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THE ROLE OF PHYSICAL EDUCATION
IN THE NATION BUILDING OF NIGERIA

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

John Ademola Adedeji, M.A.,

****

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CHAPTER I
INTRODUCTION

Physical education as an activity functioned for centuries in the life of various Nigerian societies, according to the priority attached to it. The level of this priority had, in most cases, been guided by traditions, the military, health, and social reasons. Physical education, it is said "reflects the very society that fosters it."  

The sports and games that were introduced into Nigeria, and the attitude that Nigerians cultivated over the years, reflected the societies that introduced the sports and games into the country. Physical education was introduced into Nigeria as an integral part of education, first by the missionaries and later by British administrators at the beginning of the 19th century. The time of its introduction coincided with the time when other branches of education were providing something new to meet the economic needs of the populace. Education was regarded as a means of satisfying and justifying the coexistence of physical education and other school subjects within a new economic system. Various ministries of education promoted the programmes to develop physical education. The attitude towards it was ambivalent since it was a non-profitmaking phase of

education which could not change the economic status of the country as other subjects could. Physical education was affected by the thought that it was a spontaneous subject which the child could easily know without being taught. It raised the question of whether such a non-profitmaking subject should be included in the school curriculum or not. The support that the Federal Government gave it was so structured that physical education was made a required subject to be taught the first thing in the morning.

Although the education policy of the country made it compulsory for all primary schools to teach it every morning, yet nothing was done to those schools that failed to teach it. The subject concept of physical education became acceptable to some Nigerians. However, it raised the question of what such a non-profitmaking subject could do that justified its inclusion in school curriculum.

Educators realized that physical education, unlike other subjects, was wholly concerned with the growth and development of children. Other subjects such as economics or agriculture, in the long analysis, encourage decentralized efforts towards national unity. In a developing society individual state economic viability tends to score more highly than national interest. Physical education, as a centralizing factor, thrives better by bringing people together for the common cause of sports and games.

Frederick Schwarz relates how common history can hold people

together. Other unifying factors, political boundaries, religion, language and the economy are useful in defining "a nation." But in the case of Nigeria, the pre-colonial history was not Nigerian history but the history of different ethnic groups like the Hausas, the Ibos and the Yorubas. Boundaries were meaningless to these peoples. When the boundaries were established between Dahomey, a French Colony and Nigeria an English Protectorate, the Yoruba ethnic group was split; the boundary between Nigeria and Niger divided the Hausas. State boundaries within Nigeria were drawn without the least regard for the unification of similar ethnic groups. ³

Nigeria as a country is full of various religions and languages so neither of these factors could be an effective medium for uniting the country. The most common bond among the Nigerian ethnic groups, practiced individually over the years, were physical activities such as wrestling, swimming, fishing, hunting, acrobatics and dancing.

With the establishment of the mission schools came new sports and games which were full of new challenges to the students though not related to their experiences and environment. In spite of these differences there was the common goal of bringing Nigerians together for sports competition.

The view that unity can exist in spite of diversity is well expressed in the Nigerian national anthem.

³Schwarz, ibid.
Though tribe and tongue may differ,
In Brotherhood we stand,
Nigerians all, and proud to serve
Our sovereign Motherland.

People who allow their unity to transcend conflict without being
able to eliminate it can be called a nation.  

Physical education must be allowed to play its role of bridg­
ing the gap within Nigerian ethnic groups. That some school author­
ities are indifferent to physical education as a subject in their
schools is evidence of the need for curriculum reform. The func­
tions and objectives of physical education must be formed in simple,
clear terms for all levels of education. There must be a programme
that integrates local games and Western sports, combining the best
of these cultures.

In the early 1940's the concept of physical education was very
narrow despite the good intentions of the pioneers of the subject.
To some people it meant the practice of gymnastics, a borrowed activi­
ty from European schools. To other people physical education was no
more than undertaking calisthenics, running, throwing, jumping, and
games. The public, as a whole, was unaware of the non-violent revo­
lation that was going on within Nigerian societies regarding physical
education.

Franklin E. Frazier, "Urbanization and its Effects upon
the Task of Nation Building in Africa, South of the Sahara," The
The emergence of modern industrial towns in the 1950's in Nigeria was the result of the impact of European technology and science. The pre-industrial towns in Nigeria were market places which lacked the dynamic quality found in modern industrial towns. As a result, young school leavers and school dropouts flocked to the metropolitan areas to take clerical jobs. However, the middle-aged men and young, illiterate boys followed to find work there too. Since the industrial areas were full of recreational activities, organized by the factory owners from Europe, it was common to find the young workers (high school graduates and dropouts) taking active roles in the games. The illiterates played the passive role of spectators. However, the population of spectator fans soon dropped when young boys, literate and illiterate, joined the two major activities of football (soccer) and athletics (track and field).

Traditional activities were caught between two destructive forces, 1) the gradual fading away of these activities from the villages, and 2) the neglect of these traditional sports and games in the schools.

At this time Nigerian educators did not see physical education as an area of potential research and scholarly activity. The problem arose when physical education was confused with the long-term, profitmaking subjects that could lead to the production of engineers, doctors, lawyers, and statesmen who could use their skill to boost the economy of the nation and hasten the technological development of the country.
It has not been possible to resist the wonderful opportunities that sports and physical education have brought into the country since the introduction of physical education into the Nigerian schools, or the period of reawakening of interest in cultural activities by Africans. Nigerian scholars started to re-examine views similar to those of Arthur S. Daniels, who called attention to the need of investigating the social significance of sports and physical education in a culture and the need of studying the contribution of sports and games to international sports and games since the founding of The Nigerian-American Athletic Association, the Nigerian Olympic and British Empire Games Association, now called the Nigerian Olympic and Commonwealth Games Association. This realization prompted the award of physical education scholarships by the Federal Government and all the regions in Nigeria during the mid-1940's to qualified Nigerians.

The greatest dis-service done to physical education in Nigeria was in the early 1960's. The subject was completely omitted from lists presented by various regional governments to the United Nation's Educational, Scientific, and Cultural Organization, which was commissioned to help Nigeria in the training of Nigerians as teachers for her secondary schools. Despite this complete omission, the Ministry of Education in each of the regions included physical education as a subject in the school curriculum. In spite of all odds, like the lack of playing fields, suitable apparatus, and adequate staffing, the subject was taught, first as a minor subject—until
eventually, it was granted a major subject status by the Ministry of Education in the Western and Eastern Regions. For example, the students at Adeyemi College, Ondo, practised and trained on borrowed playing grounds with borrowed equipment.

In the midst of these problems, the subject survived and flourished. More Nigerians became aware of the tremendous progress made in the field of physical education in the United States and other parts of the world other than Britain. The change in the political scene in Nigeria and other independent African countries between 1960 and 1965 awakened great interest in African pastimes and modern sports. The demand of African political fanatics coincided with that of social scientists concerning the importance of physical education and the cultural background of the people. Scholars in the field of physical education started advocating the need of studying the relationship between culture, sports, and physical education. Kenyon and Loy (1965), Daniels (1966), Kenyon (1966), Ulrich (1968), Howell (1969), and Weiss (1969), were aware of the growing need to undertake these studies and advocated them. Florence Frederickson, another believer in sports and physical education in the culture of man, encouraged such study.

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The author found that Nigerians gloried in their past performances and attributed their success to their participation in local sports and games. They also believed that the success of former Nigerian athletes with their background of traditional sports and games could lend Nigerians a better insight and understanding of how this basis of traditional culture could be used for the development of future athletes.

John E. Nixon claimed that national spirit and morale could be developed through nationally organized youth festivals. The Nigerian government has made it a practice to sponsor national youth festivals and also to encourage and sponsor Nigerians to participate in international youth festivals.


There was a need and desire for a better understanding of how physical education was interwoven with other elements in the culture of the various ethnic groups. Sports and games had influence upon, and in turn, were influenced by religion, music, social structure, art, economics, and education within the framework of the country. In order to understand true symbolic process, physical education, and the structural framework of the Nigerian community, it was desirable to investigate the inter-relationships of sports and physical education with the major social institutions in the selected major ethnic groups: Hausa Ibo, and Yoruba. One of the areas which was found to be worthy of investigation was that of the role of sports and physical education in the development of Nigeria. This exercise was found to be incumbent because of the cultural differences within the same country.

John E. Nixon, in his study of the role of sport as an instrument of national policy, expressed concern at the lack of systematic data that would have helped in identifying and evaluating the different roles of sports and games in the building of a nation.¹³ In view of the fact that the country did not benefit directly from sports and physical education, the elite and influential people in Nigeria found it difficult to realize fully the extent and the influence of sport in the formulation and conduct of Nigerian national policy.

Nigeria has used physical education as part of the formal education of children in both traditional and contemporary societies. In traditional societies, boys were trained for physical fitness by enrolling them to serve as apprentices in vocations that demanded skill and strength, such as masonry, hunting, blacksmithing, and horticulture.\textsuperscript{14} The various ethnic groups, by practice, called on such boys for voluntary national services during wars and in peace time they were engaged in chivalrous activities. In contemporary Nigerian societies, physical education has been used as propaganda media for integrating the cultural differences through organized traditional dances, wrestling, and tumbling. These various ethnic activities have been channelled into a national festival, the Nigerian Festival of Arts. The festival was founded to encourage various cultural activities and to demonstrate their virtue which could be shared by the entire nation.

Physical education was an important official instrument which Nigeria used to create her image abroad in the early stages of her development as a nation (1948-1968). It has been observed to accomplish many national interests like international understanding through her participation in the Commonwealth Games and the Olympics. All regions have been encouraged to send Nigerian youths to compete for trophies in annual national competitions.

An attempt will be made to show how the traditions, festivals, institutions, and cultures of the major ethnic groups in Nigeria relate to contemporary social activities in the building of a nation.

\textsuperscript{14}Statement by Chief J.A. Ayorinde, personal interview, August 15, 1971.
STATEMENT OF THE PROBLEM

The problem was concerned with the role of sports and games as the primary force for bringing the various ethnic groups together in Nigeria. For analyzing this role it was necessary to set up a theoretical framework for an analysis of the many factors that were involved in the making of Nigeria as a nation. The hypotheses examined within the investigation were: 1) that physical education from the British and American societies had a negative effect on traditional physical education in Nigeria; 2) that physical education has made a significant contribution to the integration of cross-cultural Nigerian societies; and, 3) that the integration of physical activities from Britain and America with related vigorous traditional activities will lead to an evolution of physical education suited to the Nigerian people.

SIGNIFICANCE OF THE STUDY

In contrast to the 19th Century Western World where the basic aim of physical education was to fit the people who shared the same cultural background into a nation, the fundamental yearning of missionaries and British administrators in Nigeria was to weld peoples, speaking different languages and having different traditional cultures, into one nation.

This study was undertaken to find out: 1) whether the presence of Western sports and games in Nigeria had added more to the probability of uniting the country into a nation; 2) whether the abrupt cut of funds to promote physical education programmes toward the end of
the 1950's had any significant effect on the standard of achievement of Nigerian athletes in international competition; 3) whether contemporary Nigerians favour a new look of physical education programmes which will include some form of integrated traditional activities in Nigerian schools and colleges.

The study was broken down to include track and field, sports, hunting, wrestling, equestrian activities, aquatics, and traditional games.

The author developed a framework which took into consideration concepts and approaches from the areas of sociology, history, geography, education, and social anthropology. The framework was applied to examine the Federation of Nigeria's involvement in physical education with the major ethnic groups as a case study.

DEFINITION OF TERMS USED

The following definitions have been set up in order to provide a structure of reference upon which many interpretations may be based:

Culture: a complex whole which includes knowledge, beliefs, art, morals, law, tools, and customs. It is a category and a tool which is acquired by all men and passed down from generation to generation as a value of society.

Environment: the term will include the home, schools, playing grounds, the climate and vegetation of the country.

Ethnic Groups: this is another way of saying "tribes." An ethnic group is often regarded as a group of people who speak the
same language, share common customs and ways of life, have a degree of political unity, and believe that they are descended from a common ancestor.

**Federal Government:** The Federal Government is the officially recognized social and political institution responsible for representing and conducting the affairs of the twelve states in the international community.

**Functional integration:** This derived from the differentiation within a society. The greater the function of integration within a society, the less the force of various ethnic practices. It is the kind of integration where people of various backgrounds are able to interact with one another while respecting individual differences. It is the gradual absorption of one group into the culture of another to a point of complete equalization.

**A Nation:** a body of people bonded by a common language, tradition, culture, religion, or by man-made political boundaries.

**Games:** An all-embracing term for physical activities that are energetic, exuberant, and spontaneous. They are, at times, formful, highly organized, and well directed.

**Physical education:** This term is used to include various activities of the ethnic groups such as games, track and field events, festivals, dance and religious activities. It will also refer to formal school programmes.

**Sports:** A subdivision of games. It has more common characteristics like physical performance, a motor performance, a standard
set of rules to be followed by all concerned, and a form of opposition.

**Theoretical framework:** This is going to be a proposed conceptual scheme to be followed as a basis of action that has been developed from other models. It will help in analyzing and organizing the data collected into an orderly, meaningful relationship.

**Western World:** This refers to America, Britain, Canada, Australia and New Zealand.

**LIMITATIONS OF THE STUDY**

1. The study was limited by the small amount of related written literature that was available in the area of physical education and nation building.

2. The study was based upon the assumption that the oral accounts and traditional practices disclosed about the past are accurate and reliable.

3. The study was limited by the lack of a common medium of communication and the possible misinterpretation or loss of meaning that might occur while turning from one language to the other language.

4. The study was limited by the fact that most of the materials were extracted from fine art works, folklore, tradition, and religious activities.

5. The limitations of the survey technique also affected the study. A questionnaire was used in order to solicit the opinions of selected individuals in the various sectors. The only samples taken were from these special populations responding to the questionnaire.
The study necessitated a preliminary stage, an investigative stage, and an analysis of the data collected in the process.

The Preliminary Stage

This was the stage which was devoted to the collection of the relevant literature, the collection of the data, and the subsequent development of the theoretical framework.

The author visited the Library of Congress, Washington, D.C., and during the field trip, the libraries of the University of Ibadan, the University of Ife, the University of Nigeria, Nsukka, and the Adayemi College of Education while in Nigeria, in quest of pertinent information on physical education.

Thirty people had been written to in advance of the field trip. Of these, twenty-eight people said they had received my letter when I called on them during my field trip. A number of prominent people connected with the Nigerian traditional sports and games (N=10) and those who have had direct participation in modern sports of the Western World (N=20), were interviewed for suggestions and comments concerning traditional sports, the impact of Western sports on the Nigerian culture, and their preference.

Fifty questionnaires were distributed to the Kings (Obas), chiefs, students and civil servants of the following towns: Kano, Ife, Benin City, Nsukka, and Ibadan. These questionnaires concerned traditional and modern sports and reasons why the federal government
had become involved in the role of sports and physical education.

The data collected from the various sources were used in setting up the framework which had been derived from conceptual schemes previously established in related studies of Nigeria. The dissertation of D.M. Semotiuk and others were studied carefully for setting up the framework and related fields were searched for schemes from education, social anthropology, and sociology. The following structure was determined:

1. General background information on Nigeria
2. The historical and political factors
3. The organization of sports associations
4. Inter-school competitions
5. Nigeria in international competitions
6. Nigerian Government involvement

A framework to accommodate structural and functional differences, according to D.M. Semotiuk\(^{14}\) must be flexible and adaptable. This was found to be true in the major ethnic groups case study. The differences among the states were not only in languages, but also in the climate and vegetation. These in turn, were responsible for the style and method of the games observed from the coast to the

hinterland. It was also observed that the occupations of the people influenced the type of games they played in the different localities.

Investigations in Nigeria were based on structured interviews, and research at university and college libraries. Interviews were conducted with sport council secretaries, college and university dons, who responded to the following topics: 1) Types of indigenous sports and games; 2) Reinforcement for individual participation in physical education; 3) Objectives of seasonal festivals; 4) Scope of the programme; 7) Impact of the Festival of Arts on traditional sports and games; 8) Problem of rivalry between traditional and modern sports and games; 9) Suggestions for a new approach; 10) The need for government involvement.

Interviews with civil servants in charge of social welfare and community development programmes were also conducted to ascertain the financial aspects of running sporting activities and the extent of government involvement in both traditional and modern sports and games (see Appendix D). Interviews were also conducted among chiefs and their subjects in the town. (See Bibliography.)

The questionnaire used was divided into two parts, Section A was used to determine the opinion of the population on the need for Nigerians to participate in traditional sports and games; Section B was used to assess regional and national sport council programmes. Questions demanding positive, negative, or undecided answers, were utilized to find out whether the programme of the sports council
encouraged free participation in sports on the basis of skill and ability rather than nepotism and ethnocentrism. There were 200 questionnaires distributed among participants in the study; 63 per cent (N=200) of those were returned. The questionnaire was descriptive in nature and the results are given in tables showing the frequencies and percentages of the three groups involved and the total of the samples (150).
A THEORETICAL FRAMEWORK FOR ANALYSING PHYSICAL EDUCATION IN NATION BUILDING RELATIVE TO NIGERIA.

Prominent physical educators, in dealing with sports and physical education in various countries, have evolved structures which utilized various frameworks in classifying, analysing, and comparing data collected. In developing the theoretical framework of this investigation, the author applied information collected from 1) textbooks, 2) documents from private and public libraries, 3) personal observations, and 4) interview questionnaires with a tape recorder.

Van Dalen and Bennett utilized the framework of the colonial period, the World Wars, and their educational system in treating sports and physical education in Africa. The subject was treated in terms of American values, and at the same time, pointed to the danger of this approach because available data are meager and information quickly becomes outdated.\(^1\)

Sturzebecker submitted seven areas to be examined in order to appreciate the system of sports and physical education in various countries. They are 1) ecology, 2) economic factors, 3) racial

linguistic factors, 4) beliefs, traditions, and ideals, 5) status of
general education, 6) attitude toward international cooperation, and
7) political factors. He said:

No avenue should remain unexplored or uninvestigated in terms of discovering the nature and extent
of interest and participation in physical education activities by all levels of society in each country.²

This statement was very helpful during the course of collecting the
data in which oral tradition and custom were significant.

Charles Bucher also proposed a framework of nine categories
in analyzing a system of physical education within a given country,
1) general background information, 2) education structure, 3) philos­
ophy of education, 4) philosophy of physical education, 5) physical
education in infant schools, 6) physical education in secondary schools,
physical education in higher education, 8) physical education facilities
and 9) teacher training.³

Darwin M. Semotiuk, in his dissertation, made a meaningful con­
tribution to the importance of a framework in research work. He said
that a framework is essential in order to avoid confusions that rapid­
ly mount during a research. He approached his investigation with the
following framework:

1. General background information

²Russell Sturzebecker, "Comparative Physical Education,"

³Charles Bucher, Foundations of Physical Education (5th ed.,
Johnson, in the preface of his monographs, utilized a framework which is much in the same line as that of Bucher's outline. Johnson's framework consisted of the following:

1. General background information,
2. Historical background - physical education,
3. Kindergarten-elementary physical education,
4. Secondary physical education and sport,
5. College-university physical education and sport,
6. Teacher education in physical education, and
7. Special characteristics, such as sport clubs, facilities, Olympic Games emphasis, etc.  

There is much in the argument of Maxwell Howell about the cross-cultural study of the various systems of physical education and sports. Through written accounts, it is possible to examine physical education among the Greeks, Romans, Swedes, Germans, and English. These accounts are viewed within the context of historical and sociological forces in the setting up of sports history programmes. This is important for a

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cultural setting. Hence, the need to examine the three major schools of sociological research as advocated by Erick Allardt. According to him, these three major schools, which had previously been treated in detail by Robert Marshall, could be used in learning the degree of differentiation in a society. The three are:

1. Structural-Functionalism
2. Neo-Structuralism,
3. Talcott Parsons' Evolutionary Functionalism.  

Structural functionalism is a method of showing how people in specific positions are related to other people in a society. According to Radcliffe-Brown, this method is based on knowing the type of relationship that exists among a group of people. It could be used to learn the elaborate typologies of a society with more interest in the individual within the masses, not as quantitative variables.

Neo-structuralism is the structural pattern of higher and lower orders in a culture. It is designed to reveal that while the overt and superficial manifestations experience social changes in structural analysis, the lower order, or the underlying principles remain unchanged. Levi Strauss, one of the advocates of this method, has pointed out that ideal modes by which people theorized to order the world, will, in fact, conflict with a real situation in life. 

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Talcott Parsons's evolutionary functionalism is based on the assumption that every society expects some functional requirements from the inhabitants. As the society changes with increased activities, new institutions and functions emerge among the people. A frame of reference could thus be set up for structural morphology when evolutionary and functionalism principles are combined.\(^8\)

The three schools could also be utilized in conducting investigation into the sporting activities in a society. It would not be uncommon then to combine different theoretical approaches in delineating the three basic problems as related to a country composed of a few societies. The author found that this principle could be applicable to the Nigerian case study. In traditional societies, there is a tendency for most social changes to affect only those concerned with overt and superficial manifestations.

