

Essence of Art and Creativity; A Mirror To Reposition Politics in Nigeria for Sustainability.

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Abstract

Art is life and encompasses all facets of living, for what cannot be visualized can rarely be understood. It can never reach a point of boredom, in this case artists would go on to express feelings, original thoughts of those issues and events that pose challenges to the life of the masses and the society in general. The Nigerian society here embraces art not at the point of freedom. This paper discussed various aspects of art and how individuals (artists) could be enabled to establish vigor in practice towards achieving a sound socio-political environment. We can recall that any society with bastardized political inclinations, life is always miserable and never shall there be a sustainable development. Therefore, this discussion as well ex-rayed the need for artists to be strengthened in their efforts to contribute in political issues to redirect motives. Artists should be seen as mirrors for direction and also as those whom through their creative essence shall rebuild national consciousness. The paper proffered some recommendations that may assist the system effectively. Finally, the Nigerian political quagmire though at present seem to be undergoing some processes towards refinement shall embrace a creative focus and dialogue in visuals and other art forms for a reliable Nigeria.

Keywords: Art, Creativity, Mirror, Reposition, Politics, Sustainability.

Introduction

Nigerian society which is made up of a lot of ethnic tribes politically existed with several disintegrated federal structures which componentated into political instabilities. The essence of federalism in Nigeria failed prior to 1954 when the earlier colonial constitution failed to proffer solutions to the political crises among the political entities of state. This purview has gone to show that integration is a "subject" in every society and opportunities are bound when all the elemental groups and subgroups are represented and carried along. Every individual is an entity of the state, therefore, should be seen as contributing realistically and not equivocally. Right to education is an instrument to a sustained development in a society hence Mkpa (1990) Looked at education from five different perspectives such as a process or activity, a discipline, an enterprise, a product, and a system. According to Eliot (1949) in Ajaegbo and Ibezim (2001), education is a process by which a community seeks to open its life to all individuals within it and enables them to take part of it. In this discourse, it is pertinent to know that education passes on man its culture and the standards it proffers for livelihood more so, by the process of

secondary socialization, the individual is enabled to appraise the social and environmental conditions in which he finds himself and as such develop all the adaptive capabilities that will make him live as a useful member of society.

As a discipline, education includes body of knowledge, skills and values created to be learned by members of the society for proper social and political guidance in achieving goals and aspirations. Education as an enterprise is seen as a provision by the society for the citizens to identify and realize their potentials in the society. Seemingly, education as a product is that which enables man to perform justly, skillfully and without bias in all his expectations to services. As a system, education provides man those integrative tendencies to co-exist and achieve the desired goal. Therefore, education through art shall provide opportunities for artists to identify their paths in the political terrain of the society. The artists of ages past were given great patronage by the royal class because of their distinct classical representations of political events in their favour until a time artists sounded highly impressionistic and went haywire to satirize and describe events as it suited their emotions. Political scenes were represented to

discourage the political gurus to soft pedal and make changes over their deliberations which were so negative on the masses, although this led to low patronage and discarding of some master pieces but created huge awareness in the minds of the populace.

Meaning of Art

Art is life encompasses all facets of living for what cannot be visualized and can rarely be understood. It is a human description and free expression of thoughts. In general, art reflects the totality of people's (culture) the Political strength of a people is enshrined in their art. Man is not isolatory in nature rather integratory so art is seen as a vital and persistent aspect of human experience which prevails at the time of living and after death.

Art is made to leave behind historical epochs and things of value by which is to be remembered. A work of art symbolically prolongs the artists and societal existence. Art posses a much functional role (memorial) which is the wish to preserve ones likeness after death – hence “portraiture”, the representation of specific people. Leon Battista Alberti, a fifteenth century Italian humanist wrote as stated in Laure (2001), that painting makes absent men present and the dead seem alive. “I paint to preserve the likeness of men after their death” wrote Albercht Durer in sixteenth century Germany.

Values of Art

Works of art are valued not only by artists and patrons but also the entire culture. In fact, the period of history that we tend to identify as the high points of human achievements are those in which art is most valued. In the fifteenth century B.C., the Athenians built the Parthenon to house the colossal sculpture of their patron goddess Athena. During the Gothic era in Europe (1200-1400/1500), a significant part of the economic activity of every cathedral town revolved around the construction of its cathedral, the production of sculptures and the manufacture of stained glass windows. Upon recent times, art has flourished throughout the market. More people invested in art which has gone international and the regular motive for such act is acquiring the money. Well known stolen works may be difficult to recover and are often placed at a very high ransom. The outrage a community feels when certain works of art get lost or are vandalized

reflects their cultural value.

