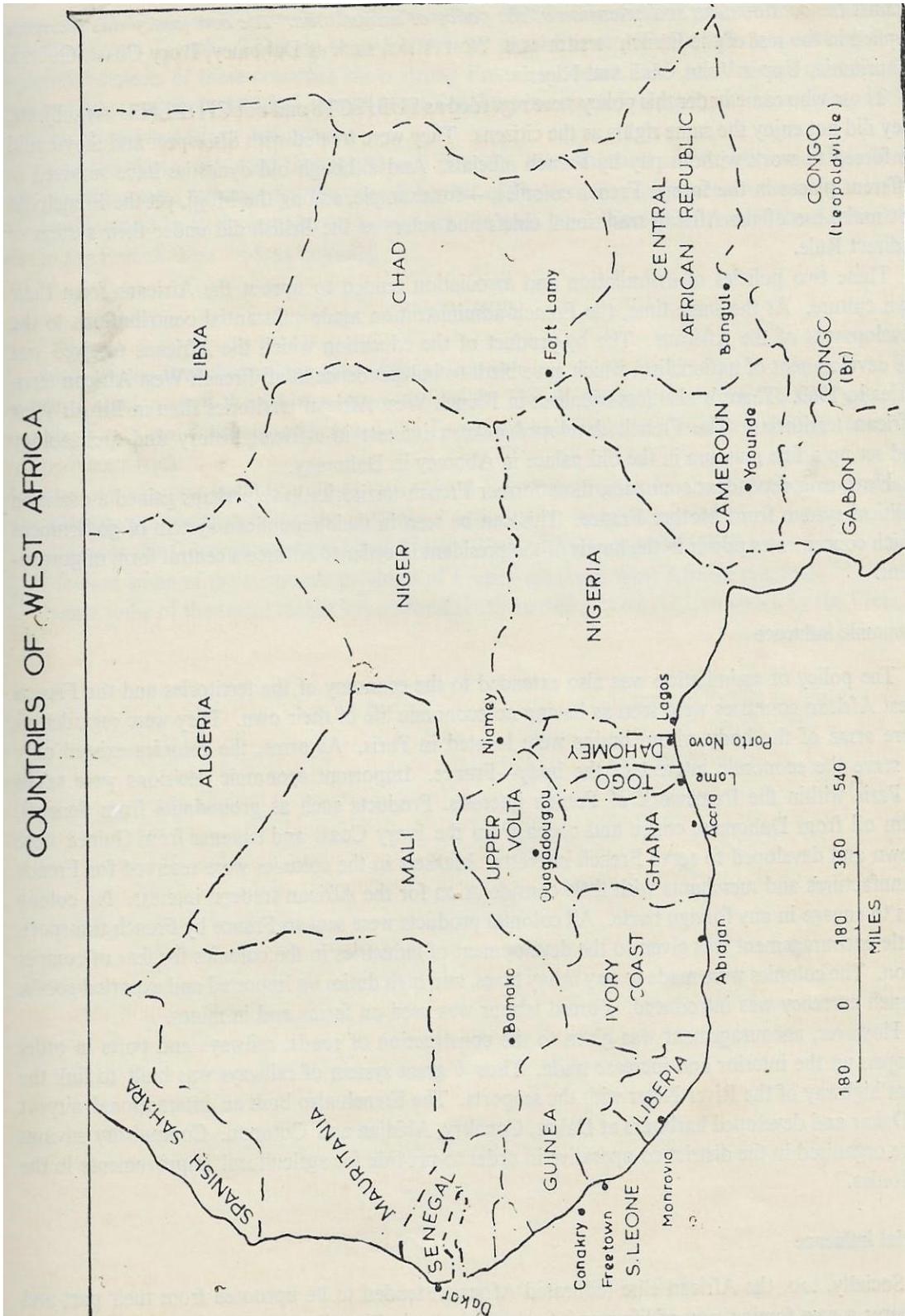
Political influence

French political administration in W. A. was highly centralized. France as the Mother Country administered her overseas colonies as part of France. Paris was made the headquarters of the entire administration. In 1904, a Governor-General of French West Africa was appointed. He acted as the executive agent of the French Government. He carried out decisions reached in Paris. French was the official language of communication and trade. All decisions relating to trade and government in the French colonies were taken in Paris. For example, the school syllabuses, as well as the time-table in West African schools were the same as those in France. Whenever a teacher of a given class was teaching French in France, his counterpart in Africa would be teaching the same subject at the same time. To promote this policy of a central government, therefore, the French made more effort to staff their West African colonies with Frenchmen than the British ever made with British officials.

The French applied two political systems in these various territories. They were the policies of Assimilation and Association. The policy of assimilation was mainly carried out in the four communes or cities in Senegal: Dakar, St. Louis, Goree and Rufisque. Any citizens living in these four communes were regarded as French citizens as long as they could fulfil the requirements for gaining French citizenship.

Such assimilated Africans enjoyed certain rights and privileges. They were given equal treatment with Frenchmen. They could vote and be voted for. And in fact, during the colonial period, the four communes elected a deputy or a representative to the French Chamber of Deputies which was the French Parliament. They could seek protection under French justice unlike the subjects in the rest of the territories. The limitation of this policy of assimilation was however removed in 1946 when the policy was extended to all former French West African territories.

The policy of Association which was like the British Indirect Rule System was introduced in 1920. It came as a direct answer to the agitation of Frenchmen, especially those resident in Senegal,



against the continuation and extension of the policy of assimilation. The new policy was therefore applied in the rest of the French territories in West Africa such as Dahomey, Ivory Coast, Guinea, Mauritania, Upper Volta, Mali and Nigeria.

Those who came under this policy were regarded as SUBJECTS and not CITIZENS. As subjects, they did not enjoy the same rights as the citizens. They were treated with disrespect and they could be forced to work without pay by French officials. And although old dynasties have survived in different places in the former French colonies, for example, among the Moji, yet the French did not make use of the African traditional chiefs and rulers as the British did under their system of Indirect Rule.

These two policies of assimilation and association tended to uproot the Africans from their own culture. At the same time, the French administration made substantial contributions to the development of the Africans. The by-product of the education which the Africans received was the development of nationalism which gave birth to independence in all French West African territories in 1960. There is also less tribalism in French West African territories than in British West African territories. The French developed a keen interest in African history and archaeology and set up a fine museum in the old palace in Abomey in Dahomey.

Now, as independent countries, these former French territories have perhaps gained a common political system from Mother France. This can be seen in their republican system of government which concentrates power in the hands of the president in order to enforce a central form of government.

Economic influence

The policy of assimilation was also extended to the economy of the territories and the French West African countries were seen as having no economic life of their own. They were regarded as mere arms of the body whose brains were located in Paris. As arms, the colonies existed only to serve the economic interest of the Body-France. Important economic decisions were taken in Paris within the framework of French interests. Products such as groundnuts from Senegal, palm oil from Dahomey, coffee and cocoa from the Ivory Coast and bananas from Guinea were grown and developed to serve French interests. Markets in the colonies were reserved for French manufactures and merchants with little consideration for the African traders' interest. No colony was to engage in any foreign trade. All colonial products were sent to France by French transport. Little encouragement was given to the development of industries in the colonies for fear of competition. The colonies were made to pay heavy taxes, and high duties on imported and exported goods. French currency was introduced. Forced labour was used on farms and in mines.