After reviewing the work of the scholars and other information on Nigeria, named at the beginning of this chapter, the author was able to draw up a framework on Nigeria for this study. It was designed to demonstrate how physical education developed side-by-side with religion, tradition, and the colonial movement, and to show the

partnership between physical education and nationalism in the process of nation building. The framework follows:

A. General Background

1. Geographical Factors
   a. Position
   b. Physical Features
   c. Climatic Features
   d. Ecological Factors

2. Historical Factors
   a. The Pre-Colonial Period.
   b. The British Protectorate
   c. The Colonial Period
   d. The Self-Government Period
      i. First Republic Oct. 1, 1963
      ii. Second Republic, January 16, 1966

B. The Historical Background of Education

1. Religious and Educational Factors
2. Social and Cultural Factors

C. Tradition in Sports and Games

1. Sport Facility and Equipment Factors
2. External Factors
D. Inter-School Competitions in Track and Field

1. The Rowden Shield (1st Shield 1910)
2. Peace Challenge Shield (1919)
3. The Governor's Shield (1921)
4. The Uraling Smith Shield (1925)
5. The First Ross Shield (2nd Shield 1926)
6. The Aionian Shield (1931)
7. The Fisher Shield (1932)
8. The Grier Cup (1933)
9. The Hussey Shield (1933)
10. The Second Ross Shield (3rd Shield 1955)
11. Other Trophies
12. Conclusions

E. The Organization of Athletics in Nigeria

1. The Athletic Organizations
   a. The Amateur Athletic Association of Nigeria
   b. Organized Athletics for Women
   c. Organization of the Nigerian Football Association
2. Organization of Other Sports and Games
   a. Table Tennis
   b. Boxing
   c. Field Hockey
   d. Lawn Tennis
   e. Cricket
3. Evaluation and Summary
F. Nigeria in International Sports and Games

1. Preparation of Nigerian Athletes for International Competitions

2. The Empire and Commonwealth Games
   a. The Empire and Commonwealth Games at Auckland, Australia, 1950
   b. The Empire and Commonwealth Games at Vancouver, B.C., 1954
   c. The Empire and Commonwealth Games at Cardiff, Wales, 1958
   d. The Empire and Commonwealth Games at Perth Australia, 1962
   e. The Empire and Commonwealth Games at Kingston, Jamaica, 1966
   f. The Empire and Commonwealth Games at Edinburgh, Scotland, 1970

3. Summary

4. Nigeria Applies for Admission to the Olympics
   a. The Olympics at Helsinki, Finland, 1952
   b. The Olympics at Melbourne, Australia, 1956
   c. The Olympics at Rome, Italy, 1960
   d. The Olympics at Tokyo, Japan, 1964
   e. The Olympics at Mexico City, Mexico, 1968
G. Trends in the System of Contemporary Physical Education in Nigerian Primary and Secondary Schools

1. Nigerian Schools and Sports
2. Physical Education
3. Physical Education Syllabus
   a. Intramural Activities
   b. Inter-School Activities
4. Evaluation of the System

H. Trends in the System of Contemporary Physical Education in Nigerian Higher Institutions

1. General Background
2. New Educational Opportunities Emerge
3. Formation of the National Union of Nigerian Students
4. West African Inter-University Games
5. The Nigerian University Games Association
6. Advanced Teachers' College Association of Nigerian (ATCAN) Games
7. Proposal for All-African Games

I. Teacher Training in Physical Education

1. Curriculum
   a. Primary School Physical Education Teachers
   b. Secondary School Physical Education Teachers
   c. Graduate Physical Education Teachers
   d. Degree Programmes
2. Coaches
3. Teacher Training Programmes
   a. Overseas
   b. Nigeria
4. Physical Education Teachers' Association
5. Evaluation of the System

J. Nigerian Government Involvement in Post-Independent Physical Education in Nigeria
   a. Ministry of Social Welfare
   b. Voluntary Organizations
   c. Citizenship and Leadership Training
   d. Federal Government Involvement
   e. New Advances in Physical Education
   f. Decree by the Military Government

1. Programme of National and Regional Sports Councils
   a. Amateur Sports
   b. Provincial Competitions
   c. Regional Competitions
   d. National Competition
   e. Professional Sports
      i. Boxing
      ii. Horse Racing

2. Allocation of Funds for Development
b. Foreign Agencies Aid in the Development of Sports

c. Problems and Solutions

2. Survey and Conclusions

K. An Opinion Poll Regarding the Role of Physical Education

a. Physical Education as a Subject in Nigerian Institutions

b. Results of the Questionnaire

L. Summary, Conclusions, and Recommendations
CHAPTER III
GENERAL BACKGROUND
GEOGRAPHICAL FACTORS

Position

Nigeria lies along the West Coast of Africa. It occupies a position where the western parts of the continent of Africa meet equatorial Africa. It lies between longitude 4° and 14°, north of the equator with an area of over 356,669 square miles. It extends northward from the coastline for over 650 miles and from the western border to the eastern border for a distance of 700 miles. On the western side lies Dahomey; to the north is the Republic of Niger; and on the east it is bordered by the Federal Cameroon Republic. The south side of Nigeria is the Atlantic ocean coastline of over 500 miles, known along the West Coast of Africa as the Gulf of Guinea, the Bight of Benin and the Bight of Biafra.¹

Physical Features

The coastline of Nigeria is full of sandy beaches. The coastal zone is only slightly above sea level and consists of peninsulas, islands, sandbanks, lagoons and swamps. The lagoons extend from the western border into the great Niger Delta where they break up into a network of creeks and waterways that could be valuable for aquatic activities. (See Figure 1.)

FIGURE 1
PHYSICAL FEATURES OF NIGERIA

Source: U.S. Army Area Handbook (back cover).
Beyond the coastal plain is the interior plateau with a height of 2,000 feet above sea level which stretches between 60 to 100 miles northward. The area is covered with an evergreen forest. Trees found in this area are the oil palm, mahogany, the iroko or ironwood tree and other valuable commercial timber. The northern limit of the vegetation is where this plain takes on the characteristics of a savanna which is forested in the river valleys. The two principal rivers of Nigeria are the Niger, which flows from the northwest and joins the Benue at Lokoja, which flows from the east. The interior plateau stretches beyond the valleys of the Niger and Benue rivers. In the north-central area of the country are ranges of hills which reach heights of 5,000 to 6,000 feet above sea level. The northern plateau descends in a gentle manner towards Lake Chad in the northeastern part of the country but more sharply towards Zaria in the west.

Climatic Features

The climate varies from the coast to the interior. Along the coast is the tropical type of temperature which ranges from 75° to 80° F. with a rainy season which lasts eight months or more. The temperature rises gradually in the forenoon and when it is extremely hot in the afternoon, rain falls. Maximum temperatures occur during the periods of the solstice and the equinox. (See Figure 2.)

2. Federal Ministry of Information, Nigeria.
Fig. 2.—Nigeria: Climatic Types
In the southern coastal area the rainfall average is 105 inches a year, as one travels inland the rainfall decreases with the exception of the windward slopes of the Jos Plateau.

In the middle belt of Nigeria the temperature ranges between 75°-85°F. Here the rainy season lasts for seven months with the average being from 40 to 60 inches a year. The rainfall for the windward slopes of the Jos Plateau exceeds 60 inches. This is the coolest part of the country with a mean temperature of from 70° to 75°.

The northern belt of the country has a wet season of six months or less. Here the rainfall is less than 40 inches a year, and the highest temperatures in the country (90°) are found in the far northern area.

The climate is largely influenced by the southwest winds and winds which blow from the northeastern area from the Sahara Desert. The northeast winds are known as the "Harmattan" and are dry and dusty. The southwesterly winds are moisture laden and bring rain and steamy heat over Nigeria. The humidity is greatest in the coastal belt where there is little variation throughout the year (Fig. 3).

Sports are adapted to suit the seasons. In the dry season, when the ground is hard and the weather is dry, sports like cricket, tennis, basketball, and track and field events draw many followers. Sports like field hockey, netball and soccer are played in the rainy season when the ground is soft and the climate is relatively cool. It should be understood that in Nigeria and other tropical countries, physical education is structured for outdoor activities (Fig. 4).
Source: W.A. Peckings and J.H. Stembridge, Nigeria, pp. 3 and 46

Fig. 3.—Nigeria, Pressure and Winds (a) January; (b) July
Wet Season
May to October

Dry Season
November to April

Fig. 4. — Rainfall Maps of Nigeria
Ecological Factors

The environment—the flora, fauna, and waters are great determining factors in the activities of the various ethnic groups in Nigeria. These features provide the setting in which the ethnic groups function and develop. The various environments, which range from mangrove forests to the Sudan Savannah which finally merges into the Sahara Desert, have strictly limited the activities of the people in the various belts. They are mostly agriculturalists, but they cultivate diverse crops; tuberous roots are mainly grown in the south, while various grains are grown in the north on the plains. In some areas the tsetse-fly is prevalent. This insect is the carrier of "sleeping sickness," which causes death in animals and serious illness to human beings. Nigeria has yet to develop a more technological approach toward the elimination of the tsetse-fly and other elements of nature. Nigerians have adjusted to their natural surroundings—the rivers, lakes, forests, insects, animals, and birds. This includes the experience which they gained from their early contact with Christianity and Islam. Nigeria is made up of diverse ethnic groups (see Fig.5), and the problem of assimilation and integration does not respond to treatment of the "melting-pot theory." This is where ecology is a factor to be reckoned with in examining the pattern and structure of physical education in Nigeria.

The surroundings of the various ethnic groups in Nigeria play a significant role in their social activities. It must be
FIGURE 5 — MAPS OF NIGERIA SHOWING THE MAJOR ETHNIC GROUPS AND REGIONAL BELTS
realized that in such a traditional country the cultivation of sports and games could be a less important issue than the struggle against unemployment and nepotism, if it had not been connected with the norms and mores of the community. The country is undergoing educational and religious changes, and it is being realized that Nature generally provides the setting in which culture develops and functions. Some changes in Nigeria’s environment have made her realize and accept limitations on the nature of the activities as being caused by man’s biological and geographical environment. There are elements and processes in the natural and geographical environment that interact with the system of sports and physical education.

HISTORICAL FACTORS

The Pre-Colonial Period

This was the period when no outside power ruled the area now called Nigeria. Individual European traders travelled any part of the country until 1885. The people who lived in this territory held very strongly to activities like hunting, wrestling and swimming. Traditional sports and games were knit into their festivals of harvests, marriages, funerals, and religion. Participation in these activities was attached to the pleasing or placating of the gods, who, in turn, would favour them with fertility, expel evil spirits, cause rain, increase good harvests, or cure their sickness.

The British Protectorate

In 1893 the British extension inland into Nigeria became The Niger Coast Protectorate and Northern Nigeria was brought under the British protectorate in the following year. The Royal Niger Company transferred the majority of its non-trading responsibilities to the British Crown and Nigeria was amalgamated as three separate administrative units: The Northern Nigeria Protectorate, the Southern Nigeria Protectorate, and the Colony of Lagos. (1861-1899).^4

The Colonial Period

The Colonial Period was from 1894, when Baron Frederick Lugard, a British officer, and his troops established Nigerian boundaries which ultimately became recognized. It was not until January 1, 1900 that the area bounded by these lines came under the British Government's control.

In 1906 the Colony and Protectorate of Southern Nigeria were merged into one administrative unit. It should be understood that before 1914 the word "Nigeria" was merely a distinctive appellation to distinguish those who lived within the country from those who lived outside it. However, it was not until January 1, 1914 that Northern and Southern Nigeria were amalgamated into one country by Sir Frederick Lugard (the Baron). It was as late as 1921 before the British Government set up a training college at Katsina, officially opened in 1922.5

^4Ibid., p. 185.
The Self-Government Period

During the 1950's, Nigerians began to take the lead in the administration of the country. It was the period when each of the regions in Nigeria at that time (three in all—north, east, and west) was granted self-government status. The significance of the period to physical education was the formation of the various sporting bodies and the participation of Nigerian athletes in international competitions such as the Empire Games, the Olympic Games, and other international meetings.

The Period of Independence.

Nigeria was granted her independence on October 1, 1960. Since this declaration, Nigeria has taken a more active part in founding regional and African games such as university games, the West African Games.

First Republic, October 1, 1963. The political arena in Nigeria was disrupted and there was a dark period to follow which led to human suffering, injustice, nepotism, and exploitation. This eventually resulted in the collapse of the First Republic. The First Republic fell as a result of a coup d'etat staged by the Nigerian Army on January 15, 1966.

The Second Republic, January 16, 1966. The Second Republic began on January 16, 1966 when the Nigerian Armed Forces formally accepted an invitation from the Acting President of the First Federal Republic and was the first phase of military government in Nigeria.

The following day after the second coup d'etat, July 28, 1966,
which was successfully carried out at Ibadan (where the Military Supreme Commander was at a meeting), started the second phase of military government. It was the immediate cause of the civil war which plunged the whole country into suffering and losses from which Nigeria has not been able to recover.
CHAPTER IV

THE HISTORICAL BACKGROUND OF EDUCATION

RELIGIOUS AND GOVERNMENTAL FACTORS

Missionaries and British administrators were responsible for the founding of schools in Nigeria. Effective missionary work began in 1842 with the Wesleyan Missionary Society, followed by the Church Missionary Society in 1843. Toward the end of this year their work had extended beyond Badagry, their first point of entry. By 1847, they had reached Abeokuta and Ibadan with outposts to Onitsha, Abo, Idah, and Aba on the eastern side of the River Niger. The United Presbyterian Church of Scotland established missions in the Province of Calabar and on the Cross River around this time. Christian mission work was completely engulfed by the Islamic religion which had gained a firm hold among the Hausa-Fulani people. Around 1860, Padre Anthorn, a freed African slave from Brazil, started his Roman Catholic mission work in Nigeria; this was before an official inauguration of the mission work by Father Borghero. ¹

By 1861, the British Government had extended its influence over Yoruba land (see p. 44) and by 1885 had reached the eastern coastal region.

American missionaries of the Southern Baptist Convention joined other missions in founding schools in Nigeria. These missionaries introduced the American games of volleyball and basketball into their high schools; the Baptist High School at Lagos in 1885, and the Baptist Training College at Ogbomosho in 1897. The Baptist High School in Lagos was started through the joint efforts of Mr. Alfred Smith, a Black American, and another American, the Reverend Jefferson Brown in 1855. In 1892, the Primitive Methodist Mission, along with other missions, established schools in Calabar and Owerri Provinces.

The first classes were often held in the missionary's home. Pupils were provided with free clothes, books, slates. Liberal prizes for good performance were offered to motivate students to study diligently.

At first, classes based on age did not exist. Pupils of widely varying ages were grouped together according to their ability to understand and absorb the contents of the readers written in English or the indigenous language. The subjects covered at the primary level normally included reading, writing, arithmetic, and Bible knowledge and Catechism. The bible and the catechism were taught in the indigenous languages, while other subjects were taught in English.

Each pupil was expected to assist in the maintenance of the

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3Statement by Chief M.D.A. Durotoye, personal interview.
school compound and the mission house if they boarded there. At times each person maintained a portion of the school garden and a portion of the grass lawns around the school buildings.

The curriculum of the post-primary grade was broader and questionable because some of them were too academic and unrelated to the needs of the society. The coastal towns of Calabar and Lagos demanded more post-primary education. Before the end of the century six secondary schools were founded in Calabar and Lagos. The subjects taught in the schools were both "practical and purely literary."

The Church Missionary Society (C.M.S.) Institution established the first Nigerian Secondary School. The C.M.S. Grammar School, Lagos, was founded in 1859 by the Reverend T.B. Macaulay, a Nigerian trained in Sierra Leone and England. The Church of Scotland Mission (C.S.M.) in 1895 established the Hope Waddell Training Institute in Calabar. While the C.M.S. Grammar School was inclined towards the teaching of "literary" education, mainly Latin, the Hope Waddell Training Institute favored more the practical aspects of education, carpentry, printing, and mechanics, in addition to English literature, mathematics and history.

The Catholics started their mission work in Eastern Nigeria in 1885 by Father Lutz of the Holy Ghost Fathers. But it was in 1905 that real Catholic work started due to the language difficulties encountered by Father Lutz who was more proficient in speaking French than English.  

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4Abernethy, op. cit., p.52.
Bishop Shanahan of the Catholic Mission started the Catholic mission work at Onitsha in 1905. He founded schools and mission posts in Eastern Nigeria but he opposed secondary education for his converts. This attitude kept his Ibo converts behind in the advancement of secondary education in the region.5

The schools soon became an agency for disseminating the new culture, sports, eating and sleeping facilities, prayers in the evening, and the opportunities for learning a foreign language—English. However, the distribution of schools in Nigeria at this time was very uneven because of limited financial and human resources, the problem of transportation to spread the gospel to some of the remote areas and the tendency to favour areas with a good reputation for conversion. Most parts of Yoruba land in the West and far to the East at Calabar where the Efik people lived in Eastern Nigeria, Christianity gained ground and schools were established. Other areas that gained from the distribution of schools were among the Ibos in Onitsha, east of the River Niger, and Asaba on the west side of the River Niger.

As the schools increased in number, more hands were needed in the teaching and evangelical work. It became necessary to institute a monitorial system of pupil-teacher arrangement within the schools to teach reading, writing and arithmetic.6 This involved the use of the school’s graduates with six to eight years of education

5Ibid., p. 47.
6Ibid., p. 43.
to teach. However, as the number of educated Africans with this six to eight years of primary education increased, it became desirable to set up teacher training classes. Two teacher training colleges were soon set up, St. Andrews College, Oyo, in Western Nigeria which was founded by the Church Missionary Society in 1896, and Hope Waddell Training Institute in Calabar, Eastern Nigeria. Both of these colleges became famous for their contribution to education in most parts of Nigeria and even outside of Nigeria.  

Education soon became popular and the best way for a mission to gain support among the people. In order to gain this support from the people it became necessary to provide what the people wanted by starting schools for them. In due time the missionaries became educators and gave secondary consideration to strict evangelical work.  

Father M. Wauters, a pioneer in Catholic mission work in Ondo Province, Western Nigeria, said:

We knew the best way to make conversions in pagan countries was to open schools. Practically all pagan boys asked to be baptized. So, when the district of Ekiti-Ondo was opened in 1916, we started schools even before there was any church or mission house.

Between 1859 and 1930, seventeen secondary schools had been established in southern Nigeria (see page 48). Twenty-two of the

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7 Ibid., p. 52.  
8 Ibid., p. 39.  
9 Ibid.
### LIST OF SECONDARY SCHOOLS FOUNDED IN SOUTHERN NIGERIA 1859-1930

<table>
<thead>
<tr>
<th>Schools</th>
<th>Location</th>
<th>Date</th>
<th>Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.M.S. Grammar School</td>
<td>Lagos</td>
<td>1859</td>
<td>Church Missionary Soc.</td>
</tr>
<tr>
<td>St. Gregory's College</td>
<td>Lagos</td>
<td>1876</td>
<td>Roman Catholic Mis.</td>
</tr>
<tr>
<td>Methodist Boys High S.</td>
<td>Lagos</td>
<td>1878</td>
<td>Methodist</td>
</tr>
<tr>
<td>Methodist Girls High S.</td>
<td>Lagos</td>
<td>1879</td>
<td>Methodist</td>
</tr>
<tr>
<td>Baptist Boys High School</td>
<td>Lagos</td>
<td>1885</td>
<td>Baptist</td>
</tr>
<tr>
<td>Abeokuta Grammar School</td>
<td>Abeokuta</td>
<td>1908</td>
<td>Church Missionary Soc.</td>
</tr>
<tr>
<td>King's College</td>
<td>Lagos</td>
<td>1909</td>
<td>Government</td>
</tr>
<tr>
<td>Eko Boys High School</td>
<td>Lagos</td>
<td>1913</td>
<td>Private</td>
</tr>
<tr>
<td>Ibadan Grammar School</td>
<td>Ibadan</td>
<td>1913</td>
<td>Church Missionary Soc.</td>
</tr>
<tr>
<td>Ijebu-Ode Grammar School</td>
<td>Ijebu-Ode</td>
<td>1913</td>
<td>Church Missionary Soc.</td>
</tr>
<tr>
<td>Duke Town Secondary Sch.</td>
<td>Calabar</td>
<td>1919</td>
<td>Church of Scotland Mis.</td>
</tr>
<tr>
<td>Ondo Boys High School</td>
<td>Ondo</td>
<td>1919</td>
<td>Church Missionary Soc.</td>
</tr>
<tr>
<td>Ibo Boys Institute</td>
<td>Uzuakoli</td>
<td>1923</td>
<td>Methodist</td>
</tr>
<tr>
<td>Baptist Boys High School</td>
<td>Abeokuta</td>
<td>1923</td>
<td>Baptist</td>
</tr>
<tr>
<td>Government College</td>
<td>Umuahia</td>
<td>1929</td>
<td>Government</td>
</tr>
<tr>
<td>Government College</td>
<td>Ibadan</td>
<td>1929</td>
<td>Government</td>
</tr>
</tbody>
</table>

**Source:** David B. Abernethy, *The Political Dilemma of Popular Education: An African Case*, p. 36.

Post-primary education did not start on the dates given in the list, e.g., Baptist Boys High School, Lagos attained secondary school status in 1921 and St. Gregory's College attained it in 1927.
Schools were mission schools, one was private and three were government schools. Two of the government schools were founded in 1929. The figure quoted above shows that many denominations came to be involved in the educational development of the country towards the end of 1930.

The British administration in Lagos Colony first approved an annual grant to support mission schools in the Colony in 1877. In 1886 it passed an education ordinance which granted the government of the colony some form of control over the operation of schools. By 1908, government-founded schools had increased to 40. King's College in Lagos was founded in 1909 by the government to give boys the education that would make them better civil servants.

The administration and control of education became a regional affair in 1940. However, Federal government was left with the power to exercise some control in the setting of uniform basic curricula and examinations throughout the country and setting standards for teachers certificates and to maintain a number of institutions in the secondary and higher levels. Examples of these were King's College, Lagos, Queen's College, Yaba, and the University of Ibadan with its teaching hospital.