Material Value

Works of art may be valued because they are made of precious materials e.g. gold, ivory etc. It is however good to note that these expensive materials may suggest certain political class within the society that exhibits high patronage hence in avoidance of every doubt they can afford it. The Egyptian Pharaohs were mummified in gold and other forms of expensive materials for durability. The Oni of Ife, Oba of Benin in the 18th century demonstrated their affluence by the intricate representation of forms for their royal kingdoms in expensive and durable materials such as Ivory and Bronze. The production skills and techniques were complex that is evolved only around the master skilled artist.

Intrinsic Value

This depends on the general assessment of an artist and the aesthetic character of his or her work. Leonardo Da Vinci remains unforgotten in history after the execution of one his prolific paintings “Mona Lisa”. Aina Onabolu, Clara Ugbodaga, and hosts of them have made indelible marks in the heart of men and society because of such works of arts that still stand the taste of time. The works of Van Gogh have also endured although was ignored in his time. Intrinsic value is always apparent; it varies in different times and place. Laurie declared the changing assessment of Van Gogh's works whether it is art because his works expresses difficulty in definition.

Religious Value

Art is valued traditionally for its religious significance. Depictions of gods and goddesses make their images accessible. The Mesopotamian Ziggurat (stepped tower), temples and churches have served as symbol dwelling of the gods, relating worshipers to their deities. The medieval art provided such an educational relief, communicating Bible stories and legend of the saints to a largely illiterate society. Religious significance of a work of art counts beyond its didactic function.

Nationalistic Value

Art works expresses pride and accomplishment of a culture, today, as in the past, statues of national heroes stand in parks and public places all over the

world. These works are believed to have strength and build courage in the populace. Sometimes, the nationalistic value of art is related to its religious value, such as where the rulers take advantage of the patriotism of their subjects to impose new religious systems and to enhance their appeal through the arts. In the 4th century the Roman Emperor Constantine used art to reinforce the establishment of Christianity as well as imperial power. The nationalistic value of some works of art has proven them spoils of war. Laurie (1996) gave examples, of experiences as when the ancient Babylonia was defeated by the Elamites in 1170 BC; the victors stole the statue of Marduk, the chief Babylonian god, together with the law code of Hammurabi.

The Countries whose works have been taken go to considerable extent to recover them. In Nigeria, around 1999/2000, the federal Government made earnest moves to recover all the works stolen out of the country which are there in the British museum, some were returned while efforts are still in place to recover all of them. At the end of the Second World War, the Allied Army assigned a special division to recover the vast number of art works stolen by the Nazis.

Psychological Value

The mind reacts to art styles and compositions following emotions. They include pleasure, fright, amusement, avoidance and outrage. People can become attached to work of art. Leonardo kept the painting of Mona Lisa still his death rather than delivering to his patron. Anger could lead to the destruction of art works. During the French revolution of 1789, mobs protesting the injustices of the royal family destroyed statues and paintings of earlier kings and queens. In 1989 and 1990, the Eastern Europe rebelled against communism, and protesters tore down statues of their former leaders. The statue of Saddam Hussein of Iraq was drawn down and destroyed during the war by a group who felt they were maltreated by the regime. On the other hand, as societies have become technological, traditional imagery seems to have lost its magic power. But art still engages the mind, the colours in a painting engage the moods and a landscape painting provides a respite from every tensions, its rolling hill are contemplate.

Aspects of Arts

Art is categorized into sectors of professional development where individual artist could specialize with sophistications and master practice. Art is subdivided into visual and non visual (drama, poetry and writing). Further to Fine and Applied, namely painting, sculpture, graphics, textiles and ceramics. These various aspects could professionally be broken down to minute specializations especially in industrial productions. These aspects of arts are synonymous to their materials of production and in such generate creative exploitations and usage. Since art is expressive, artists have gone haywire to cast a mark in the polity of the nation. Graphics presentation is a commercial part of the subject that extends its tentacles to illustrations and descriptions, such end products are posters, bill boards, cartoons in newspaper and electronic comics etc.