However, encouragement was given to the construction of roads, railways and ports in order to open up the interior and increase trade. Thus a great system of railways was built to link the great highway of the River Niger with the seaports. The French also built an international airport at Dakar and developed harbours at Dakar, Conakry, Abidjan and Cotonou. Compulsory savings were organized in the district co-operative in order to provide for agricultural improvements in the colonies.

Social influence

Socially, too, the African elite (educated Africans) tended to be uprooted from their past and culture; a new foreign way of life was introduced instead. They became French citizens and their entire way of life became French. French became their official and accepted tongue. Their education was completely French. Their dress and behaviour were French. The religious, health and recreational aspects of these countries show strong French influence. The head of one of the independent States of West Africa, Leopold Sedar Senghor, has started to teach the idea of negritude in order to revive African culture.

From the above, it is clear that the French political, economic and social policies in their West African states were followed for the overall benefit of France. As independent countries, a lot of work remains to be done in order to bring back the past but neglected culture of the Africans in the former French West African colonies.

EXERCISES

1. Mention the French-speaking West African countries.
2. On a blank map of West Africa locate each of the French-speaking countries and their capitals.
3. Mention 5 main differences between the French-speaking and the English-speaking countries of West Africa.
4. Mention the two political systems introduced into West Africa by the French Government.
5. What do you understand by the policies of Assimilation and Association?
6. Why was the Government General of French West Africa formed in 1904?
7. Mention some of the economic products of French-speaking West African countries.
8. Name some of the social marks left on the French-speaking West African states by the French.

UNIT V SECTION 3(c)

THE POLITICAL, ECONOMIC AND SOCIAL INFLUENCES OF THE AMERICAN CULTURE ON LIBERIA

Introduction

Liberia, one of the West African countries, is the oldest Republic in Africa. It was established as a colony of freed Negroes by the American Colonization Society which was formed in Washington in December, 1816. The aim was to resettle about 200,000 freed slaves in West Africa. As time went on it was believed that such people would form a self-supporting country. In 1818, an exploratory mission to find out whether West Africa was suitable for settlement was sent under Samuel J. Mills and E. Burgess. The report was favourable and the first company of 88 Negroes sailed for the African coast in 1820, in charge of three white Americans. These settled on Sherbro Island, but very soon, they were attacked by malaria.

In 1821, however, Dr. Eli Ayres was appointed chief Agent of the Colonization Society. He was able to obtain from the original settlers the area of land on which Monrovia, the capital of Liberia, is situated. These resettled slaves were faced with various difficulties such as clearing of thick forests, tropical diseases, the unfriendliness of the indigenous people and bad food. But all these were overcome and the colony was named Liberia in 1824.

From your atlas, check-up the position of Liberia.

Political influences

At first the administration of the colony was controlled by the Colonization Society until July 26, 1847, when the colony became independent. A constitution was drawn up, similar to that of the United States of America, and the colony became the Republic of Liberia. At the head of the Executive Government, as in America, is the president who is also commander-in-chief of the land and sea forces. There is also a vice-president who presides over the Senate. Each of them is selected for a period of four years as in America. The cabinet is appointed by the President for a similar period. The legislature consists of two Houses: The Senate and the House of Representatives. There is a Supreme Court presided over by a Chief Justice and four associate justices who constitute the bench of the Supreme Court. The law administered is based on the Law of America.

The Republic is divided into counties administered by government officials known as superintendents appointed by the president. Since his appointment as president in 1944, President Tubman has succeeded in building up a progressive nation out of the various ethnic groups.

Economic influence

Little progress has been made so far in the economic field. It can be said to the credit of the American Government however, that it encouraged lawful trade during the period of the slave trade. The colonists possessed a keen sense of trade and they established small trading houses or owned boats for trading along the coast. Custom duties were also levied on imports. It was little wonder then that the first National Trade Fair in the Republic took place in 1857. Encouragement was and is still given to agriculture. The indigenous people provided cheap labour for the first settlers in carrying out their work.

Mixed farming was carried on; the products included palm oil, coconut, coffee, sugar-cane, kolanuts, cocoa, rice, cassava, livestock and poultry. Also, the American Firestone Rubber Plantations Company gave encouragement to the Rubber Industry in Liberia. To promote this rubber trade, it became necessary

to develop roads and harbours. Liberia also has timber and rich deposits of iron-ore. Financial and economic policies are influenced to some extent by the United States which gives foreign loans and technical aid in order to improve the economy of the Republic.

Social influence

It appears that the Liberians have reproduced the social order of America in Liberia. In Monrovia, the colonists built big houses, like those built by people of the southern states of America whom they left behind. The Protestant Episcopal Church in the United States sent foreign missionaries to Liberia in 1836 to spread Christianity. The Baptists and Methodists also have long been at work in the country. All these missions helped to establish parish schools and seminaries. The Church, Government Services and Law, soon became popular professions from which emerged the new leaders of the country. One such Liberian leader was Dr. E. W. Blyden, one of the most important scholars on the West Coast and President of Liberia College. By 1962, there were already in Liberia 841 schools for 80,321 students.

As for Liberia's public health system, it was turned from the "white man's grave" to a healthy centre. In 1957, there were 23 hospitals with 1,200 beds, eight leper settlements and 106 clinics. Much that has been achieved politically, economically and socially by the Republic of Liberia can be traced to the American Government whose citizens founded the settlement in about 1820.

POINTS TO REMEMBER

1. Because of the former connection with Britain and France, the governments of the independent British and French West African countries resemble those in Britain and France in some ways.
2. The economy of West Africa depends largely on agriculture.
3. Education has helped to speed up the rate of progress in West Africa.
4. Because of our contact with Europe and America there have been some changes in our culture.

EXERCISES

1. Which society established the Liberian Colony and when was it formed?
2. What was the aim behind the founding of the colony?
3. Mention the early difficulties of the new settlers from America.
4. What is the origin of the political system in the Republic of Liberia?
5. When did Liberia become independent?
6. When did President Tubman become President in Liberia?
7. Mention the economic resources of the Republic of Liberia.
8. What are the social influences of America on Liberia?
9. Name the American Missions which spread Christianity to Liberia.

UNIT VI SECTION 1

Theme: Interdependence of West African Countries.

Major objective: The students will realize that there is some interdependence among West African Countries.

Specific objectives: Students will be able to:

1. Name major agricultural and industrial products of Nigeria that are exported to other West African countries;
2. Name products from other West African countries that are exported to Nigeria;
3. Identify the countries of West Africa with which Nigeria has diplomatic relations.
4. Appreciate cultural interdependence and similarity in West Africa by identifying Ghana, Dahomey, Sierra Leone, and Liberian music and dress, as well as food e.g. jollof rice Kenke (Ghana) arts and crafts and some beliefs and practices found in Nigeria.

General Statements	Resources and Teaching Aids
1. The countries of West Africa are economically interdependent.	(a) Maps showing exports and imports among West African countries.
2. The countries of West Africa are politically interdependent.	(a) Political map of West Africa. (b) Pictures of the flags of independent West African countries. (c) Pictures of visits of Heads of State in W.A (d) Pictures of Aburi (Ghana) meeting of Nigeria military leaders.
3. The countries of West Africa are culturally similar and interdependent.	(a) Recorded music from different parts of West Africa. (b) Pictures and films of inter-West African games and sports. (c) Cuttings of pictures showing the dress, works art and crafts of other West African countries. (d) Folk tales, traditional games and plays from other West African countries.