Regional governments exercised their authority over education through the Ministry of Education in each region. The Ministry was responsible for the establishment and operation of government schools; supervision of, and financial assistance to, non-government schools (voluntary agencies), the certification of teachers and setting basic curricula.
SOCIAL AND CULTURAL FACTORS

Each stage of civilization has witnessed the emergence of various standards in mankind. Howell said, "As civilization emerged, we were able to witness the adoption of sports and games in these civilizations and their diffusion." There were two social forces that disrupted the tranquility of the Nigerian traditional society. Around 1481-1495, Portuguese traders brought Christianity to the southern part of Nigeria. In 1802 the Islamic religious wars in the northern part of Nigeria dislodged the social and political organizations of the Hausas. The Hausas were forced to accept the Islamic religion by Usuman dan Fodio, a Fulani advocate of that religion. He forced many Hausa kings from their thrones and replaced most of the traditional practices with those of the Islams. He also perpetuated slavery and became a demagogue. Missionary work was started later in the southern part of Nigeria. These social forces led to the disruption of the Nigerian way of life. The Western civilization brought by the missionaries included sports and games that projected the image of Nigeria beyond the African horizon.


No race has successfully retained the original ways of its ancestors. In the main, what is usually referred to as the cultural heritage of a people is the sum total of all the influences which the race has been subjected to.\(^\text{12}\)

In the past, it was probably true that most of the dwellers of what is now Nigeria were animist, even though there is reason to assume that Christianity had its influence on the continent of Africa in the very early years of its propagation.\(^\text{13}\) The stories of the Ethiopian Eunuch, and the flight of Mary and Joseph with the baby Jesus to Egypt during the mass killing of babies by King Herod are the cases in mind.

The major ethnic groups in northern Nigeria are the Hausas and the Fulani. In the southern part of Nigeria are the Ibos, mostly in the East Central State, and the Yorubas in the West, Lagos, and Kwara States. There are also minority groups like the Edos in the Midwestern State, the Ijaws in the Rivers State, and the Efiks in the South Eastern State of Nigeria (see Figure 5).

It is important to know that among the various societies in Hausa, Yoruba, and Edo lands, the system of grading ages was a way of creating a hierarchy of age levels. Children in Nigerian society pass through a number of age divisions in a system which has been strongly developed. These age-groups have formed the social structure of the various ethnic groups.

\(^\text{12}\) Frederick A.O. Schwarz, Jr., "The Politics of Independence,\) 

A man was respected for his age and experience; the older you were, the more respect and dignity would be attached to you in your community. Adults and adolescents went through the rigour of working from dawn to dusk, while the boys ran errands and the girls helped in preparing meals and with other domestic work.

Among the Yorubas and in some sections of Ibo land, membership in each of the three highest grades depended on personal status and achievements. Separate titles for degrees of achievement were bestowed upon an individual for progress in the community. The higher grades were also distinguished by the heavy entrance fees, elaborate rituals, and obligations to show the dignity of the titled society.

The lower grades, ages 6 to 20 years, in the past provided labour for farming and road repairing. The higher grades supervised work and attended to the functions of the society.

The first grade included boys of ages 6 to 15. Formerly, these boys stayed in that grade until they married, usually at the age of about 20. Nowadays they leave the town earlier to work in urban communities.

The second grade was entered at the age of puberty or a little later when the boy's father gave him a large-sized hoe and expected him to begin to fend for himself. While assisting his father he could now prepare and work on his own farm or engage in trade.

The third grade carried a title with it. It was characterized in all groups by various insignia, staff, clothes, cap or cow or horse tail.
The fourth grade carried a title in all groups and had a higher entrance fee. The members of the various age groups meet for all forms of social activities—dancing, fishing, hunting, wrestling, and civic duties. They dressed alike with a good deal of ostentatious display.

Each grade has duties which the members learn at every stage. It is important to note that success in life was based upon the support given by different grade members to one another. Loyalty by members to the group was based on intimidation. This was the case with all the major ethnic groups, the Hausas, Fulani, Ibos, and Yorubas. Each member was made to believe that protective power was best achieved through obedience to the rules and regulations of the group. However, while group membership was compulsory among the Yorubas and Edos, it was optional among the Nupe in Kwara State. In any case, it was uncommon for young people to refrain from membership. Any abstention was highly suspicious.

The various groups had the choice of a name and a leader. In Ilia Orangun and Igbomina, both in the Western State of Nigeria, the choice of a name was based on the consultation of the Ifa oracle. In Ijebu land, boys between the ages of seven and ten chose their group


name by asking the oba, or king, for a name. The oba then conferred with his chiefs before he gave a name to the group. The oba, by practice, generally gave a name that was related to an important event in his life.

Among the various ethnic groups, work was assigned according to skill and ability. The Edos, in the midwest, and other ethnic groups in Kwara and the west, distributed the construction and maintenance of roads, public houses, and all forms of national and local security duties on the basis of ability. In the old Benin Empire, the whole population belonged to one of four great associations called Otu. This practice of placing restrictions on the social interactions and mobilizing of the people was like a "caste" system.

In Ibo land, no group was allowed to take a name until the group had collectively performed a deed of courage and skill, like knocking down neighboring village opponents in an inter-village wrestling matches.

Among the Yoruba were two important festivals of Egungun (masqueraders) and Ogun (god of iron). The Egungun Festival was held for seven days; it was the Yoruba "All Souls" festival when egungun and members of their lineage group danced and mimed. It was celebrated during the yam harvest, the rainy season. The Ogun Festival was celebrated during the middle of the dry season when there was not much work to be done on the farm.

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16 Statement by Chief, Dr. Jacob A. Egharevba, personal interview, August 17, 1971.
The Egungun Festival was the period when the athletic group of youngsters showed their athletic prowess while masquerading. They jogged, ran, leaped, jumped, and danced in grotesque fashions, and ran after people to frighten them away. The masqueraders could be classed into the following, egungun onidan (trickster masqueraders) who appeared in three different dresses in the course of a dance; egungun olokiti (acrobatic masqueraders) who specialized in tumbling. They wore bright closely fitted dresses, but they made sure that no part of the body was exposed; egungun oie (entertaining masqueraders) who were professional entertainers. They moved from town to town staging their shows of acrobats and tumblers. Egungun eleru (heavy-weight masqueraders) were distinguished for their magical displays and generally carried wooden masks adorned with animal horns, skins, feathers, and anything that might make them look ferocious in order to scare people away. This was psychological since they could hardly run because of the weight of their masks. They were often brutal in their behaviour when they engaged themselves in causing ghastly physical injuries to the spectators who came too close to them.

The Ogun Festival was chiefly the festival of hunters and blacksmiths, veterans and users of iron implements. Ogun was a deified god of iron and war, pre-eminently the god of hunters. Young people were able to display their sporting skills during the celebration, which lasted seven days.
Prior to this season, in places like Okemessi, in the Ekiti division in Western Nigeria, and Ilesha, also in Western Nigeria, youths prepared ekunkun (batons made from fibrous stems) for the seasonal game of ekunkun. Ekunkun, a chasing game, was keenly played by young boys of ten to fifteen years of age. Participants in this game did a lot of sprinting over a stretch of path, or around interlocked, winding distances, in pursuit of a challenger. It was a beautiful sport to watch when the challengers were in flight with their little robes flying behind them like a parachute.

There were also the ipaye (veterans) who regarded the celebration as a "rememberance" day when they sang, drummed, and wore a variety of clothes. The aged ipaye, or veterans, dressed gorgeously, and joined other chiefs and the oba (king) in the slow running and sword-bearing ritual around the ogun grove seven times. The agile, able-bodied ipaye dressed very casually and at times, painted their bodies, sang war songs, and danced vigorously with their war implements throughout the period of the celebration. They displayed physical prowess in dances, sprinting and somersaulting in different directions. It was a period when the public mixed freely with one another as spectators and participants in the seasonal sports. It was a suitable time for courtship, love making, and the fixing of wedding dates.17

Dancing was a traditional form of exercise among the adults in Nigeria. Some dances were performed with the body erect, but more

17 Statement by Chief M.D.A. Durotoye, personal interview, September 17, 1971.

commonly, with the knees bent. It was also a pastime activity of traditional rulers and the elite.

Warriors were nearly always professional dancers. When they were not fighting, they either danced to exercise the body or undertook some kind of manual labour on the farm of their commander. Their dancing step, called aluwansi by the Yoruba people, was paced and steadily stimulated by the music until the individual performed free skills of inward feelings through an outward expression of skipping, leaping, galloping, and jumping.

Some of the warriors were engaged in doing repair jobs on afin (the king's palace), or sent on hunting expeditions to bring game to their commander. Music was generally supplied during the communal labour. The function of drums at such instances was to set or alter rhythms, and to accompany steps in order to stimulate them to an increase in productivity.

Among the various ethnic groups (the Hausa, Ibo, Yoruba, and Edo) weapons were plain. Some of them, like the spear, which was made of wood, were carved on the shaft butt; these wooden spears were socketed. The ceremonial spear, among the Ibo chiefs, was made entirely of iron and divided half way up into open work with five or six curved strands which joined again a foot higher. These ceremonial spears were made from local ore.

The Edo in the Midwest had three kinds of spears: the opo, which was made of all iron, in a hooked shape ; the arogun had a

wooden shaft with a sharp, barbed point; and the ceremonial spears.

Other weapons included the long bow, whose dart could travel from forty to a hundred yards when the string was of a strong fabric texture. The string of the bow was pulled back by means of another string affixed to the band, which went under the first one.

Swords were of various kinds. Some of the swords were long and single edged. This type of sword was found among the Yoruba and Edo people. Other swords were short and double edged. These were common in the East Central and North Eastern States of Nigeria.  

There were also implements like the shield and helmet. The shield was made of interlacing pieces of palm midribs, while the helmets were made of basketwork covered with hide. Young adolescents wore these during mock fights; they also often wore body armour made of animal skins along with the helmet and the shield.

Horses were reared in Northern Nigeria and parts of Western Nigeria which were free from the tsetse fly. In these areas, boys from ten to fifteen were taught to ride at an early age. It was also the practice in traditional Yoruba communities for young boys to be trained as squires on horseback. In Northern Nigeria the donkey was also used for amusement. The Hausa nobleman rode horseback, while those of the lower-upper class rode on donkeys and participated in donkey races. The nobles took part in the durbar ceremony (equestrian display) during the Hausa-Fulani Festivals.

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21 Ibid.
The languages spoken in Nigeria range somewhere between one hundred and fifty to two hundred and forty-eight. The major languages spoken are Hausa, Fulani, Ibo, and Yoruba. The Hausa-Fulani people number about twenty million in population and spill over to the neighbouring Republic of Niger; the Ibos were about twelve million by the 1963 census, and the Yorubas in the West are approximately ten million. They spill over to Dahomey and into Kwara State. Other important minority groups included in this study are the Edo in the Midwestern State, and about 462,000 in population; Ibiobio, or Efiks in the South Eastern State are about 775,000 in number, and the Ijaws, the population that lives in the Rivers State number approximately 300,000 (see Figure 7).
Fig. 7.—Map of Nigeria Showing Twelve States

Source: Ministry of Information
Western Nigeria
Much investigation has been done in various fields of education in Nigeria, but very little has been done about the pastime activities of the people who lived in the country before the introduction of the Western system of sports and games to Nigeria. Nigeria has an established and rich background of sports and games which are still highly cherished by her people because tradition dies hard among them.

It was common among the traditional Nigerian societies to use sports and games to prepare the youths for life during childhood. The Hausas, Ibos, and Yorubas had a routine exercise which every child was expected to experience. The reaction of the child to this routine which the mother gave him from the age of four weeks until the child was able to run about signified whether the child was healthy or not. This routine was (1) throwing and catching the child in the air; (2) holding both arms up in the air with both legs down; (3) holding both legs up in the air with the head downward; (4) stretching both arms forward and backward; (5) placing the child in a prone position and then extending the arms, one at a time, to reach the back of the child. The child who responded satisfactorily to this daily routine was exposed to further physical skills like carrying a miniature cutlass, spear, hoe, pot, and the running of errands.
Two major institutions that featured prominently in the early life of the child were the family and religion. The task of socialization of the child within these institutions was shared by the parents; the male child was the responsibility of the father, while the female child found her mother very accessible to her feminine way of life. The observations of a committee of American experts on African education headed by Dr. Jesse Jones in 1923 confirmed this.

...Their play was a preparation for the serious pursuits of maturity... it was usual when a lion had been attacked and lay gasping... that the little boys were encouraged to drive spears into the body... boys became skilled... trappers. ¹

Children, from their early years, were taught how to handle real implements as they became more intelligent and strong enough to bear heavy objects. They were taught how to handle crossbows, long bows, spears, swords, and musical instruments that needed a long period of apprenticeship to acquire the skill to manipulate them. Sporting activities with these implements were informal, continuous, and coherent.

As the children reached the age-group levels they were required to perform some particular form of manual labour and service to the community. Each group had a training programme which took the form of rope and tree climbing, swimming, archery, throwing the spear, bearing swords of various sizes, canoeing, hunting and wrestling.

Traditional activities were geared according to the season. People made sacrifices to their gods and engaged in long periods of

festivities in the harvest season when food was plentiful. In the traditional Nigerian society, people learned to internalize values, traditions, folkways, and the mores of their culture at a very early age. They learned by imitative behaviour patterns which involved make-believe activities, hero worship, and identification with their ethnic models. The author discovered that by practice, each ethnic group embarked upon a system of socializing the members with activities that were peculiar to the individual group. Ethnic distinction was often based on the type of sports and games that a person played.

Many changes are taking place in various parts of the country affecting the traditional aspects which are socially shared and transmitted. In various parts of the country, however, much of the traditional patterns of sports and games like dambe (traditional local boxing, see Figure 8) in Kano State, are still in vogue all over the country.

Dambe is like wrestling in the northern part of Nigeria. It is a very popular activity in Hausa land, played by young men between the ages of fifteen and twenty-two. It used to be a game for butchers but nowadays it is played by youngsters in all walks of life. In dambe you are allowed to beat or punch your opponent with one of your fists which is firmly wrapped. To win the game you have to knock your opponent down. Once the opponent has touched the ground with any part of the body—even if he slips—he has been beaten. There are no restrictions as to where to punch on the body; you are allowed to use your wrapped fist and legs to fight, but not the unwrapped hand.
DAMBE
(Local Boxing)

Stage I
The Challenge

Stage II
The Charge

Stage III
The Victor
standing

Fig. 8. Dambe - Traditional Local Boxing
Competition for dambe is now organized on a competitive basis between towns. Title bouts are held among teams from various towns. The current title holder in dambe in the Northern states of Nigeria is Shago Dan Anache.

Traditional activities which have been either extinct or dormant in areas of the western and midwestern states are very much alive and actively practised in other areas like Kano, Kwara, and the northeastern state of Nigeria (see Figure 7). Dancing, swimming, wrestling, hunting, archery, fishing, equestrianism, canoeing, boxing, and games like avo (called the "Warri game" because it was seen being played for the first time by early European traders in a town called Warri in the midwestern state of Nigeria, see Figure 9). The game is played with a piece of wood, four times longer than it is wide, with twelve bowl-shaped grooves hollowed out on the top. The game is played in the shade of village trees or inside private houses, by two people at a time. Each contestant has charge of the six "nests" on his side of the board. The avo seeds (48 in number) are placed in each of the twelve grooves, four to the groove. A player may move counters from any of the six nests on his side of the board. The intention of this move is to take as many seeds as possible belonging to the opponent according to the laid down rules. The winning player is the one who has been able to take the most seeds from the other. It is a game of strategy that needs "planning ahead" and entails a deft flick of the wrist. This game is popular in Ghana, Sierra Leone, Nigeria, Togo, Dahomey, the Ivory Coast, and Gambia. (See Figure 10, also.)
Fig. 9. Men Playing the Game of Ayo
The traditional Ayo game is played by all, traditional or modern, male or female.
Arin (Figure 11), or marbles, is a game common among children in the western and midwestern states of Nigeria. Boys of 8-15 years of age (and often up to 20 years) play this game. The seeds are arranged in rows between the players. Each player tries with the agreed number of seeds to dislodge the marbles on the defensive zone of his opponent. The winner is decided by the number of seed each player has been able to dislodge within a given time. It is interesting to note the similarity of this game to the Warri game and modern billiards although no table or sticks are used in this game, the principles of modern billiards are involved in this game.

The first large scale contact between Europeans and Africans was made during the period of slave trade, which began in the sixteenth century. At that time, men's consciences were less troubled; if it could be shown that African slaves were, after all, mere savages with no real culture or civilization, they had no qualms. The indigenous producers and spectators of traditional sports find traditional scenes meaningful. Anybody with a taste for African art could also enjoy these activities. But the non-socialized group of the community in traditional arts would find the sport meaningless and have the tendency to stamp the sports and games with contemptuous labels.

Rex Akpofure and Michael Crowther in their book commented that the education around the second quarter of the last century was

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Fig. 11: "Wayside games are common features in the traditional society. Elders too share in the fun."
obviously aimed at making a complete breakaway from traditional African society.7

Okingwu, in his account about the early education in Nigeria, showed how the Nigerian child in the early 1920's, did not think much about his tradition. He stated,

...Boys and girls have been obliged, or expected to lay aside their African way of living. They have been taught to look down upon their social ideas, their traditions, and folklore, as being of infinitely small value, or as being ridiculous or sinful....8

It must be noted that it was not until 1926 that there was any attempt at having some consideration for the African culture. If the absorption of this culture into the educational system has not been easy, it can be understood why it was not an easy struggle for physical education to be accepted as an integral part of education.

If no written history of sport in Nigeria, whether indigenous or foreign, ancient or contemporary has been written, the omission creates a vacuum which gives a false representation of the place of sports and games in the Nigerian culture. This is a situation which could be illustrated with the writing of Cozens and Stumpf.

...In fact, an examination of the works of early historians would lead the reader to believe that individuals were born and they died, they earned a living, fought in wars, and elected other individuals to political office, but they never played!9

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But, this was not the case with Nigeria. In the research, verbal and written information collected reveals that in the ancient, mediaeval, and contemporary periods, traditional sports and games were knit into the various ethnic festivals—marriages, funerals, and religious ceremonies. There is a close relationship in this conception to the following remarks by Cozens and Stumpf:

Sports and physical recreation activities belong with the arts of humanity. Such activities have formed a basic part of all cultures, including all racial groups and all historical ages, because they are as fundamental a form of human expression as music, poetry, and painting.... While wars, systems of government, plagues and famines have come and gone, these fundamental things have always been present in greater or lesser degrees.  

By culture and tradition, most Nigerians are subjugated to nature. They are in harmony with "nature," hence, they live by the seasons, sowing and harvesting.

Wrestling has been a principal sport in almost all cultures and is still popular in traditional societies. Among the Ikwerri Ibos it was practised as a religious activity with the idea of strengthening their crops; it was customary for spectators to take over from either a tired or angry wrestler so that no ill effect should be produced on the reproductive forces of nature. Wrestling among the Yoruba could be either a game or a real fight. (See Fig. 12.)

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Fig. 12
A Wrestling Bout.
The winner is he who makes his opponent either turn his back or touch the ground with both hands.
In a wrestling championship, a contender was accompanied everywhere by his "griot." The "griot" looked after his comfort and morals; helped him with his training, and also acted as his booster in the arena. He attracted public attention by drumming when the wrestler entered the arena.

The preliminary bouts took about three to four weeks. These preliminary bouts were more entertaining and full of fun than the main wrestling events. The wrestlers entered the arena in order of importance at approximately ten-minute intervals. These were short fights before the championships took place.

As the star wrestlers entered the arena, each was followed by his supporters who sung and shouted his praises and achievements before and after the tournaments. As they paraded, they chanted the history of the poor victims of their champion.

Blows were not allowed in wrestling. According to the rules in the western and midwestern states of Nigeria, points were awarded according to the type of contact made with the floor or ground when a wrestler was thrown. The contact could be with both hands, hands and knees, or a clean fall—when a contender is thrown and falls completely on his back without supporting his body with his hands or knees, or even holding on to an object. Each of these carried points, but a clean fall carried more points than the others. Once a man was thrown, he was beaten. In other areas, points were scored only when the thrown wrestler was on his back with the back of the neck touching the ground.
Among the Fulanis in Northern Nigeria, sharo, a test of endurance, was a festival sport. Sharo had significance to the Fulanis, if a lad was after a girl for marriage, the girl would not give her hand to him unless he play sharo, a test of his bravery. The game originated among the Jafun Fulani, who were cattle raisers. The game involved men between the ages of 20 and 35 years. The rules were simple and clear; a person simply challenged another of his age, and on approval of their elders, the game was carried out. Each player was armed with a cane, usually from a special tree called "Kanya," obtained and carefully stored well in advance. The game was carried out on agreement that one person would beat his opponent as hard as he could on the chest, three, four, or five times; a sharo player could flog his challenger one season and the challenger might not retaliate until the following season. This system soon changed and retaliation took place immediately after because of the fear of death or illness. The game was tough and bloody since, on many occasions, the players received broken and bleeding ribs and swollen bodies. If a player failed to turn up for his opponent to revenge, he was charged at the rate of one bull for every stroke.

The game was performed on three occasions; 1) during ceremonial occasions, such as marriage, 2) during Eid-al-Fitr and Kabir celebrations (religious festival after the Ramadan fast), and 3) during the harvest season, although this was not usual. (See Figure 13.)

12Statement by Malam Shuaigu Jimaita, Chief Information Officer, Kano State, personal interview, August 26, 1971.
Many regarded it as a game for all occasions, not only for festivals; as a sport they indulged in it for its own sake.

Festival sports and games among the Ibos in the East Central State were attached to dancing. There were two important dances among these people. One was Atilogwu, a form of folk dance which is believed to have originated from Ogwulugwu in Nsukka Province (see Figure 14). The dance spread to Anambra in Awka Province and to Ezeagu County in Enugu Province. It was also staged during other festivals as well as funeral ceremonies. The dance was full of vigour and activity and generally staged by young people from twelve to twenty-five years of age. The second was Nkpokiti, a dance staged by young boys from seven to twelve years of age. The dancers were taught the natural skills of the Umunze people, their rhythm, and their music, with acrobatic displays and variations which were combined (see Figure 15).