Illusions of Art

Illusions is representational i.e. seeming like but not it. Illusionary images look real life but not rather it suggests the degree of betrayal. When the subject of representational pictures and sculpture are so convincingly portrayed that they may be mistaken for the real thing, they are said to be illusionistic. The artist's purpose is to fool the eye, the effect is described in French as trompe -l'oeil. The observer enjoys having been fooled. The pleasure conveyed by illusion is enshrined in the term itself in Latin "Ludere" meaning to play as or "to mimic" and "to deceive" the evasive liking derived from illusion is shown in many spheres, perhaps not literally true but illustrating underlying truths. Example, the ancient Greek Zeuxis was said to have painted grapes so realistically that birds pecked at them. Laurie (2001) made us know that painter Cimabue was so deceived by Giotto's realism that he tried to brush off a fly Giotto had painted on the nose of a painted figure. With the view, artists have been equated with Gods by tradition. Fine line between reality and illusion gave rise to the testimony. Both artists and gods are seen as creators. A school of thought said artists create as God did. Leonardo believes that artists provide a platform for a rethink hence governance shall get the feeling and understanding of the societal plights.

Art and Marxism Karl Marx, the nineteenth century German social scientist and philosopher whose ideas were developed into the political doctrines of

socialism and communism generated the above approach to art history. He was interested in the process of making art and its exploitation by the ruling classes hence influenced by the industrial revolution. He contrasted the workers who create art with the bourgeois and believed that the distinction led to an alienation of artists from their own productions. The influence of Marxism led to the study of the relationship of art to economic factors such as cost and availability of materials within its social context. Patronage is analyzed in relation to political and economic systems. "Marxists study form and content not for their own sake but for the social messages they convey and for evidence of the manipulation of art by the ruling class to enhance its own power.

Interrelatedness of Politics and Art

Art is a tool through which politics could operate and good politics sustained. It stays as a searchlight that signals directionally to achieve a sound and nascent democratic base. It leads governance with full exposition of rights and duties of both masses and the government. Art is an instrument (mirror) through which the government should read the minds of the people and governed as well shall maintain link with government and its governance. Citizenship rights are x-rayed and vividly described for effective societal operations and as such make the environment calm and peaceful. Citizens need not be deprived of their rights hence Appadoria (1975) and quoting Pericles that an Athenian citizen, does not neglect the state because he takes care of his own household; and even those of us who are engaged in business have a very fair idea of politics. We alone regard a man who takes no interest in public affairs not as a harmless but a useless character; and if few of us are originators we are therefore sound judges of policy. Artists in Nigeria are poised with full rights of practice, co-existence and integration within and outside corners in the community with his follows; it is a necessary condition of life that what he attains should at least in the long run, involve benefit to him and also to others. There is need for mutual co-existence and understanding for a long lived state and success of the individuals.

Oyeleye, (1990) in Ajaegbo et al, (2001) declares on the reciprocation of a nation state to bestow full or qualified rights on specific individuals living within its area of jurisdiction and an expectation, in return

for these rights and privileges, such individuals would perform certain duties and render specified obligations to the state. He further said that the idea of reciprocity is balanced in developed societies but lopsided in the developing ones. In Nigeria, the state may be interested in performance of duties by the citizens while their rights are neglected. Offices are manned by public officers and great expectations become a watch word but consciously and unconsciously they fail hence greed and acquisition of heavy wealth at the expenses of the populace and much protest to the fact leads to discrimination, oppression, humiliation, intimidation by all sorts. Political thuggeray is the order of the day since the political class in Nigeria diverted patronage to youths who has lost their conscience and can handle the gun. Hunger and starvation now engulfs the populace since the state no longer places premium on human development. Its priorities are anchored on spending expensively on frivolities. Avenues for declaration of opinions towards change are blocked and governance issues and duties are painted so bogusly as haven been taken care of but the back side is negative. Artists are therefore to wake up, no matter the low patronage and make use of their visual talking media to express these polar issues which by feel of and forms may touch the conscience of the leader so to revive our political system. Radical creative concepts that can project the position of the people (governed) shall be enabled to make for a visual dialogue which shall go a long way to redirect motives and provide positive change for sustained development.

Art and Sustainable Development

Endeavour's through art is gainful and redirectory in its functions. Man has generally survived by the provisions of creative productions and as such if man is always occupied with ideas of societal importance and good living therefore, the society shall be devoid of unnecessary stress, crises and instabilities. Deviants may not find it easy to operate in a better democratic society where Art is a medium of communication, teaching and surviving.