Suggested Activities	Skills
1. (a) On a blank map of West Africa, let students draw arrows from Nigeria to countries which import our agricultural	Map Skills

<p>and industrial products e.g. Margarine, corned beef, leather works, cigarettes.</p> <p>(b) Let students show on the map the products that come to Nigeria from other West African countries e.g. gold and Kente cloth from Ghana and handicraft from Dahomey.</p> <p>(c) Let students identify some of the economic unities of West Africa e.g. the Chad Basin Commission; the Niger River Committee; the Organization of Senegal River States; the West African Economic Community.</p>	<p>Knowledge</p>
<p>2. (a) Students should be helped to draw a map of West Africa, showing the independent countries.</p> <p>(b) Draw and paint the flag of any three independent West African countries.</p>	<p>Artistic Skills</p>
<p>3. (a) Let students discuss the importance of International matches, exchange of artistes (dancers, actors, musical groups) and students among W.A. countries.</p> <p>(b) Let students discuss how contacts among peoples of West Africa influence the culture of the various countries.</p>	<p>Discussion</p> <p>Knowledge</p>

UNIT VI SECTION 1

ECONOMIC POLITICAL AND CULTURAL INTERDEPENDENCE OF WEST AFRICAN COUNTRIES

Introduction

Most of the countries in West Africa are now independent, but their trade and other business activities are still largely with the former colonial masters. For example, in the first ten months of 1966, about 31% of Nigeria's imports came from the United Kingdom, while about 37^{1/2}% of her exports went to the United Kingdom. Dahomey also carries on most of her trade with France and Liberia trades with the United States. Within the last few years, however, trade and other economic connections have increased among West African countries.

Economic interdependence

Trade goes on between one country and the other, for example, between Nigeria and Dahomey, Nigeria and the Cameroons, Nigeria and the Niger Republic, Ghana and Togo, Sierra Leone and Liberia, Togo and Ivory Coast and so on. Articles of trade are mainly food crops, e.g., corn, beans, and kolanuts. In some parts of Nigeria, these three crops are produced in large quantities and so some are sent for sale in neighbouring countries where they are not sufficient. For example, Dahomey buys our corn and beans, and the Niger Republic buys our kolanuts. There is also a good trade in livestock between Nigeria and these countries. This is another reason why Nigeria should develop her agriculture.

Roads and air-routes link Nigeria with neighbouring West African countries. Ships carry passengers and cargo from one country to another. In 1967, the Nigeria and Ghana Airlines signed an agreement whereby both countries will co-operate and not compete against each other in passenger traffic.

At present, it is not very easy for traders to cross from one country to the other. Travel certificates and visas must be shown at customs posts to prove that traders have permission to cross the borders; also they have to pay taxes called "customs dues" on the articles of trade which they want to carry across. When these two difficulties are removed among West African countries, trade and movement of people will be much easier.

For many years past, Nigerians have been trading in many parts of West Africa including Sierra Leone, Ghana, Liberia, Cameroons, Senegal and even in the Congo. Ghana 'kente' cloth and gold are sold in Nigeria. Dahomey commercial art-carvings and brass works are sold in Nigeria and this trade has in fact increased since independence. In many West African countries now, factories are being built to manufacture useful things. For example, in Kano, the canning factory produces tinned jollof rice and corned beef which are exported to other countries of West Africa. Can you tell why it is easy to start tinning jollof rice and corned beef in Kano? Cigarettes made in Ibadan are also sold in Dahomey and other West African countries. Similarly, Ghana Kente cloth and Dahomey Commercial art-carvings are sold in Nigeria.

Ghana has built a large hydro-electric power station which in future will probably supply cheap electricity to the Ivory Coast, Upper Volta and Togo. These countries will have cheap electricity, not only for their industries, but also for lighting their towns and villages. When the Kainji dam in Nigeria is completed we too might be able to supply cheap electricity to our neighbours.

The things that are happening in Africa today show that in the future, there will be greater economic co-operation and inter-dependence among West African countries. For example, the Chad Basin Commission, the Niger Rivers Committee, the Organization of Senegal River States and the West African Economic Community have been formed by West African countries. The U.N. Economic Commission for Africa (ECA) has West Africa as one of four Regions for its activities. The other three Regions are North, East and Central Africa. The aim of the Commission is to encourage economic co-operation and development in Africa.

Political interdependence

There is no political interdependence comparable in scope to this economic interdependence. There is, however, a kind of political understanding among the countries. The countries refer to one another as friendly countries and this means that each country enjoys a considerable amount of political goodwill in the others. The exchange of visits of heads of state, premiers and ministers is common among the countries in West Africa.

In the past however, some countries have signed agreements to form political unions which later failed for one reason or the other. Examples are the Senegal-Mali Union, the Ghana-Guinea-Mali Union and the Council of the Entente comprising Upper Volta, the Ivory Coast, Dahomey, Niger and Togo. Although some of these Unions failed, they showed the desire and willingness of the West African countries for political co-operation.

Cultural interdependence

In Unit V, Section 2, you read about the various peoples of West Africa. Your attention was drawn to their differences and similarities. Here, your attention will be directed mainly to what the peoples have gained from one another's cultures.

Culture is what makes a people seem different from other people. One important aspect of a people's culture is their language. Others include religion, dress, music, crafts and traditions in relation to local festivals, marriage and naming ceremonies. Although cultures differ from one another, yet one culture can influence another.

West African countries have some languages in common. For instance, the Hausa language formed part of the original culture of the Hausa people. But today, Hausa is widely spoken among the various peoples of West Africa, especially along the Sudan Belt. In fact, next to Swahili, which is spoken in East Africa, Hausa is the second largest indigenous language spoken throughout the African continent. To make communications easier, English-speaking West African countries learn French and the French-speaking West African countries learn English.

In Nigeria, Islam was the original religion of the Fulani, who migrated from Upper Senegal. But today, this religion is found in all parts of the country as is the case in all West African countries. At present, a common feature among the former English and French West African states is the imitation of each other's dress. All over Nigeria a mixture of costumes of various peoples is common. People wearing Yoruba dresses can also be found along the streets of Porto Novo, in Dahomey, or Abidjan in Ivory Coast.

From our discussion on cultural interdependence in West Africa so far, one thing stands out clearly. That is, that cultures spread from place to place. Peoples are exposed to and influenced by external cultures which they try to adapt and add to what already exists.

POINTS TO REMEMBER

1. Although most of the West African countries are independent, they maintain some links with one another.
2. Trade and communication are good examples of interdependence among the countries.
3. West Africa is regarded as a region by certain organizations, e.g., E.C.A.
4. Peoples of West Africa have borrowed a lot from one another to enrich their own cultures.

EXERCISES

1. Name five articles made in other West African countries which can be found in Nigeria.
2. In which ways do the English and French-speaking countries of West Africa co-operate?
3. Suggest two ways by which relationships can be improved among West African countries.
4. In what ways can cultures spread from one place to another?
5. (a) Mention two aspects of your culture which have been borrowed from other people.
(b) Mention two aspects of your culture which you have borrowed from other people.

UNIT VI SECTION 2

Theme: The future of West African States.

Major objectives: Students will be able to think about the future possibilities of economic, social and political union among groups of West African countries.