The game of ogo was common among boys. In this game a cone-shaped piece of carved wood was used (Figure 16). This wood was spun on the ground and whipped with a long string or rope tied to the end of a wooden handle. The whipping kept the cone spinning in the direction of the holes (already made in the ground to catch it) some distance away from the players. It was common to see this type of game being played along village streets or on playing grounds in Yoruba land.

Statement by Marcus Nkwo, August 18, 1971.

FIGURE 14.—ATILOGWU DANCERS
FIGURE 15. NKPORITI DANCERS
The Ogo is a carved wooden cone. Spun on the ground and steadily whipped into a hole without losing balance or speed is the ideal triumph in every game.
In order to appreciate sporting activities among Nigerians, the author examined all available information regarding age groups among the major ethnic groups. Here is what A. Fajana has to say:

Age group in sports and games is an association which embraces people born about the same period of time in a town or village and initiated into an elected club during a period of agreed consecutive years.

Indolence was not condoned among members of an age group. As a result, every group was responsible for the creation of opportunities for its members to receive adequate training and acquire skills necessary for all competitions and work within the society. The most skillful member of an age group became automatically the group leader because of his ability to influence his group to higher ideals and higher performances in their age-group activities. Such a leader was ascribed the role of a senior.

The age group was used as a way of differentiating "seniors" from "juniors" for wrestling and other sporting activities such as canoeing (see Figure 17), and swimming, dambe (traditional boxing) and okiti (tumbling). In okiti, the performer leaps into the air lifting his hips over his head, drives his arms upward and then downward, pulling his head into his chest and spins around onto his feet. He does the same thing for the back somersault. It was also possible through games like okoto, avo, and ogo to determine the role of different age groups in a Yoruba society. Okoto (Figure 18) is made out of small, long-pointed snail shells. Each player spins the okoto
Some of the boys taking part in the Boys event

FIGURE 17. --- CANOEING AS A SPORT IN NIGERIA
After the game, the loser is punished by each player. The cone is used in knocking the back of his hand a number of times originally agreed on.
and tries to snap the spinning okoto to turn it upside down. The last person to get it upside down is the loser. He is punished after the game by each player. The cone is used in knocking the back of his hand a number of times originally agreed upon.

Junior boys enjoyed playing games like dambe, okiti, okoto sesan and marbles. Sesan is a game played by two people with seeds taken from a fruit called ogbalumo. The seeds are arranged in rows at some distance between the two players. Holes are scooped in the ground. Each player tries, with the aid of other seeds to push the laid out seeds into the holes. Whoever pushes more seeds into the holes by a given time is the winner. This game is very much like the game of billiards though there are no sticks nor tables.

Marbles. This game is very much like sesan, but the laid up seeds are picked up by the winner. More than two play this game.

Contests were arranged among each age group in the same village or township and at times, between equal age-grade groups from two adjacent towns or villages. The junior boys were hero worshippers. They often chose their heroes among the skillful performers and emulated them. This served as a great incentive that kept them training all the year round.

It was also possible to find the same games being played in different parts of the country by different ethnic groups. The

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The game called buutu by the Yoruba, and ogbe among the Ibo, was a favourite among the young. This is a hide and seek game played by boys and girls.

There were daylight games such as bookoboko in the Western State and known as aku agbe among the Ibo. This is a hit and run game among boys. A player slaps another player on the buttocks, when he challenges other players he simply neglects covering the buttocks when the game is in operation. Other games played by them were abili and ukene ewau. The game of ukene ewau was played mostly by the Ekoi people across the Niger River. It was a major game where unequal sides were chosen with the objective being to divide and separate the smaller party. One side threw a ball to their partners in the distance, which the opponents attempted to intercept.

Hihan aje (a throwing and catching game) was known among the Yorubas and also called okwe among the Ibos. The players agree upon seven objects to throw and catch. The person who has more catches is the winner. In another major game played by the Ekwerri Ibo (a sub-division of the Ibo ethnic group), the players had to perform the difficult feat of catching a ball by means of a looped piece of a tie fastened in a slip knot.

The Hausa played a variety of games. The game of langa (fake fighting) is for two or more players. Both langa and kasan are executed by jumping and throwing the legs at the opponent with

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16 Ibid.
the objective of knocking him down. It is played both on land and in the water. *Kafa hudu* is a knee-racing competition. Every participant had to run on his knees—the first to reach the finishing cord is the winner. *Kasan buya* is for two or more players, played in the water like water polo. Objects are used to decide the number of times the victor puts the object into the defending zone of the other player. *Waha kasa* is leg fighting on land. *Allan barka* is a game played by girls. The girl performer leaps into the air and falls on a group of girls who catch her and throw her back into the air. Nobody wins in this game but it gives the players maximum satisfaction and enjoyment. (See Figure 19.)

Yoruba youths participated in other games like *ido*, a seed bowling game played very much like the *sasan* game. *Igbo iija* is an endurance game of banging heads for boys. The game is played by two boys and an umpire who instructs on any rules of convenience agreeable to both parties. The umpire starts this game. The loser is the player who withdraws from one of the rounds. *Ampe* is a skipping game for girls accompanied by the clapping of hands to produce music and rhythm. *Tusope* is an arm and trunk-stretching game for girls and is similar to the falling back game which is common among the Hausas, while this is played by the Yorubas.

Games were also classified as outdoor, indoor, moonlight, or daytime games. There were sports that demanded much activity and less skill, and those that demanded less activity and average skill.
This "falling backwards" game is popular all over the North.

Fig. 19.—*Allan baku, allan barka*—Girls' Falling Backward Game
An example of the first type was wrestling; ologinni (catching the kitten) was an example of the second type. The game is played by a number of players divided into two equal groups. Each group has a leader who acts as the cat while the other players are the kittens. The kittens line up behind the two cats and fold their arms around the waist of one another. Each cat tries to catch as many kittens as possible while the groups sing. The game ends when one cat manages to catch all the kittens of her opponent. The line is not to be broken and whoever breaks it is ejected from his group. There is a lot of twisting, jumping and shouting.

The game is accompanied by this song:

Ologinni o e ya (2)  
Mother cat e ya (2)  

Ba mi mu omo mi e ya  
Surrender my kittens, eh yah  

ko si o, e ya (many times)  
I will not, e ya (many times)  

The game is vigorous and meant for exercising the body. It was common among boys.

There were also games that put mental skill to the test. The mental skill games included a question and answer game, "What grows grey hair? kini nhewu?" This game was played by children numbering from two upward. One boy led in the song and the other joined in the chorus until the last line had been repeated thrice, with a response from the chorus each time. Nobody was expected to respond the third time and anybody who did was beaten up by the other members of the team.
Another game was the suggestion game, kini leje? leje leje (twice) (What has blood, blood, blood (twice)? In this game some correct answers were mixed with wrong ones. However, the wrong answers were supposed to be answered by complete silence. The song that accompanied this game ran like this.

Kini leje? leje, leje (twice)
What has blood? Blood, blood (twice)

Ewure leje etc.
Goat has blood etc.

Okuta leje (silence)
Stone has blood (silence) etc.

The leader in the game usually knew a list of animate and inanimate objects on which he based his statements.

Eni bi eni was a counting game with a rhythm where numbers were associated with objects of one's choice as for example, in the game of ayo the rhyme went like this:

Eni bi eni
One is one

Eji bi eji
Two is two

Eta ntagba
Three for calabash.

Erin woroko
Four for the crooked

Arun igbodo
Five for mortar carrying

Efa ti Yele
Six for Iyele

Boro nboro
Drum for signals
Iro bato  
The sound of the bata drum

Mojo L'Akesan  
I danced at Akesan

Gbangba L'ewa  
As clear as ten.

This game was played by children between the ages of seven to ten years. The game did not involve much activity among the lower age groups, while it involved the touching of fingers and toes or other bodily gestures as the poem in a game of avo was recited among the upper age groups. 17

Sports Facilities and Equipment Factors

In traditional agrarian societies, facilities that were available for practice and competition were few and primitive. Practices were held 1) in front of huts on the farm; 2) open, private spaces where boys were taught various techniques in wrestling, sword bearing, throwing the spear and archery; 3) dunghills, used in teaching stunts, somersaults, and tumbling skills; 4) roadsides were used as practice areas by boys, while running errands they practiced for agility with cartwheels, Arab spring tumbling, sprints, and high and long jumps over treetrunks and across streams; 6) sandy areas were chosen for wrestling. In such areas the loser would not be hurt when thrown on the ground. Such areas, by chance, happened to be the central spots in towns and villages. This was also a suitable ground for the game of okoto.

Ibo, the village greens or open playing fields were used by the Ibo people, especially around Onitsha, for sports like wrestling and dancing. Market squares were used by the Hausa and the Yoruba for their wrestling, dancing, and other competitive sports. Those areas designated for competition were also used for mass meetings as well as other political and civil meetings. (See Fig. 20)

It was also a common practice for group leaders to organize informal practices at home, especially when women were not around, to coach beginners, slow learners, and civil defense cadets. The practice sessions developed into formal training for the novice as he became a member of an age group. It was also looked upon as an open tournament for the adults as they became proficient in the required skills.

External Factors

Western sports and games were introduced into Nigeria through the keen interest of British administrators, military officers, and missionaries from Europe and America. The introduction of the Empire Day celebrations (1893) was the beginning of another era in the sporting life of Nigeria. Empire day was instituted as a time for remembering and showing loyalty to the British Crown.

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18 Achebe, op. cit., p. 42.

19 Statement by Oba Adetoyese I. The Timi of Ede, personal interview, September 14, 1971.
Fig. 20.—Playground at Onitsha Olona (Ika Ibo - Ilo)
Empire Day was a period of interaction among the various ethnic groups in the field of sports and games in Nigeria. The early celebrations were full of traditional activities like ethnic dances, acrobatic performances, and tumbling. This was followed by the distribution of Empire Day gifts from Great Britain, like toys and bunting, among the dancers and other participants.

The celebrations were generally preceded by the singing of the British national anthem, the reading of the Empire Day message from the throne of England, and the march past the administrative group by members of the West African Frontier Force in Nigeria.

A pavilion made of bamboo sticks and covered with palm branches was erected to seat the very important personalities and the cooperating distinguished traditional rulers. They were invited to listen to the speech from the throne and to watch the traditional displays for the day.

At the outset, the celebrations took place in natural open spaces. However, as the number of observers of Empire Day celebrations grew, more grounds were cleared annually. The open spaces were converted to playing fields for the games of cricket, soccer, and polo by the officers after Empire Day. These games were played most afternoons. This was how most of the playing fields in Nigeria came into being.

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20 Ibid.
Around 1927, mission schools were invited to participate in the Empire Day celebrations. Prior to the day of the celebration, British officers made sure that the school children in their district could sing the British national anthem and could take part in the march.

The programme of the school children's activities, at the outset, was a combination of sack races, egg and spoon races, three-legged races, tug-of-war, catching the train, the echo race, and threading the needle. When field and track events, such as pole vaulting, the long jump, and sprinting were added, sights and scenes which are rare today were created. Arms were broken in the pole vaulting events because there was no base in which to plant the pole. The jumping pits were shallow and filled with a poor grade of sand which often contained splinters and sharp pebbles. The fields on which the running events took place were often full of potholes and badly cut, sharp-pointed shrubs and stumps.

The athletic events of Empire Day were not taken seriously because the celebration was meant to be full of fun. Only the army and the police took athletics more seriously and cleared good grounds where they held their regular parade marches and later took part in athletics and games. The first modern athletic grounds were erected on these police and army grounds.

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CHAPTER VI
INTER-SCHOOL COMPETITIONS: TRACK AND FIELD

Nigeria's real athletic progress began with the introduction of serious sports in teacher training colleges in 1910 and later on with its extension into secondary schools.\(^1\) Around 1928 and 1929 the Empire Day competitions were organized on an inter-school basis for elementary schools in minor activities like the echo race, catching the train, threading the needle, the lime and spoon races were events added for the girls and sack races for the junior boys were added to the track and field events—all sprints, 440 yards, 880 yards, 1 mile, 4x110 yards, 120 yards, intermediate hurdles, high jump, long jump and vault. At that time, little or no importance was attached to athletic records, and so data which could have helped in the research into the origin of individual sports were lost.

The earliest inter-school athletic meeting in the whole of Nigeria was held in Oyo Province between Baptist schools and Anglican (Episcopal) schools between 1900 and 1910.\(^2\)


\(^2\)Ibid.
THE ROWDEN SHIELD

As early as 1910, the Director of Education, southern provinces of Nigeria, Mr. C.E. Rowden presented a shield to be awarded to the school winning the highest honors in athletic events. Competing schools at Oyo for this shield in 1910 were St. Andrews College; the Baptist College and Seminary, Ogbomosho; Wesley College, Ibadan; and Church Missionary Society (C.M.S.) Training Institute, Oshogbo.

THE PEACE CHALLENGE SHIELD

In 1919, schools in Calabar Province met in Calabar to compete for the Peace Challenge Shield. This was an annual competition held on Armistice Day (11th day of the 11th month of every year) until 1934 when it was discontinued. The schools that participated in this competition were Ikot Ekan, Hope Waddell, Ikot Ekpen, Abak, Duke Town, Sacred Heart, Ikot Ubo, Eket Creek Town and Big Kwa. In the early days of the competition Sacred Heart was generally the winning school.

THE GOVERNOR'S SHIELD

The second governor of Nigeria, Sir Hugh Clifford, G.C.M.G.; G.B.E., donated a shield for competition among schools in Nigeria in 1921. There were ten schools from the East and West which were prominent in this competition. The schools in the northern part of Nigeria that qualified for the competition were: Sokoto, Bida, and Ilorin. Competition for this shield was terminated in 1927.
### TABLE 1

**THE ROWDEN SHIELD**

(1st Shield 1910–1925)

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<thead>
<tr>
<th>Year</th>
<th>Place</th>
<th>Winner</th>
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<tbody>
<tr>
<td>1910</td>
<td>Oyo</td>
<td>St. Andrew's College, Oyo</td>
</tr>
<tr>
<td>1911</td>
<td>Oyo</td>
<td>St. Andrew's College, Oyo</td>
</tr>
<tr>
<td>1912</td>
<td>Oyo</td>
<td>St. Andrew's College, Oyo</td>
</tr>
<tr>
<td>1913</td>
<td>Oyo</td>
<td>St. Andrew's College, Oyo</td>
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<tr>
<td>1914</td>
<td>Oyo</td>
<td>St. Andrew's College, Oyo</td>
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<tr>
<td>1915</td>
<td>Oyo</td>
<td>St. Andrew's College, Oyo</td>
</tr>
<tr>
<td>1916</td>
<td>Oyo</td>
<td>Baptist College, Ogbomosho</td>
</tr>
<tr>
<td>1917</td>
<td>Oyo</td>
<td>St. Andrew's College, Oyo</td>
</tr>
<tr>
<td>1918</td>
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</tr>
<tr>
<td>1919</td>
<td></td>
<td>No Competition 1st World</td>
</tr>
<tr>
<td>1920</td>
<td></td>
<td>No Competition War</td>
</tr>
<tr>
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</tr>
<tr>
<td>1925</td>
<td>Oyo</td>
<td>Baptist College, Ogbomosho</td>
</tr>
</tbody>
</table>

Note: Table 8 is a complete listing of the trophies showing the years of competition.
## TABLE 2

WINNERS OF THE PEACE CHALLENGE SHIELD 1919-1934

<table>
<thead>
<tr>
<th>Year</th>
<th>Winner</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1919</td>
<td>Sacred Heart</td>
<td>Ikot Ekan</td>
</tr>
<tr>
<td>1920</td>
<td>Sacred Heart</td>
<td>Hope Waddell</td>
</tr>
<tr>
<td>1921</td>
<td>Sacred Heart</td>
<td>Ikot Ekpene</td>
</tr>
<tr>
<td>1922</td>
<td>Sacred Heart</td>
<td>Abak</td>
</tr>
<tr>
<td>1923</td>
<td>Hope Waddell</td>
<td>Duke Town</td>
</tr>
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<td>1924</td>
<td>No Competition</td>
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</tr>
<tr>
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<td>Hope Waddell</td>
<td>Ikot Ubo</td>
</tr>
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<td>Ekot</td>
</tr>
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<td>1927</td>
<td>Hope Waddell</td>
<td>Creek Town</td>
</tr>
<tr>
<td>1928</td>
<td>Hope Waddell</td>
<td>Big Kwa</td>
</tr>
<tr>
<td>1929</td>
<td>Ikot Ekan</td>
<td></td>
</tr>
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<td>1930</td>
<td>Hope Waddell</td>
<td></td>
</tr>
<tr>
<td>1931</td>
<td>Eket Ekan</td>
<td></td>
</tr>
<tr>
<td>1932</td>
<td>Eket Ekan</td>
<td></td>
</tr>
<tr>
<td>1933</td>
<td>Eket Ekan</td>
<td></td>
</tr>
<tr>
<td>1934</td>
<td>Abak and Hope Waddell</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Winner</td>
<td>Participants</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>--------------</td>
</tr>
<tr>
<td>1921</td>
<td>C.M.S. Grammar School, Lagos</td>
<td>Lagos: C.M.S. Grammar School</td>
</tr>
<tr>
<td>1922</td>
<td>C.M.S. Grammar School, Lagos</td>
<td>King's College, King's College, St. Gregory's College</td>
</tr>
<tr>
<td>1923</td>
<td>C.M.S. Grammar School, Lagos</td>
<td>Wesleyan Boys' H.S., Ijebu Ode, C.M.S.</td>
</tr>
<tr>
<td>1924</td>
<td>King's College, Lagos</td>
<td>Abeokuta, C.M.S., St. Andrew's, Oyo</td>
</tr>
<tr>
<td>1925</td>
<td>C.M.S. Grammar School, Lagos</td>
<td>Hope Waddell, Oyo, Eko Boys' H.S.</td>
</tr>
<tr>
<td>1926</td>
<td>(No Record)</td>
<td>Baptist College, Ogbomosho</td>
</tr>
<tr>
<td>1927</td>
<td>Wesleyan Boys' High School</td>
<td>Sokoto, Bida, Ilorin</td>
</tr>
</tbody>
</table>
The C.M.S. Grammar School, Lagos, dominated the field of the Governor's Shield Competition which lasted until 1927. During this period, C.M.S. won the shield four times. King's College and the Wesleyan Boys' High School won it in 1924 and 1927, respectively, to interrupt the record of the C.M.S. Grammar School. Other schools in the competition were: St. Andrew's College, Oyo, Baptist College, Ogbomosho, and Hope Waddell Institute, Calabar.

This competition faced many problems; unorganized programmes, poor officiating, and poor facilities, which finally led to its being discontinued.

THE URLING SMITH SHIELD

Mr. F.M. Urling Smith, Director of Education, northern provinces, donated a shield for inter-school competition between schools of arts and crafts in the north. Sports were held individually by each school on any day and the results were mailed to the head office where points were awarded on times and distances for the first three places; the shield was awarded to the winning team on this system. This competition lost its status among the other competitions and was later confined to middle schools in the north.

The prominence given to this competition in this account is due to the wonderful performance of Bukar Ajigen, whom Mr. Powell referred to as "a myth who ran 100 yards in 10 seconds in 1928. The Urling Smith Shield Competition was inseparable from the name of Bukar Ajigen. With the exception of this great athlete, the Urling
<table>
<thead>
<tr>
<th>Year</th>
<th>Winner</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1925</td>
<td>Sokoto</td>
<td>Bauchi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bida</td>
</tr>
<tr>
<td>1926</td>
<td>Bida</td>
<td>Bernu</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ilorin</td>
</tr>
<tr>
<td>1927</td>
<td>Ilorin</td>
<td>Kano</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Katsina</td>
</tr>
<tr>
<td>1928</td>
<td>Bida</td>
<td>Keffi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maidaiguri</td>
</tr>
<tr>
<td>1929</td>
<td></td>
<td>Sokoto</td>
</tr>
<tr>
<td>1930*</td>
<td>Maiduguri</td>
<td>Yota</td>
</tr>
<tr>
<td></td>
<td>Ilorin</td>
<td>Zaria</td>
</tr>
<tr>
<td>1931</td>
<td>Ilorin</td>
<td></td>
</tr>
<tr>
<td>1932</td>
<td>Ilorin</td>
<td></td>
</tr>
<tr>
<td>1933</td>
<td>Ilorin</td>
<td></td>
</tr>
<tr>
<td>1934</td>
<td>Ilorin</td>
<td></td>
</tr>
</tbody>
</table>

*1930 – Two competitions
Smith Shield failed to produce great athletes as the others did, even though it rendered an invaluable service to the people of Ilorin and other parts of the North.

THE FIRST ROSS SHIELD
(Second Shield)

In 1926, Captain W.A. Ross (C.M.G.), President of Oyo Province, donated a shield to replace the Rowden shield.

Due to the lack of facilities, the triangular meeting had been held annually at Oyo until 1927, but in 1928 it was held at the Ibadan Racecourse at the invitation of Wesley College and the winner was Baptist College. Thereafter, the meetings were held in rotation at the three colleges. Baptist College was an annual winner of the second shield between 1926 and 1932, and became the permanent keeper of the second shield. The shield was competed for between 1926 and 1954 with the exception of the period from 1941 to 1947, due to the effects of the Second World War from 1939 to 1945.