Economic Provisions of Art

Art is a well defined professional place for interested individuals who by training or by natural possibilities may engage themselves for livelihood and sustainability. Man is creative by instinct and

always interacts favourably with his environment by exploration. He structures and restructures forms and space for entertainment, displays, aesthetics and functions. The creation of all these affirms to the fact that artists are engaged in both mind and physical. A lot of opportunities abound for an artist such as being a studio artist, Art vendor, Art teacher, serving as curators, entertainers, decorators, collectors and gallery managers.

Art and Political Control

Politically, society or individuals can express franchise through visual communications which shall describe feelings and emotions. Societal griefs and ill governance are expressed using pictures as cartoons, sculptures and paintings which are mounted at strategic locations, offices etc, for central view and critique. These perhaps may go a long way to affect the emotions of the leaders who in turn shall show redress in their actions and fostering the continuity of these actions shall breed sustainable development.

Recommendations

- (1) A regroup of artists is important for adequate critique of the political system.
- (2) Art education shall be re-awakened vigorously for positive direction towards national consciousness.
- (3) Museums and galleries should live up to expectations in the documentation of cultures and civilizations to enable people deduce those functional political patterns that can serve the nation best.
- (4) Government shall encourage human development through creation of awareness

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of their governance. Patronage to the art world can do the magic.

- (5) Artists should radically engage in visual dialogue with the leaders to confront their conscience towards following the right path of governance.
- (6) Exhibitions of visual works on political challenges shall be encourage.
- (7) Artist's seminar and conferences shall hover around attitudinal changes for a better Nigeria.
- (8) Creative discuss bazaars shall be encouraged between artist, government and the general populace to extract views of positive changes and generate better political ideologies.

Conclusion

A society devoid of unrest provides for the masses a peaceful environment. The Nigerian society has passed through lots of political distresses which has posed great confusion in the governance of states. However, a sound democracy allows for freedom of expression which is a good mechanism for sustainable development. Art, bring a political mirror shall enable for sanity to prevail in our nation hence artists could be co-opted into the political setting for value dialogues and visual descriptions of issues where psychologically leaders shall be made to retrace their steps and understand the feelings of the populace. Art is a medium of communication between the government and the governed. The services of artists should be patronized for possible visual clarity of political matters.

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IMPLICATIONS OF AGRICULTURAL SCIENCE EDUCATION ON THE AGRICULTURAL DEVELOPMENT IN PRIMARY SCHOOLS IN EBONYI STATE, NIGERIA

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Abstract

Agricultural Education has been progressing for over a long time owing to the benefits derivable from agriculture. In this paper, the objectives of agricultural science education, which include provision of sufficient food to the entire population as well as gainful employment for school leavers, have been highlighted. Various issues in the teaching and learning of agricultural science education, as well as their implications on the development of agriculture were also investigated. It is believed that agricultural education will create room for the production of educated farmers early enough in our society who will investigate agricultural problems, analyze them and interpret the results of such investigation to bring about the desired solutions that will facilitate overall agricultural development. Finally a food secured Nigeria can be achieved through improved standard of living. This will be realizable through the inclusion of more practical sessions in the teaching and learning of agricultural education in primary schools.

Key words: Agriculture science, agricultural development, and Primary education

Introduction

The production of food for man's use is the most important role of agriculture. In the early days, agriculture was practiced as a way of life in the traditional rural agrarian population. The farmer produced enough food for himself and members of his household. Labour was provided by members of his family; crude implements were employed and they range from hoes to cutlasses. Shifting cultivation and maintenance of bush fallow were adopted in maintaining soil fertility and later they came to know of crop rotation. Presently, a large number of rural dwellers have migrated to cities for greener pasture. Some have taken to other professions neglecting agriculture. The teeming population is now dependent on the few farmers in the economy. According to 1953 census, more than 80 percent of the populace who were mainly youths were employed in the agricultural sector since it was the main stay of the economy. Prior to the discovery of petroleum, Nigeria was the world's largest producer and exporter of palm oil and palm kernel; and was second to Ghana in the export of cocoa. She was the leading producer and exporter of groundnuts and groundnut oil (Anyanwu, et al 1979). So, agricultural products also serve as raw materials for agro-allied industries.