Specific objectives: Students will be able to speak about the advantages that would accrue countries in West Africa:

- (a) abolished travel visas
- (b) abolished customs dues on one another's goods
- (c) cooperated in intercountry road, rail, air, and sea transport systems and
- (d) adopted a uniform monetary system.

General Statements	Resources and Teaching Aids
1. People can forecast the future in the light of past and present happenings.	Specimen of Nigerian passport and travel certificate.
2. A lot of things can be achieved through unity.	Pictures and newspaper cuttings of meetings of O.A.U., West African Economic Community, O.C.A.M;

Suggested Activities	Skills
1. (a) Lead students to discuss the differences between travelling within Nigeria and travelling between Nigeria and other West African countries. Mention should be made of the difficulties caused to free travel by the necessity for visas, customs dues, lack of uniform standard in road and rail transport and different monetary systems. (b) Students should be led to discuss the advantages and disadvantages of the free flow of goods and free movement of people among countries of West Africa; also, how things would be if there was a uniform monetary system.	Discussion Imagination
2. Further activities can be designed to fall in line with the changes that constantly taking place in West Africa.	Imagination and Discussion

THE FUTURE OF WEST AFRICAN STATES

Introduction

You have learnt how the countries in West Africa were divided up by the British and French governments and ruled as colonies. Except for Liberia, which is regarded as the oldest independent West African State, these states were ruled for about 100 years before Ghana, formerly the Gold Coast, became independent in 1957. Nigeria became independent in 1960 and between 1957 and 1967, all the West African States, except Portuguese Guinea and the Island of Fernando Po, gained their political independence.

A few years ago, considering the advantages they thought it would bring, some West African countries attempted to form a political union. Senegal and Sudan formed what was known as the Mali Federation. Ghana, Guinea and Mali also formed a political union. For various reasons, however, neither of these unions lasted long. Nevertheless Upper Volta, the Ivory Coast, Dahomey, Niger and Togo formed a union known as the Council of the "Entente". Although the problems encountered by the various attempts at union that have been made so far, make it difficult to forecast a political union of all West African States, the desire is strong. It might still be possible to have a union of West African countries in the future. Can you suggest some of the problems?

Roads to Unity

However, there are other unions, which are not political but which work towards unity. In the recent past, many West African States have tried to co-operate in order to reduce, as much as they can, the many economic barriers which together help to keep West Africa a poor area when compared with the advanced countries of the world. It is believed that removing such barriers may make unity among West African States easier to achieve eventually. Recent examples of economic co-operation among countries in West Africa are:

1. The Groundnut Council

The Groundnut Council was formed in 1965 to improve the production and sales of groundnuts. Its members are Nigeria, Senegal, Mali, Gambia, Niger, Congo-Kinshasa and the Sudan Republic. The headquarters of this Council is in Gambia.

2. The Niger River Committee

This is a committee composed of West African countries around the River Niger. The purpose of the committee is to co-operate in the effective use and development of the resources of the River Niger. Its members are Nigeria, Mali, Guinea and Niger.

3. The Nigeria] Ghana Airways Co-operation

This was an agreement signed in 1967 between Nigeria and Ghana to improve the efficiency of flights between West Africa and other parts of the world.

4. The Cocoa Producers' Alliance

This is a world alliance of which Nigeria, Ghana, the Cameroon, Togo and the Ivory Coast are important members. Brazil in South America is the only non-West African member. Its aim is to find ways of improving the quality as well as the sale of cocoa throughout the whole world.

5. Educational Exchange Programme

The purpose of this programme is to bring students from different countries together and give them a chance of learning and living together. Students from the English-speaking countries study in institutions belonging to the French-speaking countries while those from French-speaking countries come to English-speaking countries to study. It is hoped that by this programme, the young people of the various countries will understand each other's way of life better.

Perhaps you can think of other ways in which the various West African countries co-operate with one another.

POINTS TO REMEMBER

1. Although most of the countries of West Africa are independent a political union of the states is still difficult.
2. The breaking of economic barriers will promote unity.
3. At present, certain organizations are very important examples of the co-operation which is possible among West African countries.

EXERCISES

1. Do you think there should be a political union of West Africa? Why?
2. Give two reasons showing why it has been difficult to form a political union of West Africa.
3. In what ways are West African States trying to co-operate?
4. Suggest two things which will improve unity and co-operation in West Africa.

UNIT VII

Theme: Nigeria as a Member of the World Community.

Major objectives:

1. Students will realize that Nigeria belongs to the world community of nations.
2. They will realize that Nigeria can solve her own problems just as other countries are doing.

Specific Objectives: Students will be able to list the main social and economic problems of the following countries: South Africa - apartheid, Middle East - recurring war with Israel, Britain - difficulties; U.S.A. - racial problems, U.S.S.R.- the struggle against capitalism, China, Japan and India - over population. From these they will be able to know that all countries have their problems which they are attempting to solve, and Nigeria can also solve her problems.

General Statements	Resources and Teaching Aids
1. Every country of the world has its own problems.	World map, photographs depicting some of these problems.
2. The nature of the problem varies from country to another.	
3. Every country attempts to solve its own problems	Films and photographs.

Suggested Activities	Skills
1. With the help of an atlas let students locate (a) South Africa (b) Britain (c) Middle East (d) U.S.A. (e) U.S.S.R. (f) China, Japan and India	Map skill knowledge
2. Students should be guided to set out in tabular form the major problem facing any five countries of the world.	
3. Let students find out how similar problems, whether political, economic or social, are solved in any two countries.	Knowledge and discussion.

UNIT VII

LIVING IN NIGERIA AS A MEMBER OF THE WORLD COMMUNITY

Introduction

Nigeria is a member of the world community of nations and so she cannot remain isolated. There are many countries in this world community of nations and if you look at the map of the world in your Atlas, you will see them distributed over the continents of the world. The continents are Africa, Europe, Asia, Australia, North America, South America and Antarctica. Each continent except Antarctica is made up of many countries.

The countries of the world do not have the same rate of development; some are developing slowly while others are developing rapidly. Each country whether developing slowly or rapidly has its own problems. Let us consider a few of these countries and note how far they have developed, and the problems that they face, and how they are trying to solve them.

The Republic of South Africa

The Republic of South Africa is situated in the area south of latitude 20° south of the Equator. This area is bounded on the West by the Atlantic Ocean, on the south by the Antarctic Ocean, on the east by the Indian Ocean and on the north by Angola, Zambia, Rhodesia and Mozambique.

South Africa is rich in some important minerals namely gold, diamond and coal. In spite of her wealth, she has a big problem of apartheid. She is known to the world as an apartheid state. Apartheid is a word that means separate living. The South African government made up entirely of white representatives follows a policy that separates whites and blacks in all things except when the blacks have to be exploited. For example, it is a law that whites and blacks must not live together in the same town.

They must not intermarry. They must not go to the same school. But the law permits the blacks to work for the whites in the mines, on the farms and industries. The population of the whites is about two million and the population of the blacks about eight million. The Republic still needs to solve this problem.

Britain

Britain is made up of England, Scotland and Wales. These areas are between latitudes 50° and 60° north of the equator and between longitude 2° E. and 9° West. Note the position of longitude 0°. Longitude 0° passes through Greenwich whose time is taken as the standard time.

Britain is a big island in the Atlantic Ocean. The east coast faces the North Sea. Therefore, weather and climatic conditions are neither too hot nor too cold.