THE AIONIAN SHIELD

In 1930, the late Reverend M.C. Adeyemi, founder and principal of Ondo Boys High School, called a meeting of the principals of three other voluntary agency or Anglican grammar schools in Western Nigeria at St. Andrews College, Oyo. They were the Principal of Abeokuta Grammar School, the late Reverend K.R.E. Kuye; the late
<table>
<thead>
<tr>
<th>Year</th>
<th>Place</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1926</td>
<td>Oyo</td>
<td>Baptist College, Ogbomosho</td>
</tr>
<tr>
<td>1927</td>
<td>Oyo</td>
<td>Baptist College, Ogbomosho</td>
</tr>
<tr>
<td>1928</td>
<td>Ibadan</td>
<td>Baptist College, Ogbomosho</td>
</tr>
<tr>
<td>1929</td>
<td>Ogbomosho</td>
<td>Baptist College, Ogbomosho</td>
</tr>
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<td>1930</td>
<td>Oyo</td>
<td>Baptist College, Ogbomosho</td>
</tr>
<tr>
<td>1931</td>
<td>Ogbomosho</td>
<td>Baptist College, Ogbomosho</td>
</tr>
<tr>
<td>1932</td>
<td>Oyo</td>
<td>Baptist College, Ogbomosho</td>
</tr>
<tr>
<td>1933</td>
<td>Grier Cup held at Oyo</td>
<td>St. Andrews College, Oyo</td>
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<td>1934</td>
<td>Grier Cup, Oyo</td>
<td>King's College, Lagos</td>
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<tr>
<td>1935</td>
<td>Grier Cup, Oyo</td>
<td>King's College, Lagos</td>
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<tr>
<td>1936</td>
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<td>St. Andrews College, Oyo</td>
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<tr>
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<td>St. Andrews College, Oyo</td>
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<tr>
<td>1938</td>
<td>Ibadan</td>
<td>St. Andrews College, Oyo</td>
</tr>
<tr>
<td>1939</td>
<td>Oyo</td>
<td>Baptist College, Iwo</td>
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<tr>
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<td>Iwo</td>
<td>St. Andrews College, Oyo</td>
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<tr>
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<tr>
<td>1942</td>
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<td>1943</td>
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<td>1944</td>
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<td>1947</td>
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<td>1948</td>
<td>Oyo</td>
<td>Baptist College, Iwo</td>
</tr>
<tr>
<td>1949</td>
<td>Ibadan</td>
<td>Wesley College, Ibadan</td>
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<tr>
<td>1950</td>
<td>Iwo</td>
<td>Wesley College, Ibadan</td>
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<td>1951</td>
<td>Oyo</td>
<td>Baptist College, Iwo</td>
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<tr>
<td>1952</td>
<td>Ibadan</td>
<td>Wesley College, Ibadan</td>
</tr>
<tr>
<td>1953</td>
<td>Iwo</td>
<td>Wesley College, Ibadan</td>
</tr>
<tr>
<td>1954</td>
<td>Oyo</td>
<td>Wesley College, Ibadan</td>
</tr>
</tbody>
</table>
Bishop A.B. Akinyele, Ibadan Grammar School; and the late Reverend I.O. Ransome Kuti, Ijebu Ode Grammar School. They all decided at that meeting to hold an annual sports meeting in competition for the Aionian Shield. The name "Aionian" was agreed upon because it included the initial letters of all four schools, A-Abeokuta, I-Ibadan, O-On-ndo, and I-Ijebu Ode. The an at the end of the word made it adjectival. The first meeting of the Aionian competition was held in 1931. Abeokuta Grammar School dominated the competition for many years with Ibadan Grammar School and Ijebu Ode Grammar School sharing the second and third places, respectively.

Other Anglican grammar schools joined the competition as they were founded in various parts of the Western State of Nigeria. However, the Grier Cup Competition, which was non-denominational, founded in 1933 soon became more important than the Aionian Shield Competition.

THE FISHER SHIELD

In 1932, Reverend R. Fisher, the Principal of Government College, Umuahia, donated a shield for competition among four secondary schools and one teacher-training college in Eastern Nigeria (Church Missionary Society Training College, Awka). These schools were the Dennis Memorial Grammar School, Onitsha; Uzuakoli Institute; The Church Missionary Society Training College, Awka; Hope Waddell Institute, Calabar; and Government College, Umuahia. Only two meetings were held. Both meetings were held at Umuahia. In 1932, the C.M.S. Training College, Awka won the Fisher Shield Competition. In 1934 Uzuakoli Institute and Government College, Umuahia tied for the shield.
THE GRIER CUP

The year 1933 ushered in changes in the tradition of sports participations in Western Nigeria, the first province to organize sports in Nigeria. 3

Selwyn Grier (C.M.G.), Commander of St. Michaels and St. George, and then Director of Education of the Southern Provinces, encouraged this new awakening among the youths by donating a cup to be competed for by secondary schools and training colleges in the Colony of Lagos and the Western Province. The triangular colleges took part in the first meeting along with King's College, Lagos, and Government College, Ibadan, the host school. St. Andrews College, Oyo, won the first meet; however, the tide changed the following year in Lagos when King's College won the cup. In 1935 St. Gregory's College, Lagos, took part in this competition for the first time.

Grier Cup competition became tougher as the Aionian group of high schools joined. At the same time, it became impossible for the triangular colleges to compete in the Grier Cup and to maintain their monopoly of the Ross Shield Competition which they kept strictly to themselves. St. Andrews College, the Baptist College, and Wesley College eventually withdrew from the Grier Cup Competition, retaining their interest in the Ross Shield, the oldest athletic competition in Nigeria. (See Table 5.)


4 Statement by the Principal of Wesley College, Ibadan, personal interview, August 13, 1971.
THE HUSSEY SHIELD

The pride of service in uniting the whole country through sports and games went to Mr. E.R.J. Hussey, the Director of Education in Nigeria. He donated a shield in 1933 to be competed for by schools of the Northern and Southern Provinces. The competition was in track and field events by representatives from both areas. The first competition took place May 1, 1933 at the Government College, Ibadan. The second meeting in 1934 was held in Kano. The South won both of these meetings. "In these meetings lie tremendous possibilities for future closer associations of, and understanding between, the peoples of Nigeria," remarked Mr. V.B.V. Powell.5

Other benefits derived from this competition were that boys were brought together from all over the country for the first time to share good qualities, to know one another in the happy atmosphere of an athletic competition.... Competition must be a factor in developing the understanding that will eventually make Nigeria a united country.6

This competition is still an annual exercise among Nigerian high school athletes in the country. Some of the participants in the early days who featured prominently in the competitions are now serving Nigeria in various capacities. Among them are S.I. Fawehinai, G.O. Ojutalayo, J.B. Lafimihan, Y.S. Tafa, G.A. Deko, I.S. Adewale, A.A.E. Sagay, H.J. Ekperigin, T. Ejiwumi, and H.T.W. Briggs.

6Ibid.
THE SECOND ROSS SHIELD

(Third Shield)

In 1955, W.T. Mackell, Deputy Director of Education of Western Nigeria, donated the third shield which was also named the Second Ross Shield. The shield was competed for between 1955 and 1966 and finally retained by Wesley College, Ibadan.

OTHER TROPHIES

In 1933, the Wilson Parnaby Shield was donated for competition in the eastern part of Nigeria, while the northern part received the Shilling-Ford trophy. These trophies were for competition by children in secondary schools in those parts of the country.

CONCLUSIONS

In spite of all of the opportunities that secondary schools offered and the effort of clubs in the Nigerian communities, the future success of Nigeria in the field of athletics lies in the elementary schools where early exposure of pupils to current techniques in jumping, running, and throwing would give a prospective athlete a good foundation for future competition. Nigerian athletes have gained fame in the high jump even though the eastern cut-off style was used by some. These athletes, mostly in track and field, were too old to change from their old style to a more advantageous style, hence the need for early training in good styles and techniques from the elementary schools.
<table>
<thead>
<tr>
<th>Year</th>
<th>Place</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1955</td>
<td>Ibadan</td>
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<tr>
<td>1956</td>
<td>Iwo</td>
<td>Baptist College, Iwo</td>
</tr>
<tr>
<td>1957</td>
<td>Oyo</td>
<td>Wesley College, Ibadan</td>
</tr>
<tr>
<td>1958</td>
<td>Ibadan</td>
<td>St. Andrews College, Oyo</td>
</tr>
<tr>
<td>1959</td>
<td>Iwo</td>
<td>St. Andrews College, Oyo</td>
</tr>
<tr>
<td>1960</td>
<td>Oyo</td>
<td>St. Andrews College, Oyo Wesley College, Ibadan, tied with Baptist College, Iwo</td>
</tr>
<tr>
<td>1961</td>
<td>Ibadan</td>
<td>Wesley College, Ibadan tied with Baptist College, Iwo</td>
</tr>
<tr>
<td>1962</td>
<td>Iwo</td>
<td>Wesley College, Ibadan</td>
</tr>
<tr>
<td>1963</td>
<td>Oyo</td>
<td>St. Andrews College, Oyo</td>
</tr>
<tr>
<td>1964</td>
<td>Ibadan</td>
<td>Wesley College, Ibadan tied with Baptist College, Iwo</td>
</tr>
<tr>
<td>1965</td>
<td>Iwo</td>
<td>Baptist College, Iwo</td>
</tr>
<tr>
<td>1966</td>
<td>Oyo</td>
<td>Wesley College, Ibadan</td>
</tr>
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</table>
TABLE 7  
THE THIRD ROSS SHIELD  
(4th Shield)  
1967- Present

<table>
<thead>
<tr>
<th>Year</th>
<th>Place</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967</td>
<td>Ibadan</td>
<td>Wesley College, Ibadan</td>
</tr>
<tr>
<td>1968</td>
<td>Iwo</td>
<td>Wesley College, Ibadan</td>
</tr>
<tr>
<td>1969</td>
<td>Oyo</td>
<td>St. Andrews College, Oyo</td>
</tr>
<tr>
<td>1970</td>
<td>Ibadan</td>
<td>Baptist College, Iwo</td>
</tr>
<tr>
<td>1971</td>
<td>Iwo</td>
<td></td>
</tr>
<tr>
<td>1972</td>
<td>Oyo</td>
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</tr>
</tbody>
</table>
### TABLE 8

**TROPHIES FOR NATIONAL COMPETITION AMONG NIGERIAN SCHOOLS**

**IN TRACK AND FIELD EVENTS**

<table>
<thead>
<tr>
<th>Trophy</th>
<th>Years Presented</th>
</tr>
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<tbody>
<tr>
<td>The Rowden Shield (1st Shield)</td>
<td>1910–1925</td>
</tr>
<tr>
<td>The Peace Challenge Shield</td>
<td>1919–1934</td>
</tr>
<tr>
<td>The Governor's Shield</td>
<td>1921–1927</td>
</tr>
<tr>
<td>The Uirling Smith Shield</td>
<td>1925–1934</td>
</tr>
<tr>
<td>The First Ross Shield (2nd Shield)</td>
<td>1926–1954</td>
</tr>
<tr>
<td>The Aionian Shield</td>
<td>1931–Present</td>
</tr>
<tr>
<td>The Fisher Shield</td>
<td>1932 and 1934</td>
</tr>
<tr>
<td>The Grier Cup</td>
<td>1933–Present</td>
</tr>
<tr>
<td>The Hussey Shield</td>
<td>1933–1934</td>
</tr>
<tr>
<td>The Parnaby Shield</td>
<td>1933–Present</td>
</tr>
<tr>
<td>The Schilling Ford Trophy</td>
<td>1933</td>
</tr>
<tr>
<td>The Second Ross Shield (3rd Shield)</td>
<td>1955–1966</td>
</tr>
<tr>
<td>The Third Ross Shield (4th Shield)</td>
<td>1967–Present</td>
</tr>
</tbody>
</table>
CHAPTER VII

THE ORGANIZATION OF ATHLETICS IN NIGERIA

ATHLETIC ORGANIZATIONS

In addition to the athletic programmes conducted in all of the secondary schools and colleges, there were organizations like the Police Force, the Railway Company and the United African Company (a British chartered trading company), which employed high school dropouts and other Nigerians. These companies established athletic clubs which in turn, spread athletics to every corner of the country. These clubs offered athletic opportunities in track and field or soccer to many young, non-literate men and elementary school dropouts who would otherwise never have been able to participate in sports from the Western World.

Most of the athletes who represented Nigeria in the early period of Nigeria's involvement in international competition came from athletic clubs which had been trained by these companies.

Inter-provincial competitions on both junior and senior levels started in 1921 in track and field events with the juniors competing for the Sir Clifford Shield, and the seniors, the Battalion and Regimental Clubs, competing for Colonel Mair's Shield.¹ The programme of events was limited at that time to sprints, middle distances, long distance, and the jumps. However, the standard of

performance was particularly high in running the middle distances. Amadu Pankshin, a great athlete of his days, won the cross-country for ten consecutive years, and ran the mile in 4 minutes, 30 seconds.

In 1921 the Nigerian Regiment held a sports meeting in track and field for the first time at Kaduna. This meeting was organized on an inter-battalion basis. Each battalion was represented by two men in each event and points were awarded for places. The 1st Battalion dominated this meeting for the first four years of the competition. In 1925 the 3rd Battalion won first place, only to lose it again to the 4th Battalion in 1927.

Records of events during those early years show that the reorganization which was made in this competition in 1930 did not bring about much improvement. Instead, sports waned in the Army and Police forces because better records were being produced in the high school competitions for the Grier Cup and the Hussey Shield. Relay races replaced individual events and the performances of the two runners were added together for the battalion. Every award was based on the team system. The 2nd and 4th Battalions shared honours after the change.

In 1932, Sir Donald Cameron, the fourth governor of Nigeria presented a bell as a trophy to be competed for in a ten-mile cross-country race. The 4th Battalion won the trophy once and the 1st Battalion won it once.

The national competitions that were organized in the early years in Nigeria were sponsored mostly by British officials on active
service in the Royal West African Frontier Force (RWAFF), the
Nigerian Police Force (NPF), British veterans serving in the Pro-
tectorate of Nigeria as administrators and educationalists, and
the English and American missionaries. They did not waste time
in projecting their interest to other Nigerians in the formation
of various sport organizations. "Nigerians are very keen indeed
to learn more about all sports and the standard of performance is
improving steadily year by year," remarked an expatriate sports
enthusiast. These sports lovers believed in the importance of
modern sports in the development of a nation.

While Colonel Mair's shield was being keenly competed for
by the battalions, Mr. R.G. Henderson's cup was drawing police
crowds. Of the five athletes produced by the Police Force, the
most famous was Mr. J.A. Adeola, once a triple national sprints
champion.

Many club associations were founded and trophies donated
to encourage sports in Nigeria. Any temporary resident in Nigeria
who was interested in sports was encouraged to participate in these
activities; frequently as a player and often as a coach or an offi-
cial. Great builders of sports in Nigeria like V.B.V. Powell and
Charles E. Newham, who were themselves Oxford "Blues," have done
much as officials to lift the standard of sports in Nigeria.

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2C.E. Newham, "The Olympic Games and Nigeria: History and
Significance of an Ancient International Movement," The Nigerian

3C.E. Newham, "Sports Review," Nigeria Year Book (Lagos,
In 1938 a group of sports enthusiasts gathered together in Lagos to form the Lagos Amateur Athletic Club to interest school leavers in track and field sports. In 1942, organized athletic competitions were held in Lagos where the following clubs and schools participated: Army Amateur Athletic Club, Marine Amateur Athletic Club, the Methodist Boys' High School Amateur Athletic Club, the Police Amateur Athletic Club, the Railway Amateur Athletic Club, St. Gregory's College, and Zik's Amateur Athletic Club.

The Amateur Athletic Association of Nigeria

All early attempts toward the creation of an Amateur Athletic Association of Nigeria were aborted. However, on March 11, 1944, a group of people interested in athletics attended a meeting where the Amateur Athletic Association of Nigeria was inaugurated. It was founded with these aims, a) to encourage and promote amateur athletics; b) to improve the management of athletic meetings by the establishment of uniform regulations; and c) to promote whatever possible championship meetings or other competitions, and to be responsible for the preparation of the ground selected for such meetings and for everything necessary for their proper administration.

V.B.V. Powell stated that it was through the combined efforts of Mr. E.A. Miller and S.O. Jolaoso's dedication to sports that the skeleton of the first draft of the Amateur Athletic Association of
Nigeria came to be written. Those in attendance at the inaugural meeting were: the late Captain D.H. Holley; S.O. Josaoso; late L.J. Lewis, former C.M.S. Grammar School Principal; Captain E.A. Miller; late Justice Luke Emejulu; T.E. Archiborg; late F.K. Butler, former Inspector of Schools, Western Province; late H.A. Clift, former Principal of King's College, Lagos; V.B.V. Powell; R.G. Henderson, head of the Nigerian Police Force; P.W. Price; N.S. Clouston; S.M. Oduba; T.B. Welch; H.J. Ekperigin; and C. Wilson. The first elected officers were President D.H. Holley, Secretary V.B.V. Powell, and Assistant Secretary, S.O. Jolaoso.

In the same year (1944), the Lagos Colony Regional Committee was formed with Captain D.H. Holley elected chairman and S.O. Jolaoso the first honorary secretary.

The first All-Nigerian Championship meeting sponsored by the Amateur Athletic Association of Nigeria was held at the Government College grounds, Ibadan, under the patronage of His Honour, the Chief Commissioner for Western Provinces, Sir T. Chandos Hoskyns-Abrahall on April 3 and 5, 1947. Silver medals were awarded to all winners in the events, and each member of the relay team received a bronze medal, while other participants received certificates.

Statement by Mr. H.J. Ekperigin, personal interview, August 17, 1971.

Until 1946, athletic associations were not very prominent in the country beyond Lagos and Ibadan. After the Lagos Colony Committee was formed, other regional and provincial committees were also formed, and the total number of honorary members that year was 139. These members did much for the progress of the Association within a short space of time.

**Organized Athletics for Women**

In 1950, through the efforts of Mrs. J.R. Bunting and Mrs. Irene Fatayi-Williams, plans were made for the organization of sports for women. They were interested in competitive track and field events for women in the secondary schools, and with the aid of members of the men's Amateur Athletic Association of Nigeria, a meeting was held at the King's College grounds in Lagos in 1951. This meeting was so successful that it was decided there should be an organization similar to the one that arranged and organized sports for men. This was the beginning of the Women's Athletic Association. The first president was Lady MacPherson and Vice Presidents were Lady Abayoni, Lady Alakija, and Mrs. J.R. Bunting.  

In 1952 the outstanding lady participants were Floretta Iyo, winner of the high jump at 4 feet, 9 inches, and Miss G. Bob Manuel, winner of the broad jump at 15 feet, 5½ inches. Miss Floretta Iyo

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later became the first woman physical education teacher in Nigeria. At first the competitors were drawn exclusively from Lagos, but within a few years, organized teams were produced from the Western and Eastern Regions. In 1955, teams from the East, West, North, and Cameroons joined in the competition for the first time.

In 1956 the Women's Table Tennis Association was formed and the women's singles event was introduced into the national championships for the first time.

These events for women received support from the public and the press and enthusiasm for the events increased annually. By 1958 these athletes had received enough training to enter the trials for the Olympics and competed in national and international meetings.

Organization of the Nigerian Football Association

Soccer, the premier of sports in Nigeria was introduced into the country late in the 19th century by missionaries that entered Nigeria through Calabar. However, it was not until 1930 that accounts about soccer activities came to be kept alongside other athletic accounts. "Football," as it was called, was played all the year round. It was a game which boys played extensively during school breaks, after school hours on the school playing grounds and in many open spaces in parts of towns and villages in Nigeria.

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7 Ibid.
In 1930 there were individuals like Captain D. Holley, Union Marshall, Quist, and Courtney, who organized soccer tournaments among the various clubs. They are referred to as the pioneers of the Nigerian Football Association.

By 1931 a shield had been donated for league soccer matches by Mr. O. Urion. The teams that participated in this first national tournament were the Urion Line (named after the donor of the shield, an engineer for the railway company), Public Works, Marine, Lagos City Council (formerly called the Corinthians), the Police Force, and Calabar Province (the only provincial club).

Competition for the Mulford Cup, which was preliminary competition for the teams in Lagos, became keen as teams from the Provinces (East, West, and North) started to participate in national competitions. In 1945 this cup was replaced by the Challenge Cup, donated by Governor Arthur Richards. This same year saw the formation of the Nigerian Football Association, built about the nucleus of the Lagos Football Association and other amateur leagues.

In 1947 the Players' Welfare Association, at that time known as the Lagos Footballers' Welfare Association, was inaugurated. Membership was composed of all the players in the Lagos and District Amateur Football Associations. The aims of the association were 1) to foster love and friendship among Nigerian football players and to promote social and literary activities such as picnics, lectures, and debates; 2) to turn out efficient referees from retired players, and
3) to bring grievances of the Nigerian football players to the notice of the Nigerian Football Association and the Lagos and District Amateur Football Associations. Mr. P.H. Cook, a Scotsman became the president of the association in 1951. Other officers were Chairman P.A. Quist; Secretary Efion E. Okon. The association became less active after the departure of many of the British official members to the United Kingdom.

In 1949 the Nigerian Football Association accepted an invitation to send a representative soccer team to tour England. This tour aroused nationwide interest and enthusiasm. They put up some very creditable performances against several leading amateur teams. However, they lost most of the games by narrow margins because they played with bare feet against opponents wearing football boots. Only two matches were won during the tour. The team was comprised of ace soccer players like Tesilimi Balogun of the Union Line; goalkeepers, Isaac A. Akioye and Ibiam Anieke; Titus Okere; The Dokubos; the Dankaro brothers from Northern Nigeria; Dan Anyiam; Baba Shitu; B. Anieke; O. Okari; P. Okoch; B. Makida; O. Okonosibo, and O. Owudiwe, better known as "Agbo ram" for his accurate scoring headings.