As part of determined efforts to improve the welfare

of workers in agricultural production, the Federal Government engages in the provision of agricultural inputs and basic infrastructure as its main aim in helping to develop the environment of the agricultural workers.

Various governments of this nation have made attempts to restructure the agricultural sector of the economy with some success but the primary objective of making Nigeria self sufficient in food production and overall food security have not been realized. Some of the measures taken by the various governments to improve agricultural sector include the introduction of Operation Feed the Nation (OFN) in 1976 and Green Revolution in 1982 by Olusegun Obasanjo and Shehu Shagari respectively.

The importance of agriculture from our analysis cannot be overemphasized, This was echoed when General Ibrahim Babangida introduced the Structural Adjustment Programme (SAP) which was meant to help the populace in general to embrace the spirit of self-reliance through the development of agriculture instead of depending on white collar job. From the analysis made so far, the study of Agricultural Science, therefore, is of great importance.

This is why the introduction of agricultural science into the Nigeria primary schools and colleges is a

most welcomed idea.

It is most regrettable that the teaching of this all-important subject in our primary schools has been neglected due to certain constraints.

According to Laogun (1981) Agricultural Science is a course of study designed to help children in schools to acquire knowledge and skills in agriculture, which will help them, live a better and more abundant life. He outlines the objectives of teaching agriculture as follows:

- To help children develop an intelligent interest in, and appreciation of the animal and plant world
- To help children develop agricultural scientific attitudes.
- To help children acquire scientific methods of solving problems in agriculture.
- To prepare individuals for useful living within the society.

Primary education is that which children receive first in primary school before the secondary education with following broad goals:

- To prepare individuals for useful living within the society.
- To offer diversified curriculum to cater for the differences in talents.
- To raise a generation of people who can think for themselves,
- To provide technical knowledge; and vocational skills necessary for agricultural, industrial, commercial, and economic development.
- To give training and impart the necessary skills to individuals who shall be self-reliant, economically.

The National Policy on Education, 2004 recommended the teaching of agriculture from the junior primary school level and advancement, in the senior primary level. Therefore, in the teaching and learning of agriculture, pupils' are exposed for real life experience through demonstrations, field trips/excursion, lectures in classrooms, and visual/learning aids through the use of instructional materials.

The first farm settlement scheme was launched in Nigeria in 1945 and subsequently made popular by the western Nigeria government in the early 1950s. The programme was patterned after the Israeli experience though with some modifications. Essentially the programme was designed to attract

young school leavers to farm business and provide employment for them. (Efionayi, E and Okoro, O.M, 1993). It is a well-known fact that the role of agriculture is to ensure that people are well fed. Because of the importance of agriculture, the Federal Government of Nigeria lays much emphasis on teaching and learning of agriculture at all levels of education in the country. A lot of people have done several researches in the area of agriculture. Some of the importance of agricultural education are as follows:

- Teaching of agriculture in primary schools will help the students to appreciate agriculture better as the main provider of food and fibre for our ever-increasing population.
- Teaching of Agricultural Science in primary schools helps pupils' to know that agriculture can, be used as a life career.
- Teaching of agricultural education will bring to the knowledge of the pupils' the various agricultural products such as cocoa, cotton, groundnuts, palm produce that will help them to seek to raise foreign exchange for the country by exporting these products.

Agricultural science therefore provides opportunity to promote the scientific method of thought especially, in the practical work experience. The scientific method entails inculcating into the learner, the habit of drawing conclusions on the basis of observation and experimentation. In other words, practical work arouses and sustains pupils' interest in the study of agricultural science. The joy of discovering something or arriving at scientific conclusions through one's own experiment can be motivating. Practical work helps pupils' to develop manipulative skills through handling of equipment and apparatus. Agriculture Became such a routine job and practice, in which new discoveries were being made on a regular basis it, therefore became necessary to hand down something substantial that will come after for sustainability of food production and teach people how to handle the incidence of pests and diseases infestation, store excess products for future use in case of crop failure and epidemics, rear and protect its animals against hazardous incidence and to continue to teach every generation how these crops and animals grow as well as the techniques of growing them (Kumaka, 2005).