Britain used to have colonies in many parts of the world because of the great development of her natural and human resources. In the 19th century and the early part of the 20th century, the British empire covered parts of Africa, the whole of Canada, Australia, New Zealand, India and Burma.

Britain developed her agriculture very intensively. She was one of the first countries to make manufacturing industries cater for agriculture. The use of modern agricultural machinery started in Britain about two hundred years ago. Farmers began to spend money on machinery and fertilizers. Agricultural machinery made tilling the land easier and fertilizers helped the land to produce more crops. As a result of this change, farmers who had no money to develop their farms left the land, and it came into the possession of those who had money.

The men who left the land as farmers were employed in the new industries. They manufactured cloth from wool, cotton or linen. They produced agricultural tools such as tractors and harvesters. Later on they

also manufactured lorries, cars, ships, railway engines, wagon and aero planes. They mined minerals, particularly coal, which supplied fuel for their industries.

Human resources were developed through education. Britain was able to give a good, basic education to her citizens. This education helped them to increase the standard of their industrial production.

Despite all her agricultural and industrial achievements, Britain lost her position as the richest country in the world in the two world wars. Since then the British government has been striving to solve her economic and social problems by encouraging her people to work harder.

North Africa and the Middle East

North Africa consists of Morocco, Algeria, Tunisia, Libya and Egypt all of which are found to the south of the Mediterranean Sea. The Middle East is made up of Jordan, Saudi Arabia, Iraq, Lebanon, Persia, Israel and Syria all of which are situated to the east of the Mediterranean Sea.

One of the problems which some of these countries face is an inadequate supply of water. Most of them are located in desert area where rainfall is small and farming is difficult. Imagine an area where there is almost no rainfall. It would be difficult to grow crops there.

The people of Egypt and Israel in particular have tried to solve this problem. They devised irrigation systems which are still being developed on a large scale.

The Egyptians use the water of the river Nile to irrigate their farms and they are able to plant many kinds of food and cash crops. The water which the Israelis use to irrigate their farms, comes from the River Jordan.

In this way they are able to make desert lands produce crops. Some of the peoples in this area take to trading. The Syrians and Lebanese are very well-known in Nigeria for their trading activities.

Israel

Israel has another problem in addition to the problem of the physical environment and that is the problem of her existence as a nation. Israel was one of the ancient names known in the history of the world. Those of you who read the Bible or the Koran will find the name of Israel mentioned in many places.

Modern Israel came into existence in 1948 shortly after the second World War (1939-45). The Israelis are also known as Jews. For centuries, the Jews had been scattered among the nations of the world. The Jewish state in Palestine was set up on the 15th of May, 1949 on the termination of the British mandate to provide a permanent home for them. Provisional Frontiers were defined in armistice agreements with Egypt, Jordan, Lebanon and Syria.

Since they re-settled, the Israelis have developed their technical skills in medicine, agricultural engineering and constructional engineering such as road building and water supplies.

But since they re-settled in Israel, they have had to struggle hard to preserve their existence as a nation. The Arabs claimed that the Israelis settled on their land while the Israelis claimed that they had come to settle in their National Home. This has led to border clashes and wars between the Arabs and the Israelis.

The security council of the United Nations is trying to bring peace between the two groups.

India

India is located between latitudes 5° and 30° north of the equator, and between longitudes 70° and 90° East. It is bounded on the west by the Arabian Sea, on the south by the Indian ocean on the east by the Indian Ocean and Eastern Pakistan and on the north by the Himalayan Mountains.

India is one of the historical land of Asia, and it covers a vast area. In fact, it is regarded as a sub-continent. It is well known for its spices and agricultural products such as rice, wheat, millet, cotton, tea and jute. It is also known for its minerals such as iron, coal and manganese. In addition, it has a very large film industry.

Despite all this, India is faced with many problems. One of these is how to cope with her large population. The population of India is about 500 million. More than 71% of this population are farmers. The individual farms are small and farmers cannot plant enough crops for their needs.

India also is faced with the problem of illiteracy. About 70% of her people are illiterates. As a result, they do not understand the need to use machines on their farms in order to obtain better crops.

The government of India is working very hard in order to solve these problems. It improves the seeds sown by farmers in order to produce a better harvest. The government is also encouraging irrigation in order to be able to lengthen the period of planting. In this way, farmers will be able to raise more crops.

In addition to improving agriculture, the government is encouraging industries which will employ people and thus reduce the congestion on the land available for agriculture.

The government of India is further trying to improve its human resources through education. This attempt will reduce the rate of illiteracy which is one of the important problems facing India today.

Union of Soviet Socialist Republic (U.S.S.R.)

The U.S.S.R. is the former Russian Empire, now called the Union of Soviet Socialist Republic. It occupies a large area in the northern part of the continent of Asia and a part of Eastern Europe. It is located between longitudes 30° East and 175° West and between latitudes 38° and 80° north of the Equator.

The Soviet Union is one of the two greatest world powers, the other being the United States of America and is known today as the leader of the Communist world. In 1917, the Russian soldiers overthrew the Czar, who was then the head of state, and introduced Communism. Communism is a form of government in which the state owns everything. Since Russia became Communist, she has developed her natural and human resources. She has many state owned industries which produce agricultural machinery, electrical appliances and motor vehicles. She is also one of the two leading nations in space exploration. This system has worked so well in Russia that other countries such as Poland, Czechoslovakia, the German Democratic Republic, Hungary, Rumania, Bulgaria, Albania, Yugoslavia, the Mongolian People's Republic, China and North Korea have followed it.

Poverty, which used to be the problem of the Russian peasantry has been eliminated by the introduction of Communism. The major problem which faces Russia is the fear of the spread of capitalism. But the government of Russia is trying to prevent this.

The United States of America (U.S.A.)

The U.S.A. comprises 50 states. The United States is within latitudes 30° and 50° north of the equator and longitudes 65° and 125° west. It is bounded on the east by the Atlantic Ocean, on the south by the Gulf of Mexico and Mexico, on the west by the Pacific Ocean and on the north by Canada.

The United States is one of the two leading powers of the world. She uses machinery more extensively than any other country, industry, in agriculture and also in the home. Her scientists have made rockets which can land on the moon and send pictures back to the earth.

Despite all these achievements, the United States is faced with racial problems. These racial problems are worse in some States than in others. But the Federal Government and some State governments are trying to solve this problem.

Japan

Japan is a group of islands in the Pacific Ocean. It is located between latitudes 30° and 46° north of the Equator and between longitudes 130° and 145° east.

There are over 95,000,000 Japanese and they are one of the most developed nations in the world. Their country is very hilly and farming is mainly done on a few scattered lowlands and terraces. Japan is better known for her rapid industrial development than for her agriculture, however. She ranks next in size to the United States and the Soviet Union in the steel industry. She leads all other countries of the world in ship-building. She is also known for her textile production, chemical industry and products such as radios, cameras, toys and sewing machines.

Despite all this development, Japan has its own problems. One of the problems facing Japan is over-population, which increases at such an alarming rate that the Japanese government encourages the people to have fewer children than ever before.

Farm land is very limited and only about 30% of the population are farmers. However, the government has solved this problem by encouraging manufacturing industries which help to take people away from farming. The government also encourages farmers to improve their methods in order that crops may give higher yields.