It became imperative for the Nigerian Football Association to expand by 1952 when the association which started with 8 memberships which included the Lagos contingents, expanded to 28-member association

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The following officers were elected, President, His Excellency, the Governor of Nigeria; Vice Presidents: His Honour, Chief Commissioner of the Northern Provinces, and His Honour, the Chief Commissioner of the Eastern Provinces; Life Vice Presidents: D. Holley and W. Drake; Chairman, A.G. Marshall; Vice Chairmen, F.A. Courtney and E.E. Efik; Treasurer and Secretary, R.B. Allen. This organization now organized national competitions and acted as arbiter in football administrative matters and interpreted the laws, insuring uniformity in all matters pertaining to the game.

Nigeria dominated the soccer scene along the west coast of Africa, especially in the annual tournaments with the Gold Coast. However, toward the end of the 1950's, soccer players started to rest on their laurels, relying almost entirely on past glories, while the Gold Coast athletes trained and worked hard to bridge the gap after frequent defeats by the Nigerian team. They were rewarded, when in 1957, at Accra Stadium they defeated Nigeria by seven goals to nothing. The string of Nigerian victories had been broken and a balance of sports power was created. Since then, Nigeria has been unable to keep the victory cup over a stretch of time.

Soccer, like other athletics, brought the country into close interaction through the national championship contests held for the Governor's cup (later called the Challenge Cup). The championships started in 1945 but expanded by leaps and bounds from 8 to 28 in 1952.

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and from 34 in 1955 to 144 in 1970.¹² Many players won fame for themselves in the game, players like S. Henshaw and J.E.A. Wey were acclaimed as the best-behaved soccer players, and Alhaji Fashola and Dan Anyiam as the best-behaved captains.

ORGANIZATION OF OTHER SPORTS AND GAMES

Other games like table tennis, boxing, field hockey, lawn tennis, cricket, as well as basketball and volleyball began to receive nationwide recognition.

Table Tennis

In November 1949, the Lagos District Table Tennis Association was inaugurated. J.W. Farnsworth, G. Forest, M.O. Pratt, G.A. Finnih, and Chief T.O.S. Benson attended this meeting marked by a challenge match between Olowogbowo and Isale-Eko area, played under an apple tree at Idita in Lagos.

At a meeting held in Lagos January 9, 1951, the Nigerian Table Tennis Association was formed with Lagos chosen as its headquarters and regional councils based at Ibadan, Enugu, and Kaduna. A few months after this inauguration, the Spalding Brothers of London donated the "Villa Cup" for men's singles championship.

Nigerian pioneers in the game in the early 1950's were, Mrs. Mabel Segun, Alagbala, Michael Oduntan, J. Alaba Vaughan, Miss Mulika Shasore (now Mrs. Ogunbiyi), Miss Ramonu, Modupe Beyicku and others.¹³

¹³ Statement by Daily Sketch Sports Editor, personal interview, August 12, 1971.
The first competition between Nigeria and Ghana took place in Accra in 1952. That year the West African Table Tennis Association was formed with Sierra Leone and other West African countries, and Nigeria joined the annual tournaments. The Nigerian Table Tennis Association took part in seven standard events of the World Table Tennis Championships in 1957.

**Boxing**

Boxing, both amateur and professional, was a keen sport. The Nigerian Boxing Board of Control came into being in 1949 for the control of professional boxing. The Nigerian Amateur Boxing Association (NABA) was formed in 1950. For the first time a distinction was introduced between professional and amateur boxing. The first Amateur Boxing Championship was held at Glover Memorial Hall, Lagos, October 10, 1951.

In 1954, Hogan Bassey became featherweight champion of the world. This same year, two brothers, Garube Ibe, featherweight champion of Nigeria, and Ado Garuba, flyweight champion of Nigeria, represented their country in the Commonwealth Games in Vancouver. Garuba Ibe won a bronze medal in this event.

The first World Boxing Championship to be staged in Africa, south of the Sahara, was held August 10, 1963 at Ibadan between Dick Tiger and Gene Fullmer of the United States. Dick Tiger successfully defended his title and retained the middleweight crown.
The "Shell Belt" has been an annual event since 1964. This has been an attempt by the Shell Company to groom boxers for international competition. In 1966, Anthony Andeh won a gold medal in boxing for Nigeria in the Commonwealth Games at Kingston.

From 1950 to 1970 Nigerian boxers have won four gold medals, two silver medals and three bronze medals for a total of nine in the Empire and Commonwealth Games.

Field Hockey

The game of hockey came to Nigeria in the early 1930's, introduced in the North and then extended to the South by British educators. Hockey was played at Ilorin and Okene middle schools. The Nigerian Hockey Association was formed in 1949, but did not receive international recognition until 1950. Inter-state competitions were held annually for the Dr. Michael I. Okpara Cup. This national series of hockey competition took place before the international petitions. International hockey games began in 1949 between Nigeria and Ghana. The Zik-Nkrumah Trophy has been keenly competed for annually by Nigeria and Ghana. In 1953 Ghana and Nigeria sent selected teams to tour England and Holland.¹⁴

¹⁴ Statement by the editor of the Daily Sketch Sports, personal interview, August 10,
Nigeria has extended her international involvement in hockey. In August 1971, Nigerian hockey players took part in East African tournaments played in Kenya, Zambia, and Uganda. They also participated in the Nehru Gold Cup Competition. Nigeria's participation in Olympic hockey tournaments in the future will be decided by the outcome of her participation in the East African tournaments and the Nehru Gold Cup Competition.

Lawn Tennis

Lawn tennis in the 1930's was played by boys from middle-class homes in Government-owned colleges and some grammar schools in Nigeria. It was as late as the 1960's before more students in the grammar schools had the privilege of playing the game. National championships in this game had been the monopoly of seniors. This practice ceased when promising young players emerged from these schools. The Awokoya Cup, established for team championships, and the Dr. Sofoluwe Cup for singles, stirred many tennis enthusiasts into action.

Patrick Obi was among the early tennis stars in Nigeria, and Thompson O. Onibokun won the West African Men's Singles to become tennis champion. He defended his title successfully and in 1970 went to Britain to compete in the Preliminary County Games as a prelude to the annual Wimbledon Matches.

Italy and the United States sent teams of tennis stars on a goodwill tour to Nigeria in 1970. The Italian team was composed of eight players, while the American team was composed of two, Arthur

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Ashe and Stanley Smith. These teams conducted clinics for skill acquisition and big-time-competition experience. Junior and senior players (both men and women) attended these clinics which were held December 28, 1970.

Swiss-Air sponsored Lawrence Awopegba and the current West African Men's Singles Champion, Yemisi Allan, on a goodwill playing tour of Switzerland for three weeks.

In 1971, the Phillip Morris Company, Nigeria, Ltd., sponsored two Nigerians, Lawrence Awopegba (Nigerian Men's Singles Champion), and the former West African Men's Single's Champion, Thompson Onibokun, to take part in the U.S. Open Championship Matches held at Forest Hills (equivalent to the British Wimbledon).

The West African Lawn Tennis Tournaments, which started with two countries (Ghana and Nigeria), now include Togo and Dahomey. However, Nigeria and Ghana continue to stage their annual events, competing for the Sir Gerald Creasy Cup, the George Chagoury Cup, and Dr. Azikwe's Cup.

Cricket

Government colleges in Ibadan, Ughelli, Umuahia, Keffi, King's College, Lagos, Anglican Grammar Schools, Ibadan, Lagos, and Gbobi College, Lagos, were the secondary schools which were exposed to cricket in the 1960's.\textsuperscript{16} They served as the cradle for Nigerian cricket, even though British Colonial officers had been playing the

\textsuperscript{16} Ibid.
The game in Nigeria as far back as 1901. The game was a part of the life of every Englishman, as it eventually became a part for some Nigerians.

The first Inter-Colonial cricket match between Nigeria and the Gold Coast (Ghana) was played at Lagos in 1904; the second game was played in 1912 at Accra. Cricket teams of both countries during this period were composed mainly of expatriate officers. Those Nigerians who participated in this game at that time were the Nigerian elite, like Sir Adeyemo Alakija and Morocco Clarke, who had played the game when they were exposed to English life and sports in England and Nigeria.

Government secondary schools, some Anglican Grammar Schools, and training colleges in the country at that period served as a training ground for would-be players to whom the colonial masters left the legacy of the cricket game.

Among the early participants in the game in the early '30's were, E.A. Hughes, J.I.C. Taylor, Dr. J.B. Ekpomes, and Mr. Latunde Gay. The first encounter in which many Nigerians were selected to play against the Gold Coast (Ghana) was in 1937. Some of the Nigerians on that 1937 team were: E.A. Hughes, J.B. Fletcher, N.B. Noah, Ebenezer George, and Iyaya (then known as Onoyum).

Besides the Lagos Colony Cricket Club, which was regarded as the strongest cricket club, there was also the Public Works Department.
Eleven in Lagos, which absorbed the young school leavers who had the urge to play cricket for personal enjoyment but with the hope of becoming members of the Nigerian Cricket Team, which was highly selective and players were based on merit.

The late Sir Adeyemo Alakija and Morocco Clarke were prominent among others who founded the Cricket Board of Control in 1951.

Competition between Nigeria and the Gold Coast was continuous from 1937 until 1965, when Sierra Leone and Gambia joined them, forming the West African Cricket Association. Nigeria and the Gold Coast had competed in annual matches for the Clarke-Omololu Cup since its inception.

In 1971, the West African Cricket Association invited Uganda to participate in its test match series. These matches were held at Lagos, Ibadan, Freetown, and Barthurst (see Figure 21).

**Basketball and Volleyball**

Basketball and volleyball games were not as widely played as the other games, but were played at the Baptist College, Ogbomosho as far back as 1933. This college, founded by the American Southern Baptist Convention, organized these games under the directorship of the Reverend Smith, a teacher at that time. Until the involvement of the United States Agency for International Development (USAID) in the educational programme in Nigeria, and the Peace Corps project which spread young American sport enthusiasts into remote villages and city schools in Nigeria, the games of basketball and volleyball
Country | Capital
--- | ---
Gambia | Barthust
Sierra Leone | Freetown
Ghana | Accra
Nigeria | Lagos
Uganda | Kampala


Fig. 21.—Map of Africa Showing 1971 West African Cricket Test Match Venues and Participating Countries
were exclusively played in American Baptist institutions. The Alakoro Recreation Centre in Lagos organized these games, but on a very low standard, until the introduction of the services of American coaches.

Mr. Carl Engles, an American lecturer from Western Michigan University (USAID) in Western Nigeria, and others like David Duren, Bob Hunt, and C. Shull, contributed immensely to the progress of basketball in that state. In 1967 the Imana Cup was donated to promote annual basketball tournaments among schools in Nigeria. The cup was competed for first with local or town playoffs, then divisional playoffs, the state playoff, state championships, and finally, the inter-state basketball championships. The game became so popular that a couple of years ago, Nigeria started to participate in the African Games basketball tournament.

Volleyball, which had been played exclusively in the American Baptist training colleges in Nigeria during the late 1930's, gradually became the favourite sport played at advanced teachers' colleges and Nigerian universities in 1963. However, the Volleyball Association was not founded until 1969. Nigeria participated in the African Games volleyball tournament in 1970. The result posed a big challenge to the National Sports Council who had hitherto neglected to include this game in its programme.
EVALUATION AND SUMMARY

The founders of Western sports and physical education in Nigeria were, for the most part, the missionaries and the British administrators. The ulterior motives of the majority of these sports propagators were, first, to continue the sports and games which they had practised in Europe or America. Secondly, they participated in the various sports, coached them and acted as officials to groom the future Nigerian participants in these games. These European pioneering efforts were extended also toward the organization of sports and physical education for women. For every association that was organized for the men, the women also set up theirs in subsequent years. It was most interesting to note that sporting activities which were limited to football and track and field events in the early years of the nation increased in quality and quantity to include American games such as basketball, volleyball and softball. The rate of expansion increased within the past decade with this variety, giving the people a choice of the game they preferred. The coaching and financial aid came from abroad. Nigerians were being trained in physical education in overseas institutions and there was an exchange of top-class athletes in various sports between Nigeria and Britain, America and Italy.

There is still room for pioneering work in swimming which has not yet been well organized even though there is much talent
waiting to be tapped. There are some private pools in the country and though membership is not restricted, it is controlled effectively by economic factors.
CHAPTER VIII

NIGERIA IN INTERNATIONAL SPORTS AND GAMES

PREPARATION OF NIGERIAN ATHLETES FOR INTERNATIONAL COMPETITION

The first attempt of Nigerians to participate in international sports was in 1934 when an American trained graduate, Dr. Enamdi Azikwe, presented himself to represent Nigeria in the 440-yard race in the 1934 Commonwealth games in London. However, he could not take part in the games as a Nigerian because Nigeria had not been affiliated with the Commonwealth Games Federation. The alternate procedure was also impossible since there was no time to spare to send the entry form to Nigeria for endorsement.

In 1935 the first soccer team from Nigeria arrived at Accra to play a Ghanian team drawn from the Ashanti Gold Coast and Army teams. That year was the Jubilee year of King George V of England, and the match was organized as part of the celebration. A return match was played in Lagos in 1937. Since then there has been a series of engagements between Nigeria and Ghana, as well as with other nations.

Nigeria did not participate officially in any international track and field sports meetings until the formation of the Amateur

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Athletic Association of Nigeria in 1944. This association looked after track and field sports administration in the country as a first priority.

On April 19, 1947, the first international athletic meeting between Nigeria and the Gold Coast (Ghana) was held at the Police grounds, Obalende in Lagos. Nigeria won the meeting with a wide margin of 39 points against the Gold Coast with 26 points.¹

Nigeria showed that she was ready to tread the path of modern sports and the development of a nation when in 1948 she sent a team of seven athletes to tour the United Kingdom and to participate in British athletic open championships. This was the year of the Olympics in Britain, fourteen years after Dr. Nnamdi Azikwe had made an unsuccessful attempt to run for his country. The 1948 Nigerian touring team was captained by Mr. J.A. Adeola, popularly known in those days as the "flying policeman." The Amateur Athletic Association of Nigeria sent this small team to Britain to gain experience, not to participate in the 1948 Olympics. The team was composed of J.A. Adeola for sprints—100 yards and 220 yards; I.C. Ekpeli, pole vault; C.A. Ibis, hurdles; S.O. Kadiri, also for hurdles; T. Maje-kodunmi, high jump; S.Y. Tarfa, 3-mile event; E.A. Towesho, long jump, and V.B.V. Powell as team manager. Although the Nigerian athletes produced brilliant performances that could have justified their official participation, they could not since they were not officially

affiliated. They did see their fellow Nigerian, Dr. A.F. Adeodoyin, a medical student in Ireland at that time, who took part in the long jump event for Great Britain.3

Toward the end of 1950, sporting bodies like the Nigerian Amateur Boxing Association and others joined together to form the Nigerian Olympic and Empire and Commonwealth Games Association. The formation of this association was through the efforts and experience of Mr. Charles Newham, a British educator, who was very knowledgeable in international sports and became the first president of the association.

THE EMPIRE AND COMMONWEALTH GAMES

The British Empire and Commonwealth Games were first held at Hamilton, Ontario in 1930, due to the initiative of Mr. M.M. Robinson, a Canadian. He was also a member of the International Olympic Games Federation and had made the suggestion during the Olympic Games held at Amsterdam in 1928 that another competition among the British Empire countries should be organized. The first meeting took place at Hamilton where the Empire Games Federation was formed.4 Eleven countries competed during this inaugural meeting. During this


meeting, the decision was made that the Games should be held every four years during a non-Olympic year. The second Games were held at the White City Stadium, London, in 1934. There were two things worthy of mention during this meeting, the admission of women athletes to take part in the Games for the first time, and Dr. Nnamdi Azikwe's unsuccessful attempt to represent Nigeria in the 440-yard race. The third Games were held in Sydney Australia.

The Second World War, which broke out in 1939, marred the four-year rotation. The Games were suspended for eleven years but in 1950 after all things had returned to normal, the Fourth Empire and Commonwealth Games were held in Auckland, New Zealand. It was during this year, 1950, that Nigeria for the first time took part in the Empire and Commonwealth Games.

The Empire and Commonwealth Games at Auckland (1950)

The Nigerian team that went to Auckland to participate in the Games was led by Captain E.A. Miller, the first chairman of the Amateur Athletic Association of Nigeria. The team had an encouraging beginning. J.O. Majekodumni was awarded a silver medal in the high jump while K.A.B. Olowu won a bronze medal in the long jump event.

The Empire and Commonwealth Games at Vancouver, B.C. (1954)

Nigeria featured prominently in the Fifth Empire and Commonwealth Games at Vancouver in British Columbia in 1954. During that
meeting, Nigeria gained seven medals; a gold medal for first place in the high jump; 2 silver medals for second place in the long jump, one in the sprint relay; and three bronze medals for third place in the high jump, triple jump, and boxing. The late Emmanuel Ifeajuna won a gold medal with a leap of 6 feet, 8-1/4 inches; N.B. Osagie, S.O. Williams and Peter Esiri each won bronze medals, and Edward Ajado, K.A.B. Oluwa, Titus Erinle, and Muslim Arogundade won the silver medal in the quarter-mile relay. 5

Nigerians who were in this meet will not forget Mr. Wilmshurst from England who beat K.A.B. Olowu very narrowly to win the gold medals in the long jump, and the hop-step-and-jump; nor Mr. McFarland of Canada, who ran the final leg in the 110-yard relay, for Canada to beat Nigeria at the tape, even though they were both clocked at 41.3 seconds. Garuba Ide, the boxer, won the third Nigerian bronze medal. Mr. J. Farnsworth was the manager of the team, while Mr. Harding Jaleghyie Ekperigin was the coach, and Mr. S.O. Williams was the captain. 6

The Empire and Commonwealth Games at Cardiff, Wales (1958)

The Commonwealth Games, July 18 through July 26, 1958, at Cardiff, Wales was attended by 37 countries. The Nigerian team, for the first time, included women athletes. The team was composed of 27 male athletes (including 6 who were residents of the United

6Ibid.
Kingdom), 7 female athletes for track and field events, 5 boxers, and 2 swimmers. There were no medalists and the team was greatly disappointed.  

The Empire and Commonwealth Games at Perth, Australia, (1962)

The 1962 Commonwealth Games at Perth were again disappointing to the Nigerian representative of 30 athletes. They failed to win in any of the events.

The Empire and Commonwealth Games at Kingston, Jamaica (1966)

Nigerian athletes at the Jamaican games in 1966 improved tremendously in their performances. They won ten medals in all. Sam Igbin, an inspector of Police by profession and captain of the team won two medals; a gold medal for his jump of 53 feet, 9-3/4 inches for the triple jump, and a silver medal for the high jump of 6 feet, 6 inches. Miss Violet Odogwu, captain for the girls, won a bronze medal in the long jump with a leap of 20 feet, 2-1/4 inches. She was the only African girl in the Games to win a medal.  

David Ejoke received the bronze medal for the 220-yard dash and George Ogan won a silver medal in the triple jump event.

There were two gold medals in boxing awarded to Edward Ndukwa and Anthony Andeh while Satayi Ayinla received the bronze medal in boxing.

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7 Awoyinfa, op. cit., p. 2.
8 Sports section of the Nigerian Morning Post, Aug. 28, 1970, p. 11.
A contingent of 46 people, 23 athletes, 11 boxers and 12 officials, went to Edinburgh, Scotland. Two gold medals were won in boxing events. There was great disappointment among the participants for their lack of success in the other events.

**SUMMARY**

Nigeria has won 21 medals in all over a period of 20 years. Most of these medals were won in boxing which started to gain popularity after the great achievements of Hogan Kid Bassey and Dick Tiger. Below is shown the distribution of the medals won at the Empire and Commonwealth Games:

<table>
<thead>
<tr>
<th>Games</th>
<th>Gold</th>
<th>Silver</th>
<th>Bronze</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auckland, 1950</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Vancouver, 1954</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>7</td>
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<tr>
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<td>Perth, 1962</td>
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<td>Kingston, 1966</td>
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<td>4</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Edinburgh, 1970</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For Boxing, 4 gold medals, 2 silver, and 3 bronze were awarded, a total of nine in this event. All other medals have been won in the high jump, long jump, and 4x110 yard relays.
Early in 1951, Nigeria applied for admission into the International Olympic Committee and for acceptance as an Olympic country. At the Olympic Congress held in May, 1951, in Vienna, Austria, Nigeria was recognized and accepted as the 69th Olympic country of the Olympic family of Nations. Ever since, Nigeria has been represented at the Olympic Games.

The Olympics at Helsinki

The Nigerian squad of ten athletes was composed of sprinters and jumpers. Their "sportraits" follow.

T.A. Erinle, a sprinter from Ekiti, Western Nigeria, a member of the Railway Athletic Club rose to fame as a result of his brilliant performances in Empire Day meetings.

K.A.B. Olowu, captain, who at 28 years of age was the holder of the West African long-jump record of 24 feet, 3-3/4 inches. He was a member of the Lagos Amateur Athletic Club.

J.O. Majekodunmi, a 24-year-old high jumper, was a schoolboy athlete from Abeokuta Grammar School, Abeokuta, Western Nigeria, when he joined the Nigerian Olympic team.

B.A. Guobadia, a 25-year-old high jumper from Holy Cross Catholic School and St. Thomas College, Igbuzo, Midwestern State of Nigeria.

9Newham, op. cit., p. 22
O. Odorbo, a 5-foot, 6-inch tall, 19-year-old high jumper, who had, at the age of 17, held the Nigerian high jump record with a leap of 6 feet, 6 inches. A Midwesterner by birth, he was a member of the Colony Boys' Club in Lagos.