Content of primary school agricultural science curriculum

Tyler in Nwankpa (1999) proposed a general framework, which is used in generating the instructional objectives that form the basis of determining curriculum content. He suggested that there are three major sources of general objectives for the curriculum. These sources are the learner, the society and the subject area. For the learner, whatsoever to be learnt should be within the age and intellectual level of the learner. What are the needs of the society and what does the learner need to know about the discipline/field of study?

Prior to independence, only few government primary schools offered rural science: as one of the school subject. A form of agriculture as a school subject was concentrated more in primary schools because the colonial education regarded the subject too prestigious for the primary level of education. As the government realized the Importance of agricultural education in primary schools, a great deal of prominence was given to the study of the subject under the 6-3-3-4 system of education. Agricultural science is both technical and vocational field of study that concentrated on two major areas of crops and animals. Primary school curriculum contains these two areas: However, agricultural science education In Nigeria is theoretically oriented rather than being practical. Considering the broad objectives of agricultural science education at the primary level, practical competence should be the overriding factor. Some of these objectives include:

- To stimulate and sustain pupils
- To enable pupils acquire basic knowledge and practical skills in agriculture
- To prepare pupils for further studies in agriculture.
- To enable pupils integrate knowledge with skills in agriculture
- To prepare and expose pupils to various opportunities in the field of agriculture.

To achieve these objectives, the curriculum content of the senior primary level consists of production, management and economics.

The concept are organized into six units; namely crop production, animal production agricultural ecology and systems, agricultural engineering and agricultural economics/ extension (Umoh, 2003).

At this point, it can be said that the content of

instruction is adequate for the teaching and learning of agricultural science in primary school; because of experiences obtained in agriculture and acquisition of manipulative skills as well as competences that would qualify the learner to be self reliant-an alternative approach to mend the torn image of agriculture. Thus self-reliant person in the area of agriculture can establish a wild life conservation, for example, because of the need to maintain some specie of plants and animals in their natural setting. This will attract tourism,, which in turn attract things, like hotels, recreational parks which also offers employment to a large-number of people. For agriculture to be functional, it should be designed to impart the specific and relevant skills needed for agricultural occupation. For instance, pupils' should be made to learn how to operate agricultural machines to enable them transfer the skill to other people. In /implementation of the curriculum, learning by doing is emphasized so that the pupils' should be able to produce food and other agricultural products for themselves and the society.

Facilities for Teaching Agricultural Science in primary school

The teaching of the subject and consequently its learning should be as practical and concrete as the materials dealt with (Ogurind,. 1999). Primary school should have school garden partitioned into beds with pupils as signed to water, weed and apply either synthetic fertilizers or farmyard manure. Teachers can also use a range of relevant resources such as realia, three-dimensional objects etc , that can assist them drive home their points Pupils should prepare and make necessary visits in form of excursions and field trips. Teaching facilities are used to describe "things or objects that pupils' are able to see, touch, feel, operate and which aid their understanding of the subject and make learning easier. Learning in the modern classroom demands access to materials, peoples' experience and other resources which supply both depth and richness of study. The idle played by equipment and agricultural facilities in effective instructional programme cannot be over-emphasized. Agricultural science in the schools must have -adequate tools and equipment to meet the needs of the pupils', for this will make the pupils' have interest in agriculture. Much progress is taking place in the field of science and technology today

including agriculture. With the aid of several pieces of equipment and facilities like laboratories farms, gardens, livestock unit, machines etc,

An observation concerning practical work reveals that many of the school authorities and even government are very lukewarm over the provision of needed tools, equipment and farm inputs required for effective agricultural practices in primary schools. This attitude tends to retard genuine efforts of some teachers of agriculture for the improvement of practical work activities in primary schools. In spite of the emphasis being placed on agriculture as one of the core subjects in primary schools, there is usually not enough time provided in the time table for a meaningful practical work in agriculture. Therefore functional education in relation to agriculture in primary school still leaves much to be desired.

In the words of Unioh (2003), an in depth look at the primary school agricultural programme reveals the need for improvement in all phases of the programme. For instance, there is need for the introduction of medium sized machinery and equipment for use on school farms.

For effective teaching and learning of agricultural science, the following facilities should be put in place:

- i. A classroom for formulating, postulating, interpreting and explaining theories;
- ii. A library where additional information are gathered to add to what already exist in order to expand learners horizon of the subject matter
- iii. A laboratory where theories are experimented upon and should be standard enough to accommodate whatever experiment in practice;
- iv. A school farm where the results of the experiment are to be tested and demonstrated.