Another problem is foreign markets. Japan has developed her industries to such an extent that she must sell the goods she makes to foreign countries. Two things make it difficult for her to do this. Firstly, she has to charge higher prices because the wages of her workers have increased. Secondly, some of the countries to which she used to sell her goods are developing their own industries. Taiwan and India, for example, which used to buy Japanese cloth, now have their own textile industries.

Another problem is the frequent occurrence of earthquakes. An earthquake is a sudden earth movement. Earthquakes lead to the death of many people and to the collapse of many buildings.

Red or Communist China

To the east of the continent of Asia is China, one of the world powers. It is located between longitudes 75° and 135° East and between latitudes 23^{1/2}° and 50° North of the Equator.

China is well-known for its art of writing, sculpture, and china ware. Before China became Communist, she had a lot of problems which she could not solve. For example, the population continued to increase and the land was too small to support the population. Poverty, starvation and diseases troubled them. In addition to these problems, rivers such as the Hwang Ho and the Yangtze Kiang often overflowed their banks and carried away their crops.

Later on, China was able to solve some of these problems when she became Communist. Chinese Communists abolished private ownership of property; land was taken from the wealthy landowners and was distributed among the poor people.

The poor were divided into labour groups for more efficient farming. In 1958 they were divided into about 26,000 farm communes. The rural communes control most farm production and the city communes control factory work. In this way, China has been able to cater for her large population of over 700,000,000 people.

POINTS TO REMEMBER

1. Countries of the world can be divided into two groups—developed and developing.
2. Every country has her own problems.
3. The various governments of the world are trying to solve their problems.

EXERCISES

1. Make a list of the important problems of each of the following countries: U.S.A., Israel, Japan, Britain, U.S.S.R.
2. In what ways are the problems of China different from those of your country or any other country in West Africa?
3. Suggest two ways in which African states can help the black people in South Africa. '

UNIT VIII

LIVING IN NIGERIA AS A MEMBER OF THE WORLD COMMUNITY: ORGANIZATIONS ENCOURAGING INTERNATIONAL CO-OPERATION

Introduction

The world as a whole is a very large community of which every country is a member. Like the family or town community, the members are interdependent. Every country has a lot to gain by being at peace and unity with other members of the world community. This is why groups of countries join together to form international organizations for the promotion of peace, unity and progress among the members.

Nigeria is a member of the following organizations: The Commonwealth, the Organization of African Unity (O.A.U.), and the United Nations Organization (U.N.O.)

THE COMMONWEALTH

The Commonwealth is an association of independent countries which formerly belonged to the British Empire. These include Britain and most of her former colonies like, Canada, Australia, India, Nigeria, Ghana and Sierra Leone. Each member country enjoys complete control over its own domestic and international affairs.

However, there are certain important matters in which these countries wish to co-operate. They all want peace among themselves and in the world. They all realize that the problems of developing their countries can be best solved through co-operation. Therefore, the Commonwealth exists as an organization for the promotion of the unity, peace and progress of its members.

The most important method of achieving its aim is through consultation among its members, and the highest level of consultation is at Prime Ministers' meetings. Apart from this, the Commonwealth countries exchange High Commissioners through whom most of the day-to-day consultations are carried out. Also, there are meetings of Commonwealth ministers or top civil servants.

Commonwealth countries co-operate in matters such as education, economic development, world politics, sport and other social activities.

(i) Education

Many Nigerian students go to the United Kingdom, Canada, Australia, India, Ghana and other Commonwealth countries every year. Also, students of Commonwealth countries study in Nigerian Universities. Many students are awarded Commonwealth scholarships every year. The richer Commonwealth countries also give loans and grants for the development of schools and colleges in relatively poor countries. All these are the benefits of co-operation.

(ii) Economic Development

The governments, the Commonwealth Development Corporation, and other Commonwealth agencies are co-operating to see to the rapid development of agriculture and industry in all the member countries. There is also co-operation in banking and trade. Through these, it is hoped that the development of the member countries will be faster and that their peoples will be able to enjoy a higher standard of living.

(iii) World Politics

All members of the Commonwealth are concerned with the problem of peace in the world and in the Commonwealth in particular. The Commonwealth countries co-operate to solve problems that might cause trouble or war. One example of such co-operation is the meeting of Commonwealth Prime Ministers held in Lagos in January, 1966, to find a solution to the Rhodesian independence crisis

(iv) Sports and other Social Activities

The Commonwealth games are an important event in the Commonwealth. Also, Commonwealth countries encourage the exchange of artists, authors and musicians among member countries. All these are signs of friendship and co-operation.

POINTS TO REMEMBER

1. The Commonwealth is an association of independent countries of the former British Empire.
2. Commonwealth countries co-operate in many things.
3. A lot of social activities help to promote unity in the Commonwealth.
4. Commonwealth countries help one another in time of peace and war.

EXERCISES

1. Apart from the countries mentioned in the text, which other countries are members of the Commonwealth?
2. Who is the head of the Commonwealth?
3. What do you understand by the Rhodesian independence crisis?
4. Why must Commonwealth countries co-operate in the fields of Education and economic development?

THE ORGANIZATION OF AFRICAN UNITY (O.A.U.)

Introduction

The O.A.U. is an association of all the independent countries of Africa except South Africa see the map on the next page).

The peoples of Africa have many things in common as members of the same continent. Our cultures are, in many respects, similar. And most of us, until recently, were ruled by different European countries. Some are still under foreign rule.

Now that most African countries have won their independence, the need for co-operation and unity on the continent has become very important. Our leaders realized this need and therefore founded the O.A.U. at Addis Ababa in 1963.

The O.A.U. has two broad objectives: firstly, to promote unity and co-operation among African countries; and secondly, to help the other parts of Africa which are still under foreign rule to gain their independence.

How the O.A.U. Operates

(a) Assembly of Heads of States and Governments

The O.A.U. pursues its objectives through consultation between the governments of all member countries. The highest level of consultation is the annual Assembly of Heads of States and Governments. The meeting decides where and when its next meeting will be held. Here is a table of where the meetings have been held so far:

1963 - Addis Ababa (founding of the O.A.U.)
1964 - Cairo
1965 - Accra
1966 - Addis Ababa
1967 - Kinshasa
1968 - Algiers

The main function of the Assembly of Heads of States is to decide the major policies of the O.A.U.