R. Oluwa, known for his great 220-yard race with Lawson from the Gold Coast (Ghana). Lawson's time during this race was 21.4 seconds equaling Macdonald Bailey's West African record of 21.4 seconds; Oluwa's time was 21.6 seconds.

M.A. Arogundade (popularly called "Aro") was a member of the Lagos United African Company Club.

N.B. Osagie, a native of Benin City in the Midwestern State of Nigeria, became a top athlete as the result of the training he received from Mr. Powell at Warri in 1950 and the two-week coaching course given by Mr. Jeffreys at Ibadan.

E.A. Ajado, a 24-year-old sprinter from Abeokuta, encouraged by his parents to take part in sports since the age of ten, became interested in athletics (track and field) and represented his school at Empire Day and Alake Coronation annual sports meetings. He was a member of the United Africa Company Athletic Club when he was selected to join the Nigerian Olympic team.

Sylvanus Olatunde Williams, a thirty-year-old engineering student at Glasgow University, had been a remarkable jumper of 25 feet in England and a White City Amateur Athletic Association Championship

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long-jump record holder in June 1952. He captained the Nigerian team to the Helsinki Olympics.

The team manager was Mr. V.B.V. Powell, who charged the selected athletes immediately after the announcement of their names at King's College, Lagos, with this statement: "I can assure you, this is not going to be a holiday."\(^{11}\)

The band of athletes felt proud indeed, that for the first time in history, Nigeria was going to be brought into the limelight of international recognition through their participation in the international fellowship of the brotherhood of sport. On July 17, 1952, the Nigerian flag was hoisted along with those of Norway, Egypt, Finland, and others.

The Manager, Mr. V.B.V. Powell told the athletes about statements attributed to Baron de Coubertin: "that the important thing in the Olympic Games is not in winning, but in taking part." He continued by saying "that the essential thing in life is not in conquering, but in fighting well." "Few people, he went on, "realize the ceaseless labour, tenacity, and perseverance of Baron de Coubertin in reviving the Olympic Games in 1896."\(^{13}\)

Although the Nigerian team won no medals in the Olympic Games, they were proud when five members of their team: S.O. Williams, J.O.\(^{11}\) A.A. Guobadia, "Our Olympic Adventure," *Crown Bird Series*, No. 17 (Lagos, Nigeria: Public Relations Department, Gaskiya Corp., 1954), p. 1.


Majekodunmi, R. Oluwa, N.B. Osagie, and B.A.A. Guobadia were invited to join the British Empire team for post-Olympic competition against the United States on August 4, 1952. S.O. Williams, who could not participate in the long jump event at Helsinki because of injuries, beat Jerome Bifflle of the United States, the new Olympic Champion, in the post-Olympic competition.

The Olympics at Melbourne, Australia

The Sixteenth Olympics took place in Melbourne in late November and early December 1956. Nigeria was represented by a team of thirteen, including three officials, Chief J.K. Randle, the Chief-de-Mission; Mr. A.A. Ordia, team manager; and Mr. J. Enyeazu, the coach. Four of the ten athletes, K.A.B. Olowu, R. Oluwa, Edward Ajado, and T. Erinle, had competed in the 1952 Olympics; all but Oluwa had competed in the Empire Games in Vancouver. Julius Chigbulu, one of the high jumpers of the Nigerian team was the current holder of the Empire high-jump record at 6 feet 9 inches. This meeting was a major international athletic meeting for him and for Vincent Gabriel and Theophilus Obi, as well. Paul Engo, the Cameroonian on the team was then studying law in England and had been selected to be on the Nigerian team because of his brilliant performance in the triple jump event for the London team in competition against Prague and Moscow in the 1950's. The other athletes came into prominence in the annual inter-colonial meets against the Gold Coast (Ghana). In spite of

these athletes on the team for Nigeria, the team did not do well in the Olympics at Melbourne.

**The Olympics at Rome** (1960)

Nigeria was represented by a contingent of thirty men and women athletes in the track and field events and boxing. The athletes won no medals and the relay team was eliminated on technical grounds in the 4x100 metres relay race.

**The Olympics at Tokyo Japan** (1964)

The results of Nigerian athletes' performances in the 1964 Olympics showed that the athletes had not trained enough to improve upon the results of the 1960 games. However, in boxing, Najuin Maiyegun won a bronze medal. All the other athletes did very badly. The Nigerian team was composed of 35 people—23 athletes (men and women), 8 boxers, and four officials.

**The Olympics at Mexico City** (1968)

A team of 31 people represented Nigeria in this Olympics; 18 men and women athletes, 9 boxers, and 4 officials. The athletes and the boxers did very badly in the games. Most of the athletes, especially the women, were affected by the high altitude since none had been exposed to training at high altitudes prior to the games.
The Athletic Association was established to organize sports effectively in Nigeria with a programme of exposing Nigerian athletes to coaching and the influence of selected Olympic athletes. The association in 1952 arranged the visit of two famous Olympic athletes, Arthur Wint and E. Macdonald Bailey, so that Nigeria's athletes could learn from their demonstrations and experience in sports.\(^\text{16}\)

The interest in sports and games by Nigerian youths in the 1950's was due to the untiring efforts of Mr. V.B.V. Powell (popularly known as "Pip" Powell), the first secretary of the Association; Captain Miller, the first president of the Association, and Mr. C.E. Newham, the first president of the Nigerian Olympic and British Empire Games Association. Newham had been associated with the Olympic movement in various countries for over 30 years before he came to Nigeria and had been officially associated with all games since the Paris Olympiad of 1924.\(^\text{17}\)

With the lack of success in the Olympics, Mrs. J.R. Bunting, co-founder of the Women's Athletic Association of Nigeria, warned women athletes that world standards could not be reached by natural ability alone. She said they must work hard and be conscientious in their training for competition.\(^\text{18}\)


Nigerian athletes had experienced losses in competition during 1948 and there was great disappointment throughout the country. B.A.A. Guobadia, an Olympic athlete, warned that Nigerians should desist from relying on natural ability which could only take an athlete just so far.19


CHAPTER IX

TRENDS IN THE SYSTEM OF CONTEMPORARY PHYSICAL EDUCATION
IN NIGERIAN PRIMARY AND SECONDARY SCHOOLS

The Federal Nigerian Government expressed concern (1971) about the success of athletes representing the country in international competitions by issuing a sports decree to develop and improve physical education in the country. This had been prompted by the wonderful achievements of the black man in various fields of sports in the West Indies, the United States, and Brazil.

Throughout the world, the black man is proving his great prowess in sports. If the West Indies can produce world beaters in cricket, if the United States can boast of Negroes who are the cream of tennis, boxing, baseball, basketball, and athletics, if Brazil can repeatedly take the World Cup in football and now keep it permanently, this country of ours enclosing within its borders 60 million people in the great homeland of the black man can do as much.¹

Ernest Jokl, in his investigation of whether the success of a country in athletics was determined by her size, revealed that large countries had a better chance to find better athletes among their population but that their athletes may not be better than those from small countries.² For example, Trinidad and Jamaica


(comparatively small countries) sent better athletes to the Olympics and Commonwealth games than the size of their countries would suggest because of the excellent training methods they were able to set up, plus the social and economic chances given them by the British Government.

The administration of physical education was attached to the Ministry of Education in all the regions and the federal territory, Lagos. Each region had inspectors of physical education who visited schools and training colleges to see that physical education was practised regularly and in the proper manner to avoid health hazards. There was very little that the inspectors could do since there were few facilities or physical educators who could be involved in physical education programmes on a large scale.

Various regions were unanimous in their approval for a required play space for schools; however, many regions were unable to provide such play spaces due to a lack of funds and trained personnel to suggest improvisations for games and sports; in others, the play space was not put into effective use.

In 1967 there were 15,000 primary schools in Nigeria. These schools were attended by more than 3,000,000 children. About twenty percent of these educable children were from the southern part of Nigeria, while about four percent of them were from the north.  

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There were 1,300 secondary modern and secondary grammar schools with 180,000 students. The secondary modern schools, established in the western region, were lower in academic work than were the grammar schools and prepared children for vocational opportunity; while the grammar schools prepared children for a university education. Physical education was compulsory in all primary and secondary modern schools, but an elective in the grammar schools. The school program was made up of the following activities.

**Primary School**
- physical education activities, 6 years,
- included rhythm, exercise, tag games, relays, sports skills, and dance

**The Modern and Middle Schools**
- Western and Northern States:
  - a three-year programme which included stunts and tumbling, exercises, soccer, volleyball, tenniquoit, netball, track and field events.

**High School**
- physical education courses, 5 years,
- included exercises, gymnastics, soccer, cricket, tennis, hockey, badminton, volleyball, swimming (where pools were available) and track and field athletics.  

NIGERIAN SCHOOLS AND SPORTS

The author found out that most of the boys during the days of the mission school had gained some basic experience in traditional sports and games on the farms before they were sent to schools. This

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was not the case with girls, their role in life was to be strictly feminine. They were not expected to participate in physical activities nor to attend school. It was only through the encouragement of missionaries that they started their schooling.

It was not uncommon in the early social life of Nigerian schools to find every open space around the school compound filled with school children during breaks and lunch hours, entertaining themselves with assorted local sports and games like kokawa, or wrestling, among the Hausa; okiti or igare, ribene and gemaka (acrobatics) among the Yoruba, Ibo, and Hausa, respectively.

Boys engaged in igbọ iili, an endurance game, while girls engaged in ampe, or feet and arm swinging vault, allan baku, allan barka or girls' backward falling game, and burum-burum, girls' hide and seek.

Children who went to school acquired the habit of organizing their sports and games along the lines of those taught at school while the illiterate children organized theirs from local traditional sports and games for their enjoyment. There were occasions when a democratic procedure had to be followed in deciding which game to play during an afternoon's encounter. Two conflicting forces came into being at this point; there was the desire of the tradition-oriented boy and the desire of the boy who had been caught up with the passage of time and more inclined to play Western sports and games. This conflict led to the gradual disappearance of many of the traditional sports and games which were unable to withstand the force of the dominant sports and games from the Western World.
PHYSICAL EDUCATION

The type of physical education taught in pre-independent Nigeria was based on the 1933 syllabus and was known as physical training. It was used in those days as a means of introducing the European system of physical education to the Nigerians. It was strict, rigid, and often directed by untrained teachers. The syllabus had been introduced into British schools in 1933 and shortly thereafter (1930's) introduced to Nigerian schools. (Figures 22, 23)

The syllabus was divided into two parts. The first part was used for children under eleven years of age in the elementary or primary schools; the second part was used for high school children in modern and grammar schools. It was produced to improve posture and the flexibility of muscles and joints. The games were simple and were intended as a basis for the more advanced field games. The lessons were formal but full of vigorous activities. The programme of lessons and tables showed some form of formal, gymnastic pattern of work which included exercises that were full of free and vigorous movements. By 1944, it was assigned as a part of primary school curriculum. Calisthenics were used before each school day but often the physical education period was spent in doing manual labour or cleaning up. In some cases, the children were neither taught nor

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Fig. 22.—Physical Education Lesson According to 1933 Syllabus
Fig. 23. — Roadside Physical Education — High Jump Experience
supervised; they were left to play on their own and to amuse themselves.

There were no gymnasiums and children had no alternative but to participate in sports and games on wet grass during rainy seasons and dry dusty grounds during the dry season. This was enough to make many children develop a negative attitude toward physical education.

It was clear from the contents of the physical education programme and the procedures adopted in teaching the exercises approved by the Ministry of Education that the child could not develop any staying power.\(^7\) Strength and endurance, which could lead to a better performance, could only be acquired through a balanced diet. Since the children were victims of malnutrition, there was not much they could get from the programmes to which they were exposed. In some cases, the children suffered from the lack of dedication and the indifferent attitudes of administrators of physical education.

The Western Ministry of Education should, however, be remembered for the pioneering work done by its inspectors. They arranged for portable equipment to be designated to selected schools for their excellence in performance of sports. The amount of money allocated for this equipment was: primary schools, $200.00; secondary schools, $500.00; and teacher-training colleges, $300.00.\(^8\)


\(^8\) $2.80 American is the equivalent of the Nigerian sterling pound.
After 1950, the process of conducting physical education lessons changed. The 1933 syllabus ceased being the only textbook for the whole of the country. There was no common basic syllabus for the teaching of physical education in the country. Each state produced a syllabus which the schools in that area used although the scheme of work was based on the tables of the London County Council syllabus for secondary schools for boys. Physical education was taught at the rate of six tables a year to each class. The significance of the individual state syllabus was that the social and ecological factors of the various states were taken into careful consideration before the syllabus was drawn.

The tables became progressively more advanced as classes were not expected to master them suddenly. Each table was taught piecemeal until it dovetailed into another one.

Both the group system and class system were adopted in the teaching of physical education. The group system of teaching was adopted in rural areas where older, well-developed boys in some of the lower grades were grouped with others of the same height and weight from other classes. In the class system, such grouping was not done—boys were taught according to the grade they were in.

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9 Personal experience of the author as a physical education teacher and coach in Nigerian grammar schools and teacher training colleges from 1956-1968.
In the primary or elementary schools a lesson usually followed this order for 35 minutes:

1. Preliminary Activity: Native dancing and singing as they left the classroom. This was later changed into the throwing and catching of beanbags or turning cartwheels and doing handstands.

   Introductory Activity: Simple activities like the chair race that needed little instruction.

2. Movements: Dorsal, Abdominal: They take the form of bending, stretching, and turning.

3. Rhythmic Jumps: This took the form of skip jumps, or running in place on the spot.

4. Contests: This took the form of pulling, pushing, and lifting.

5. Class Activity: This step in the teaching process was meant for the teaching of new skills. The real teaching phase of the lesson in track and field skills, chosen areas from agility or lead up games skills.

6. Group Activity: This was the practising phase of the lesson. At least four groups, or at most eight groups, were formed for the children to rotate in groups to practice different planned activities. Any new skill taught during class activity was always based on the set activities of the previous skills taught in the class.

7. Quiet Activity: This was a quiet finishing activity like trunk downward drop and slowly unrolling to calm the children after full vigorous participation in a lesson.

8. Health: A wash or "rubdown" time was always set aside for children to groom themselves after a physical education lesson before they went to other classrooms for lessons.10

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Physical education in the modern grammar or middle schools was all embracing; physical training was emphasized in the modern schools and games were diversified with some emphasis given to camping and club activities. The work in modern schools was skillful and challenging with activities like gymnastics and soccer. The children in the modern schools were exposed to the use of apparatus and all-year-round competition.

The afternoon from 4:00-6:00 p.m. was devoted to the playing of games on an individual or group basis. To the teachers it was an extra-curricula activity to which they devoted the time without remuneration, to teach and coach these children of various levels of skill. It was this aspect of physical education in the primary, modern and grammar schools which prepared both boys and girls for their intramural activities and inter-school sports and games.

**Intramural Activities**

The intramural competitions were operated on a "house" basis for all grade levels in the primary, modern and grammar schools. The programmes consisted of individual events with as wide appeal to interest as possible, such as track and field, soccer, netball and tenniquoit in the primary and modern schools, while hockey, cricket, table tennis, lawn tennis, volleyball, badminton and basketball were added to the grammar schools (see Figure 24).

It was common to find a big fellow and a little chap in the in the same class or "house" for it was impossible to tell their
Fig. 24. Basketball Being Played at a Rural School
exact age, and it was possible that one was much better developed physically than the other, though the same age. To avoid the bigger boys winning easily, boys of the same physical development were selected to compete against each other. Height was the standard used to determine the division of athletes. As a result, each house might have three or four teams in a particular sport based on height.

The divisions were: Senior Class from 5 feet 5 inches; Junior Class A, from 5 ft. 1 in. to 5 ft. 4 in.; Junior Class B, from 5 ft. 1 in. under. Exceptions were watched for in this type of division for those who had outgrown their strength and for those who were fully matured.

The sports and games competitions were organized by the house captains, chosen by the games master, or the school coach with the headmaster acting as an ex-officio member. They, in fact, formed the school sports committee.

The first term, January to April, involved track and field events; the second term, from May to August, involved soccer; and the third term, September to December, involved mixed activities of the pupils' choice—a game and one track or field event. At the end of the year, school entertainments like drama and recitations were performed, along with an athletic programme centered around these items, running events with the exception of middle and long distance races;

Although admission during this period was based on age, some of the birth certificates were sworn affidavits of age and not the real birth certificate. Besides, some of the certificates were not accurate.
jumping events, excepting the pole vault; "catching the train" event, lime and spoon races, the bottle race, "threading the needle," and the sack races. The competitive games were soccer for the boys and netball for the girls.

**Inter-School Activities**

Physical education was not a requirement in secondary schools but the students spent their post-siesta periods in playing games and taking part in track and field activities. The students were divided into three classes, Senior (ages 16-19), Junior A (ages 13-15), Junior B (ages 10-12) for track and field events.

<table>
<thead>
<tr>
<th>Senior</th>
<th>Junior A</th>
<th>Junior B</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 yards</td>
<td>100 yards</td>
<td>100 yards</td>
</tr>
<tr>
<td>440 yards</td>
<td>440 yards</td>
<td>440 yards</td>
</tr>
<tr>
<td>880 yards</td>
<td>880 yards</td>
<td>High jump</td>
</tr>
<tr>
<td>Mile</td>
<td>High jump</td>
<td>Long jump</td>
</tr>
<tr>
<td>High jump</td>
<td>Long jump</td>
<td>Pole vault</td>
</tr>
<tr>
<td>Long jump</td>
<td>Pole vault</td>
<td></td>
</tr>
</tbody>
</table>

These were practised during the first term; soccer, hockey and netball in the second term, and cricket, basketball, tennis, badminton, and volleyball (and swimming whenever possible) in the third term. The primary and secondary schools followed the same school calendar. The standards of the high school sports was often high enough for some of the boys to represent the country in international competitions in athletics, track and field, soccer, cricket, and hockey. Intra-mural competition was organized for each of the games and sports practised in the high schools. Two weeks was given in preliminary training
training and practice before inter-school competition. In addition to the chance of producing better performance through this training, it guarded against strain from too sudden competition for the boys.

The Ministry of Education, through their inspectorate division in each of the regions, handled the inter-school competitions. They often combined their programmes with those of State Sports Council coaches and organizing secretaries in working out more effective and all-embracing competitions. The State Sports Councils, through the financial aid which they gave to sporting bodies like the Nigerian Amateur Athletic Association, the Nigerian Football Association, and the Nigerian Boxing Association (to mention a few), were able to make the impact of the National Sports Council felt in all the states where national teams were selected for various sports competitions.

EVALUATION OF THE SYSTEM

The system in which the teachers and the Ministry of Education were dedicated to the course of physical education produced opportunities for children at all levels of sports and games. The primary or elementary schools prepared the prospective high school or modern school leavers to participate fully in most of the sports and games that were available in their high schools or modern schools.

Many school leavers now belong to sports clubs maintained by mercantile and industrial bodies. On many occasions these young school leavers had played or competed for Nigerian national teams in football,
table tennis, lawn tennis, and athletics or track and field. Some changes have been made to give girls more training and participation opportunities. Programmes have been created for them in badminton, table tennis, field hockey, swimming, and lawn tennis.

In recent years, female athletes who have been trained have competed in the Commonwealth Games and the Olympics. In 1966 during the Commonwealth Games at Jamaica, Miss Violet Odogwu won the first Nigerian bronze medal in the long jump event by jumping 20 feet, 2-1/4 inches.

The fault in this system had been its failure to integrate traditional activities into the modern school pattern of physical education. It can be empirically assumed that the "staying power" which now eludes those involved in sports has been due partly to the neglect of the vigorous village activities to which the forebears of these athletes had been exposed on the farm, as well as a lack of the will to train hard as do Western athletes. A case in the author's mind is what is happening in Kenya. The top athletes are deteriorating in their performances, according to John Underwood:

...Then it began to go bad. Slowly at first, then all too obviously, like fish left on the dock. By August this year, when I went to Kenya to see Keino and others, the glow of purpose had faded and Kenyans were in a jangling medley of neglected excellence and growing doubts. Performances had steadily fallen off or there were no performances....

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The present physical education programme apparently does not give enough strenuous, taxing, or vigorous activities which could meet their needs for development because of the ambivalent attitude of the children. The youngsters, once in school, become a liability in performing some of the domestic duties like splitting firewood, pounding yams, and walking reasonable distances while running errands. This weakness in the students was recognized by those who think very low about physical but are more interested in the socio-economic progress of the country. The author found this to be true and caused by the fault of some parents who would encourage their sons and daughters when they were at home on vacation to stay away from both domestic and farm work while they did all the work for their sons and daughters. It is impossible to foretell when this fault will be corrected.

Other countries like the United States which have produced the greatest number of topnotch athletes, have found themselves compelled to adopt counter measures against the lack of fitness in their young men. President Dwight D. Eisenhower and President John F. Kennedy drew attention to the alarming decline of physical fitness which they attributed to overeating and the lack of physical activity that accompanied the progressive urbanization and mechanization of life in the United States.

The eighth objective in the syllabus from the Regional Ministry of Education stated the necessity, "to build strength, endurance, coordination, flexibility, and body control through vigorous exercise."

13 Asikiye Kiri, op. cit., p. 295.
It has not been possible to build programmes through which this phase could be implemented. The Western World has always been worthy of emulation and has set the pattern and standards which developing countries have striven to reach.

More participation in outdoor activities along with the revision of the school curriculum to include local activities could improve the condition of every child in Nigeria. Traditional dancing and music which had always been encouraged in principle by the Ministry of Education all over the Federation could be promoted by educators trained in these arts, working among the youth of the country through the physical education program. Dancing or games could be organized on competitive bases instead of teaching calisthenics which used to be dominant on the school physical education schedule.

The author found out on the survey conducted during the field trip that although the Ministry of Education in the regions advocated the teaching and practice of wrestling in all primary and secondary schools, only two regions reported the practice of this ancient sport.