Above all, the pupils' before leaving the primary school should have gone on a field trip/excursion to have a sound practical knowledge different from the monotonous classroom lectures (Metala, 2005).

The teacher is a major influence in any sound educational programme particularly in agriculture. The teacher of agriculture is a subject specialist. He is also a professional educator who should prepare his presentations well, teach in a meaningful and interesting manner and evaluate his

accomplishment. The foundation of a sound agricultural education therefore rests on qualified and competent teachers.

Okorie (1974) stated that one of the factors limiting the teaching of agriculture is the lack of trained and dedicated teachers of agriculture who will also have an understanding of the relationship between agriculture and Nigeria economy.

The problem of the trainers in agriculture is not in their qualification per se but it is in their commitment to duty and being the best among equals. On the other hand, the author maintained that the teachers' view concerning agriculture are of great value because the techniques employed in imparting information to the pupils' may have an effect in creating a favourable impression about agriculture in the minds of the pupils'. The supply of teachers in our primary schools is a major concern in agricultural education since the shortage of qualified teachers result in mass failure of pupils'. In the school system, we are faced with the situation where holders of Higher National Diploma (HND) and Bachelor of Science in Biology, Agricultural Engineering, and Home Economics etc. are teaching agricultural science. Jones (1980) noted that factors which had tremendous impact on educational programmes and the teachers particularly in agriculture are that of commercialization of education, equal rights for all citizens as well as social legislation. This makes the teacher to pay little attention to practical agriculture. The goal of agriculture in the Nigerian teacher training college curriculum is to develop within the pupils', the professional and technical competences needed to perform effectively as a teacher of schools' agriculture. For agriculture to be meaningful, we should teach the specific and relevant skills needed for agricultural occupation. It should be designed to teach pupils' and make sure they learn how to operate agricultural machines to enable them transfer the skills to other pupils.

Dim et al (1988) opined that one of the problems of teaching and learning agriculture is that of pupils' nonchalant attitudes towards farm work occasioned by lack of interest that stems from the use of native hoes and machetes, choice of career or attitudes of people around them such as teachers, parents, siblings and the society. The teachers should be very resourceful in order to improve upon the pupil's knowledge about agriculture from home and

society. Pupils should be taught the management practice of some livestock species. Since agriculture is a practical science dealing with real situations on the farm, the classroom teaching, although not always activity-oriented, should be made interesting and meaningful for pupils' learning.

Implication of Agricultural education on Agricultural development of primary schools in Ebonyi State

Okorie (1974) asserted that agriculture offers employment to over 65% of Nigerian Citizens. This employment is mainly for those who live in the rural areas. Apart from provision of employment, it is a readily available source of food and income. Agriculture should be the most important practical course in Nigeria. Most elementary school children have parents or grand parents who are farmers. Even children who have had no contact with food production will derive pleasure in learning how the food they eat is produced and in growing something for themselves (Efionayi et al, 1993). Food in form of plant and animal products is the basic necessity of life. By giving adequate training to the youths, especially in the primary schools, It will make for abundant production of food. It is a necessary ingredient for the building up' of a healthy reservoir of human resources needed for increased productivity in both the agricultural and industrial sectors of the economy which is the most vital factor influencing the standard of living of any nation. In the words of Akinrinola (2001), the development of all the economies of West African countries will rely

heavily on the exploitation of their natural resources; one of the greatest of which is their land environment. To achieve agricultural development and overall food self-sufficiency, it should be designed to teach mechanized and improved farming systems with modern technology starting from' the primary school level. Agricultural science education creates room for the production of scientists early enough in our primary schools who will investigate agricultural problems, analyze them and interpret the results of the investigation to bring about the desired solutions that Will facilitate overall agricultural development.

Conclusion

A food secured Nigeria can be achieved through primary school education that can lead to improved standard of living which is a development index. This can be done by the inclusion of practical demonstration in the teaching of agricultural science. Practical sessions will help boost the pupil's perception of agriculture which can stimulate their interest in taking agriculture as a profession. In addition, the attitude of pupil's towards agriculture should be so positive as to encourage them to voluntarily take to occupations within agriculture for a living. The present call by the federal government to increase the production of cassava in Nigeria for the purpose of consumption and export would be put in the right footing if the pupils in the primary schools are given the adequate orientation on the need to take to farming and food production as life career after school.

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