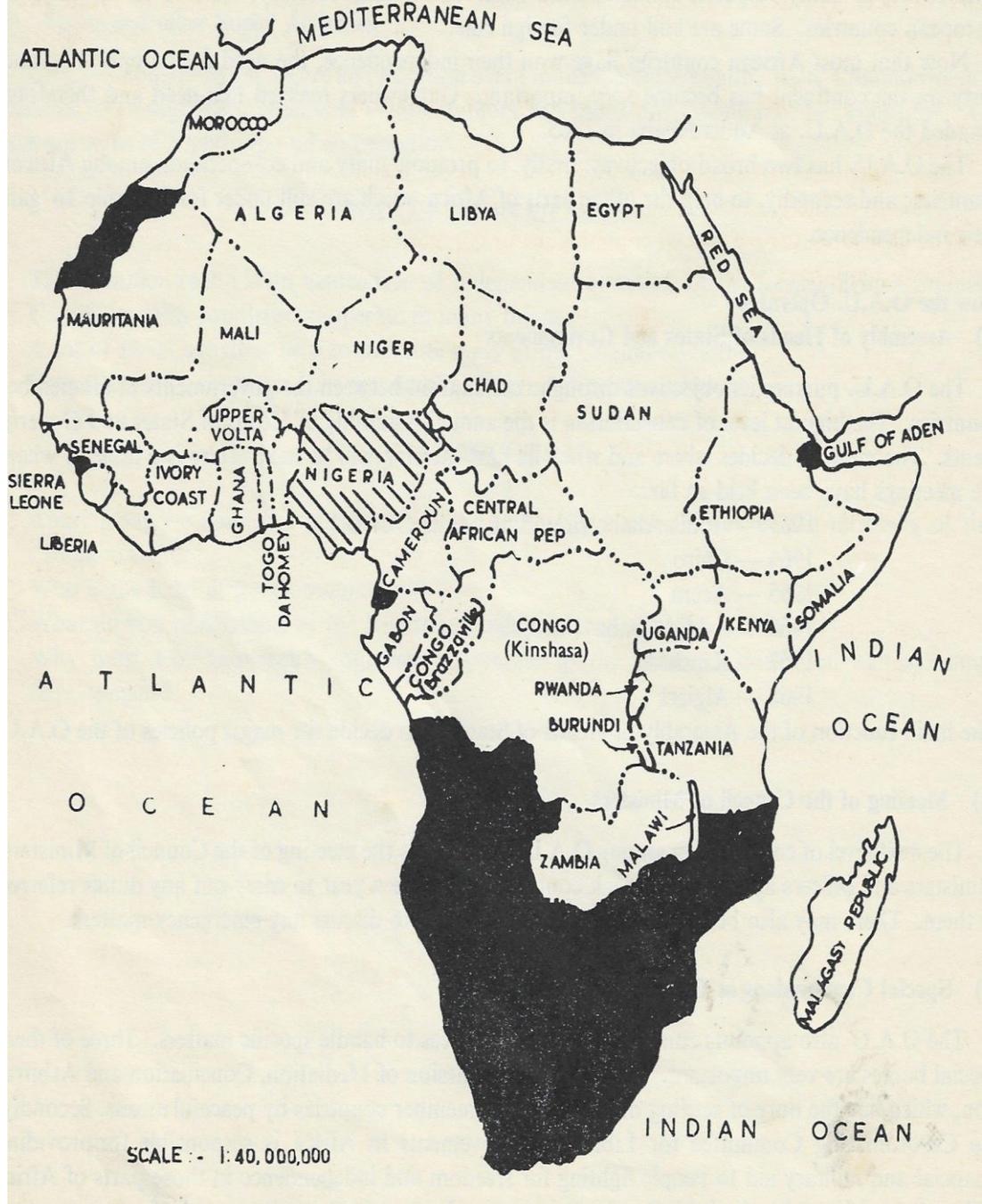
(b) Meeting of the Council of Ministers

The next level of consultation among O.A.U. members is the meeting of the Council of Ministers. Ministers and officers appointed by each country meet twice a year to carry out any duties referred to them. There may also be special meetings of this body to discuss any emergency matters.

(c) Special Commissions or Committees

The O.A.U also appoints commissions or committees to handle specific matters. Three of these special bodies are very important. Firstly, the Commission of Mediation, Conciliation and Arbitration, which has the duty of settling disputes among member countries by peaceful means. Secondly, the Coordinating Committee for Liberation Movements in Africa is responsible for providing financial and military aid to people fighting for freedom and independence in those parts of Africa still under foreign rule. And thirdly, the Preparatory Economic Committee works for co-operation in trade, transport, and possibly an African Common Market.

ORGANISATION OF AFRICAN UNITY MEMBER STATES



(a) The O.A.U. Headquarters

The O.A.U. Secretary-General and his officers work permanently at the O.A.U. headquarters in Addis Ababa. The headquarters staff co-ordinates the work of the Heads of States Assembly, the Ministerial Council, and the specialized commissions and committees. They see to the day-to-day working of the O.A.U.

By these means, the O.A.U. tries to help those parts of Africa which are still fighting for their independence. The O.A.U. members also try to co-operate at the United Nations to ensure peace in the World.

POINTS TO REMEMBER

1. Only independent African countries belong to the O.A.U.
2. Meetings of the Heads of States are held yearly.
3. The O.A.U. has some special commissions or committees.
4. The headquarters of the O.A.U. is at Addis Ababa.

EXERCISES

1. Mention two places where the meetings of the O.A.U. have been held.
2. What is the work of the Preparatory Economic Committee of this O.A.U.?
3. What is the importance of the O.A.U.?
4. Make a list of the functions of the O.A.U. headquarters.

EUROPEAN ECONOMIC COMMUNITY (E.E.C.)

WHAT IS AN ECONOMIC COMMUNITY OR A COMMON MARKET?

Introduction

No single country in the world produces everything it needs. Because of this, countries have to trade with one another. For example, we in Nigeria produce cocoa, crude petroleum and other minerals, which we sell to other countries such as Britain, Western Germany, America and Russia. But we also need machines motor vehicles, salt and other things which we do not produce. It is, therefore, necessary for countries to co-operate in order to make trade run smoothly.

Every independent country, however, controls its own trade. Usually the governments put a tax on goods coming from other countries. This tax, called customs dues or tariffs, tends to reduce the volume of international trade.

When two or more countries want trade with one another to increase, they may co-operate by removing the customs dues or tariffs between themselves. When this happens, we say that the countries have formed a Common Market or an Economic Community.

Countries forming an Economic Community may also co-operate to promote the development of agriculture and industry in their countries. Members of an economic community, therefore, become more interdependent in trade and general economic development.

(a) Formation of the E.E.C.

Six European countries: France, Western Germany, Italy, Luxemburg, Holland and Belgium wanted to develop trade among themselves. They also wanted to co-operate in developing their own countries. Therefore, in 1963, they signed an agreement to form themselves into the European Economic Community (or the European Common Market).

(b) Nigeria and the E.E.C.

Since the formation of the E.E.C. in 1963, most of the French-speaking African countries have joined not as full members but as associate members. In 1966, the Nigerian Federal Government also signed an agreement to become an associate member of the E.E.C. By this agreement, some of our exports will enter the E.E.C. without any customs dues. Also, we are to allow some of their goods to enter Nigeria without customs dues. We also hope to get greater assistance from them for our economic development.

In conclusion, an economic community or a common market is an international community. The objective of being a member is to develop one's own country through co-operation with other countries. It is hoped that in future, African countries might be able to form themselves into an African Common Market.

POINTS TO REMEMBER

1. Many countries co-operate in trade.
2. Any group of countries may decide to form a Common Market or an Economic Community.
3. The European Economic Community (E.E.C.) was formed in 1963.

EXERCISES

1. Mention two ways in which countries can co-operate in trade.
2. How can a group of countries form an Economic Community?
3. Why was the E.E.C. formed?
4. Make a list of what Nigeria can gain from the E.E.C.
5. Mention the members of " the E.E.C.

UNITED NATIONS ORGANIZATION (U.N.O.)

Introduction

There have been two world wars within the first 50 years of this century. Millions of lives have been lost. And many thousands will never fully recover from the wounds they received during the wars. Valuable property was destroyed and many countries and individuals were left very poor after the wars. The effects of the wars still cause trouble among many nations today.

The great lesson that world leaders have learnt from this is that we must do everything possible to avoid wars. This created the need for an international organization to promote the peace and progress of the whole world. To this end, the league of Nations was formed after the First World War. But it failed to ensure lasting peace in the world, and the Second World War broke out in 1939. The concern for lasting peace in the world led to the formation of The United Nations Organization whose charter came into force on October 24, 1945. This date has been celebrated since then as United Nation's Day.

Membership

Membership of the United Nations is open to "all peace-loving states which accept the obligations contained in the Charter, and in the opinion of the organization are able and willing to fulfil them" New members are admitted by the General Assembly on the recommendation of the Security Council. Also, members may be suspended or expelled by the General Assembly on the recommendation of the Security Council. These disciplinary measures may be enforced against any member who breaks the principles contained in the Charter.

When Nigeria became independent in 1960 she became a member of the United Nations Organization.

Functions and Organization

The United Nations has four functions:

- (i) to maintain international peace and security.
- (ii) to develop friendly relations among nations.
- (iii) to achieve international co-operation in solving economic, social, cultural and humanitarian problems
- (iv) be a centre for coordinating the actions of nations to attain these purposes.

The United Nations has six principal organs to carry out the functions mentioned above:

(i) General Assembly

All the member-nations of the United Nations are members of the General Assembly. Each member may send five representatives but is entitled to only one vote.

The General Assembly may discuss any matters relating to the functions and powers of any organ provided for in the charter and may make recommendations to the United Nations or to any of its organs. The Assembly also controls the finances of the United Nations, considering and approving the budget, and dividing the expenses of the UN among the members. The regular sessions of the Assembly normally take place once a year in September at the United Nations Headquarters in New York City, U.S.A.

(ii) The Security Council

The Security Council is organized to function continuously. It consists of eleven members of the United Nations, five of which are permanent: Nationalist China, France, the U.S.S.R., the United Kingdom and the United States. The General assembly elects the remaining six non-permanent members, each of which sits on the Security Council for two years only. Our country was a member of the Security Council from 1966 to 1968.

The Security Council has primary responsibility for the maintenance of international peace and security. In carrying out this function, it acts on behalf of the members of the United Nations all of whom have agreed to accept and carry out its decisions. Thus, the Security Council has the right to give orders which are binding on other states even without their consent. This is in the interest of peace in the whole world.

(iii) The Trusteeship Council

This administers, under the authority of the General Assembly, the United Nations Trust Territories. The aim is to help the progress of the people of the trust territories towards independence.

(iv) The Economic and Social Council

The function of this organ of the United Nations is to promote economic and social progress and respect for human rights and fundamental freedoms. The Council studies many economic and social problems and makes recommendations to the General Assembly, members of the UN, or any 'specialized agency' which may be concerned. It has regional economic commissions, for example, the Economic Commission for Africa (E.C.A.) Economic Commission for Europe (ECE) Economic Commission for Asia and the Far East (ECAFE) and the Economic Commission for Latin America (ECLA). All these help the governments of their areas in their economic development. Other specialized agencies connected with the UN through this council include the Food and Agricultural Organization (F.A.O.); the United Nations Education, Scientific and Cultural Organization (UNESCO), the World Health Organization (W.H.O.) and so on.

(v) The International Court of Justice

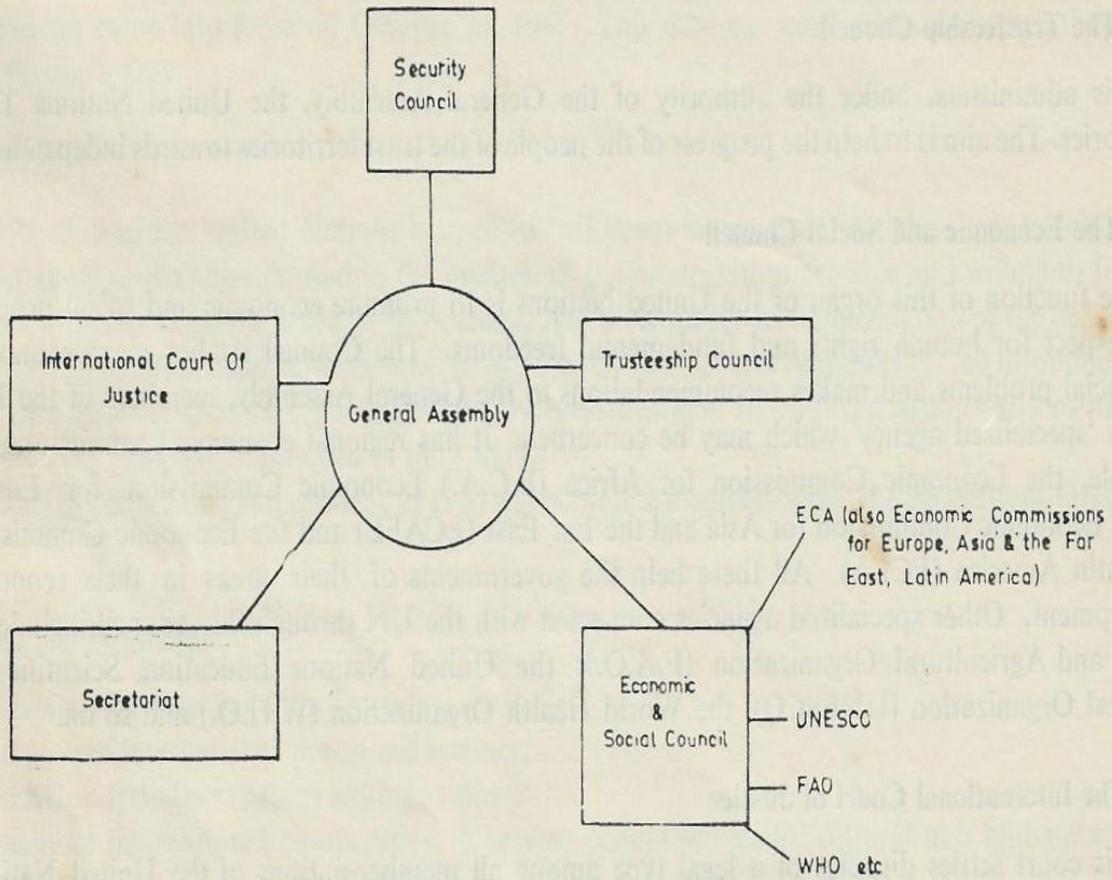
This court settles disputes of a legal type among all member-nations of the United Nations. It sits in The Hague in Holland.

(vi) The Secretariat

The secretariat is at the U.N.O. headquarters in New York City. It consists of the Secretary-General and his staff. He is the chief administrative officer of the United Nations, and therefore, sits in the General Assembly, the Security Council, the Economic and Social Council and the Trusteeship Council. He may bring to the attention of the security Council any matter that he considers dangerous to international peace and security. The present Secretary-General of the United Nations U. Thant of Burma was appointed in 1961.

It is through these six important organs that the UN tries to promote peace and progress in the world. (See the diagram on Page 156).

THE U.N.O. AND ITS ORGANS



POINTS TO REMEMBER

1. The United Nations Organization (U.N.O.) was formed to promote peace, in succession to the League of Nations.
2. Any independent state is free to apply for membership.
3. The U.N.O. has many agencies helping it to perform its functions.
4. The U.N.O. Secretariat is in New York City, U.S.A.

EXERCISES

1. What are the functions of the U.N.O.?
2. Name five members of the Security Council.
3. How does the U.N.O. Secretariat perform its duties?
4. Name one agency of the Economic and Social Council and discuss its work in Nigeria.

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