The system had not encouraged sports for all but only for the promotion of Western sports in schools. The programme in schools had not been comprehensive enough to give a wide range of choice of activities to the youngsters. To provide sports for all, the question of cost will not arise since the addition of traditional activities would require only local materials suitable for these activities based on local experience. Effective organization of the child's experiences
through physical education would make his skill and strength develop
in a manner satisfactory to himself and the community in which he lives.

It would be beneficial to the people if they could be taught to
realize the steady increase in the incidence of the so-called "degener­
avative" diseases. In the industrialized Western World, machines render
the body useless and create a new category of health problem known as
"Hypokinetic Disease."¹⁴ Nigerians may soon face this problem—if they
have not already fallen victim to it. J.C. Edozien of the University
of Ibadan in his article "Diet and Heart Disease" in Nigeria stated

...Accurate vital statistics are not readily avail­
able for most parts of West Africa. It is with
great reservations therefore that any statement
about the incidence of diseases in Africans can be
made.... Not so very long ago peptic ulcers, high
blood pressure, and diabetes were all regarded as
rare complaints among Africans but medical doctors
in Ibadan know only too well how fallacious these
impressions are.¹⁵

It was also discovered by Ancel Keys and his group that the mean of
blood cholesterol of Nigerians between 20 and 35 years of age, compared
with young Englishmen in the same age group working in Ibadan, was 33
percent lower than the English group. They agreed that exercise will
stop the rise in blood cholesterol which quite often appears after a
fatty meal.¹⁶

¹⁴ Ernst Jokl, Medical Sociology and Cultural Anthropology of
Sport and Physical Education (Springfield, Illinois: Charles C. Thomas,

¹⁵ J.C. Edozien, "Diet and Heart Disease in Nigeria," Ibadan,
A Journal published at University College, University Press, VI
(May, 1959), p. 22.

¹⁶ Ibid.
The Nigerian problem may be due in part to a lack of exercise, lack of proper housing, and a good or balanced diet and diseases. Other factors that could contribute to this disease may be,

1. The physical education programme's inability to stand the pressure of the national educational changes which laid too much emphasis on socio-economic progress.

2. Rejection of the idea of sports for all by failing to develop a broad-based physical education programme which will meet the needs of the "haves" and the "have nots" as is being done in India.

3. Too much emphasis on winning international matches without the least regard for the health of all youths. The merging of traditional and Western sports has created more opportunities for the participation of the masses.

4. Lack of an effective programme to cater to the new status of "masses" which were characterized by the mechanization of transport which Nigerians had not been used to.

5. Lack of an effective programme for the emerging masses of a white-collar class of workers who have left rural areas for the big cities.

6. Lack of an effective programme for those whose natural instincts for activities had been repressed by the automation of production and the bureaucracy of industrialized cities.
The Federal Government of Nigeria has now realized that physical education is relevant to present day living and a powerful instrument to boost her prestige on the international scene, which can also be used to win the patriotism of the masses. It must be the responsibility of the physical education experts, through constructive programmes, to effect a change that will benefit the participants as well as spectator masses. This has been long overdue.
CHAPTER X

TRENDS IN THE SYSTEM OF CONTEMPORARY PHYSICAL EDUCATION
IN NIGERIAN HIGHER INSTITUTIONS

Although university education was first established in 1948, it was not until 1962 that the University-college of Ibadan employed a university coach to handle their sports programme. In 1960 when the University of Nigeria, Nsukka, was established, a Department of Physical Education in the Faculty of Education was included in the discipline of the university. Unfortunately, during the civil war the university was destroyed and the contributions which the university could have made in the field of physical education were lost to Nigeria.

In 1969 the University of Ife became the second university in Nigeria to offer physical education as a degree course. In 1971 the university established a full Department of Physical Education in the Faculty of Education. This was indeed a giant step in the history of physical education in its struggle for stability and equality as a profession in other professional circles.

The brilliant performance of the University of Ife in the fourth West African Inter-University Games in 1971 and the unprecedented achievement of the University of Nigeria, Nsukka, before and after the civil war, in sports and games made other institutions think again about the importance of physical education in institutions.
The variety of sports and games which had been successfully included in high school and university physical education programmes after the First Republic, instigated the author to conduct a survey of those involved in playing sports and games in Nigeria regarding physical education as it functions in the various institutions.

GENERAL BACKGROUND

The background of higher education in Nigeria started with the founding of the Yaba Higher College in 1931 by E.R.J. Hussey, the Director of Education in Nigeria between 1929 and 1936. Yaba Higher College was the top level of education in the years between 1931 and 1947. It offered three to five year courses to graduates of high schools in the northern and southern parts of Nigeria. The courses were in medicine, agriculture, engineering, and pedagogy. The standard of the programme was structured to meet local demand and not in any way to be compared with the British programme which was used to train British engineers and technical personnel who came to work in the country.

With higher education there has been some form of physical education. Most of the students from the northern part of Nigeria were trained in Katsina College, a government institution founded in 1921 where they were taught the game of "fives" by their British teachers.

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2Ibid.
from Britain. Other sports played in most of the high schools were track and field, soccer, cricket, hockey, and tennis. Participation in sports and games was voluntary. It is not voluntary in high schools today. The only exception is teacher training colleges, where it is compulsory.

During the 1920's games were organized. Katsina College, Yaba Higher College, and Achimota College, Gold Coast (Ghana) held sports competitions annually. Achimota College, Gold Coast was the equivalent of Yaba Higher College, Nigeria. The events of the competitions were, 100 yards, 220 yards, 440 yards, 880 yards, one mile, the high jump, long jump, pole vault and cricket.

At the beginning of the early 1940's the British Government saw the need to re-assess higher education in her overseas countries. Money for Nigerian education doubled between 1941 and 1942 and also doubled again from 1947 to 1948. This educational development in Nigeria at that time was due to aid from Great Britain and the economic development in the country and other overseas territories.

The economic viability of the overseas countries at that time prompted the appointment of the Asquith Commission, which was set up to investigate the possibility of opening higher educational institutions in various parts of the British colonies. The Asquith Commission was assisted in West Africa by the Elliot Commission. The result of

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3 Ibid., p. 95.
its report led to the opening of the University College of Ibadan which offered London University degrees. The university college superseded the Yaba Higher College as the country's first university. Both Yaba Higher College and Katsina College had been converted for other educational centres. Technical education is now being taught at Yaba while Katsina College was moved from Katsina to Zaria in Northern Nigeria to become the Government College of Zaria.

The population of the University of Ibadan rose from 1,150 students in 1959 to 3,000 students in 1970. After Nigerian Independence in 1960, the Board of Governors of the University decided that the university was sufficiently well established to issue its own degree. It started awarding degrees in 1961 as the University of Ibadan, thus ceasing to be addressed as the university college of Ibadan.

In 1961, the University of Ibadan appointed Mr. Duncan White, a silver medalist in the 1948 Olympics in the 120 yard, high hurdles, a native of Ceylon as the track and field coach. The purpose of the physical education programme in this institution was 1) to give equal opportunity to all students, irrespective of their standard of performance, so that they could enjoy playing for recreational purposes, as well as for the social and physical fitness gains they could derive from it; 2) to give opportunity to those talented students in sports

and games, especially track and field, hockey, and cricket to compete in the National Amateur Athletic Association Competitions.  

NEW EDUCATIONAL OPPORTUNITIES EMERGE

In 1951 the Federal Government of Nigeria started the project of technical and teacher education. The Nigerian College of Arts, Science and Technology was established in 1954. The college had a branch in each of the three regions, North - Zaria, East - Enugu, and West - Ibadan. The college was to provide technical education at the highest level on a wide range of subjects along polytechnical lines, and further education for men of ability who were already in employment. The college, especially at Zaria, was to train teachers for secondary schools.

The teacher training courses were inspected and approved by the University of London and the University of Leeds Institute of Education. The training of physical education teachers was a part of this programme. However, while other programmes matured between 1959 and 1960 and received degree status, the physical education programme was discontinued in 1961. The college population of 836 in the 1950's

7 Statement by Mr. Duncan White, personal interview, August 24, 1971.

had expanded to 1,123 by 1960. Government attitude towards physical education was discouraging since the few physical education teachers trained in Britain and Nigeria were not employed; there were no physical education teachers in the schools. Besides, the physical education officers were regraded under civil service with a lower status, along with other professionals who also had a degree.

By 1960 the Nigerian College of Arts, Science and Technology in Ibadan, Enugu, and Zaria had been granted university status. These institutions of higher order were created in this order, the Enugu branch was transferred to Nsukka thirty-two miles away and renamed The University of Nigeria in 1960; the Ibadan branch became the University of Ife in 1961, and the Zaria branch became Ahmadu Bello University in 1961. In 1962 a fifth university was created, the University of Lagos.

THE FORMATION OF THE NATIONAL UNION OF NIGERIAN STUDENTS

The student body at the University College of Ibadan with the cooperation of the newly founded colleges, organized a National Union of Nigerian Students late in 1960. It is likely that the solo effort of the students at Ibadan in leading a protest march in Lagos against the French atomic test in the Sahara Desert that year was a possible factor which prompted the creation of machinery through which students

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could function on regional and national levels.

Membership of the union at the outset included advanced teachers' colleges that had just been founded. By the middle of 1961, the population of the union, the students in the four universities at Ibadan, Ife, Zaria and Nsukka and the advanced teachers' colleges in the north, east and west and the federal territory of Lagos, was beginning to be difficult to control. Another member of the union was the Federal Emergency Science School established in Lagos in the late 1950's. It prepared high school graduates and General Certificate of Education graduates (high school equivalent given for self-tuitioned students who could not afford a high school education) for university science courses. When Lagos University joined the union after its creation in 1962, it became quite obvious that the teachers' colleges and the Federal Emergency Science School had to be separated from the universities for better administration. Above all, the non-university institutions found it difficult to meet their financial responsibilities in running the union. Thus, because of the increased university student population and the inability of the other schools to meet their financial commitment, a split in the National Union of Nigerian Students Games became unavoidable.

Sports and games in both universities and the teachers' colleges were elective and voluntary. The games and sports were organized and controlled by student officers elected by their fellow students in the various halls. Joint representatives of these halls finally
emerged as a group which represented the individual colleges and universities in the annual sports competitions, which were held in rotation at Enugu, Ibadan, Zaria and Lagos.

Sports and games were organized on a co-educational basis. The games and practices were held in the afternoon between 4:30 and 6:30 p.m. after the "siesta" (this is a brief nap or sleep taken after lunch in Nigeria). However, it was common to find some games that lasted longer than the two hour period. For example, cricket and lawn tennis were played in the morning before it became too hot. Other sports and games played in the institutions and competed for during the games were:

- Hockey (co-educational)
- Athletics (co-educational)
- Volleyball (co-educational)
- Badminton (co-educational)
- Lawn Tennis (co-educational)
- Basketball (co-educational but only men competed in games)
- Table Tennis (co-educational)
- Swimming (co-educational - non-competitive)
- Football
- Cricket
- Netball
Fig. 25.—Volleyball Being Played at a Higher Institution
Each university provided every athlete, whether varsity or intramural, with equipment, sportswear, and facilities for the various sports and games. The equipment was meant to be loaned to students but on many occasions the students failed to return them. Facilities were also provided for full participation in physical education. Before the civil war, the University of Nigeria, Nsukka was the best equipped with more facilities for every game and a standard swimming pool. However, let us bear in mind that the student population was low and participation in sports and games was voluntary. About sixty percent of the student population in each institution participated in one form of sports or the other. (See Figure 25.)

The early athletic meetings which included technical and training colleges at Ibadan, Owerri, and the Federal Emergency Science School at Lagos, were not exciting. The standard of performance was low because many of the students never trained before signing up to participate in the competitions. Besides, most of the students had their high school education in village schools which lacked the areas and facilities for the sports and games which they aspired to play in the higher institutions.

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11 Statement by Duncan White, Personal interview, August 24, 1971.
The author, who was a coach and a teacher for four years in one of the higher institutions, learned that these students were ignorant of the rules governing the playing of the games. They trained less and took for granted many of the activities that require high standards of performance. Sports organization, which was solely a student affair, often became unwieldy and riotous in institutions where no coach or physical education teacher was employed to control sports affairs.

In December 1963, Ahmadu Bello University, Zaria, the University of Ibadan, the University of Ife, and the Government Advanced Teachers Training College, Owerri, participated in a meeting at Enugu. The University of Ibadan placed first in the overall events. On February 5-8, 1965, the third and last of the meetings of the National Union of Nigerian Students' Games took place in Zaria. Ahmadu Bello University played host. The competing teams were from the University of Ibadan, the University of Ife, the University of Lagos and the non-degree-awarding institutions, Ransome Kuti College of Education, Ibadan; Olumento-College of Education, Ibadan; Adeyemi College of Education, Ondo; and the School of Pharmacy, Zaria. After this meeting the institutions were divided into two categories for future meetings; the universities, and the teacher training institutions. The universities became involved in two distinct games, the West African Inter-University Competitions and the Nigerian University Games Association; the teachers' colleges founded the Advanced Teachers' Colleges Association Games.
The first West African Inter-University games were played at Accra, Ghana in 1951. At that time the two university colleges competed on a friendly basis in these games, soccer (men), track and field (co-educational), lawn tennis (men), table tennis (co-educational), field hockey (men), cricket (men), and netball (women). There were no trophies for individual events or the overall competitions. The varsity games were held on a bi-annual basis. Ghana won most of the soccer events and at the same time made it difficult for Nigeria to have a monopoly over track and field events; they shared victory in the other events.

In 1964 two gold cups were donated by Sir Samuel Manueva for soccer and athletics for the 1965 West African Inter-University Games. Participating in the competitions were the University of Nigeria, Nsukka, the University of Ife, Ile-Ife, the University of Ibadan, Lagos University and Ahmadu Bello University, Zaria. The University of Ibadan was winner in the overall competitions. Inter-University Games were held every other year between the two countries of Ghana and Nigeria. The first two (1965 and 1967) were held in Nigeria and Ghana, respectively (Sierra Leone participated in them to gain experience). In 1969 Sierra Leone played host to Ghana and Nigeria. During the civil war in Nigeria, 1966-1970, the University of Nigeria, Nsukka, did not participate.
In 1969 there were thirteen universities participating in the West African Inter-University Games.

Dahomey: University of Dahomey
Ghana: Cape Coast University
          Legon University
          University of Science and Technology, Kumasi
Ivory Coast: University of Moidjan
Liberia: Cuttington College
          University of Liberia
Nigeria: Ahmadu Bello University, Zaria
          University of Ibadan, Ibadan
          University of Ife, Ile-Ife
          University of Lagos, Lagos
Senegal: University of Dakar
Sierra Leone: University of Sierra Leone, Freetown

In 1971, two other universities from Nigeria took part in the games, the University of Nigeria, Nsukka and the Mid-West Institute of Technology, Benin City, which was founded in 1970.12

All the universities in Nigeria now have a qualified coach in charge of athletic activities. 13


<table>
<thead>
<tr>
<th>TABLE 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEST AFRICAN UNIVERSITY GAMES EVENTS*</td>
</tr>
</tbody>
</table>

**Men:**
- Lawn Tennis - Singles and Doubles
- Badminton
- Basketball
- Table Tennis - Singles and Doubles
- Cricket
- Hockey
- Volleyball
- Soccer
- Swimming

Athletics: Discus, Javelin, Putting the Weight, Pole vault, High jump, Long jump, Triple jump. Running events: 3 miles, 1 mile, 880 yards, 440 yards, 220 yards, 120 yards, 100 yards, 4 x 440 relay and the 4 x 110 yard relay.

**Women:**
- Lawn Tennis - Singles and Doubles
- Badminton
- Netball
- Table Tennis - Singles and Doubles
- Hockey
- Volleyball
- Swimming

Athletics: Putting the Weight, Javelin, Discus, High jump, Long jump, 80 metre hurdles, 440 yards, 220 yards, 100 yards, and 4 x 440 yards relay.

The University of Lagos was host to the fourth West African Inter-University Games which took place between April 8-10, 1971. Fifteen universities took part in the competitions. These included the same institutions which took part in the 1969 Games in Sierra Leone with the addition of the University of Nigeria, Nsukka and The Mid-West Institute of Technology, a new admission, competing for the first time. The highlight of the 1971 meeting was the wonderful performance of the University of Ife in the overall events. (See Table 10.)

**TABLE 10**

**MEDAL AWARDS IN THE FOURTH WEST AFRICAN UNIVERSITY GAMES**

1971

<table>
<thead>
<tr>
<th>Universities</th>
<th>Gold</th>
<th>Silver</th>
<th>Bronze</th>
<th>Total</th>
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<tr>
<td>Ife</td>
<td>16</td>
<td>6</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Ibadan</td>
<td>12</td>
<td>3</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>Nsukka</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Lagos</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Abidjan</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Legon, Ghana</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Kumasi, Ghana</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Cape Coast, Ghana</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Looking at Table 10 and the winners of gold medals, one might assume that Ibadan did well in the Games. However, on the basis of experience, the University of Ibadan had twenty years of experience in sports competitions while the University of Ife had only been founded nine years prior to these games.

The University of Ife won the track and field trophies in both the men's and women's events and captured the overall trophy, which had been won by Ibadan in the 1967 games, with 82 points for the men and 91\(\frac{1}{2}\) points for the women. The University of Ibadan and the University of Nigeria, Nsukka, tied for second place in the men's events.\(^{14}\)

The West African Inter-University Games have taken place in the locations shown in Table 11.

**TABLE 11**

**VENUES OF THE WEST AFRICAN UNIVERSITY GAMES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Venue</th>
<th>Overall Winner</th>
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<tbody>
<tr>
<td>1965</td>
<td>Ibadan, Nigeria</td>
<td>Ibadan, Nigeria</td>
</tr>
<tr>
<td>1967</td>
<td>Accra, Ghana</td>
<td>Legon, Ghana</td>
</tr>
<tr>
<td>1969</td>
<td>Freetown, Sierra Leone</td>
<td>Ibadan, Nigeria</td>
</tr>
<tr>
<td>1971</td>
<td>Lagos, Nigeria</td>
<td>Ife, Nigeria</td>
</tr>
<tr>
<td>1973</td>
<td>Accra, Ghana</td>
<td></td>
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</tbody>
</table>

*Statement by Duncan White, Personal interview, Aug. 24, 1971.*

THE NIGERIAN UNIVERSITY GAMES ASSOCIATION

This association was inaugurated at a meeting in Ibadan on July 8-10, 1965, by the degree-awarding universities of Nigeria, Ahmadu Bello University, the University of Ife, the University of Lagos, the University of Ibadan and the University of Nigeria, Nsukka.

The first Nigerian University Games were held in Ibadan in April, 1966. All the universities participated except Nsukka, which unfortunately was in the area where the civil war broke out in May of 1966. Prior to this time (April), students in this university had been ordered to leave the university for their regions by the government of then Eastern Nigeria. Most of the students were absorbed by the other four universities, while some went to Britain, the United State or Canada to complete their courses. The University of Ibadan won the overall competitions. There was not much excitement about the games because of the tension in the country.

The second Nigerian University Games were held in Lagos in 1968 though the civil war was continuing. Again the four universities participated; the University of Ibadan won first place, the University of Lagos second, while Ahmadu Bello University placed third with the University of Ife in fourth place.

The third games were held at the campus of the University of Ife in 1970. The civil war had ended at this time but the University of Nigeria, Nsukka had not yet recovered from the effects of the war.
and was unable to participate. Ibadan again won the overall events for both men and women though by only a narrow margin; Lagos University came second with Ife and Ahmadu Bello sharing third and fourth places. The 1972 games are to be held at Ahmadu Bello University in Zaria.\(^{15}\) The Mid-West Institute of Technology had been admitted for the games and will be competing for the first time in 1972.

The Nigerian University Games Association became involved in international sports when she was admitted as a member of the International Federation of University Sports at the assembly in Turin, Italy in August, 1969. Other nations admitted during this meeting were Congo Kinshasa, East Germany, and Nicaragua.\(^{16}\)

Nigeria participated in the 1970 World University Games but the team did badly. Only one African state, the Malagasy Republic, won a bronze medal for the 100 metres race.

THE ADVANCED TEACHERS' COLLEGE ASSOCIATION OF NIGERIAN GAMES

The split in the National Union of Nigerian Students Games led to the formation of this association in 1964. Six advanced teachers' colleges met at Ibadan at the inaugural meeting. Ransome Kuti College of Education was host to Olunloyo College of Education, Ibadan, Adeyemi College of Education, Ondo, the Federal Advanced Teachers' Training College, Lagos, the Advanced Teachers' Training College, Owerri, and the Advanced Teachers' Training College, Zaria.

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\(^{15}\) Letter from A.T. Oduyale, to the author, November 16, 1971.

\(^{16}\) S.A.O. Odumoye, "Trip to Turin, Italy," an address to the Nigerian University Games Association, September 3, 1969 (mimeographed).
In April, 1965 the first Advanced Teachers' College Association Games were held at Liberty Stadium, Ibadan, with Olunloyo College of Education as host. Participating colleges were all those attending the inaugural meeting in 1964. The Federal Advanced Teachers' College of Lagos was the overall winner. The programmes for these games were exactly the same as the university games which were played on a co-educational basis.

The second Advanced Teachers' College Association Games took place in Zaria in 1966. All the colleges in the three regions attended the games with the exception of Ransome Kuti College which had been absorbed by the Olunloya College of Education. The Advanced Teachers' College, Owerri was the overall winner in the games. However, in 1967 this college was within the area of the civil war and could not attend the meeting which was held in Lagos. All the other colleges attended with Lagos winning the event. In 1968 the games were held at Ondo with the four colleges who had participated in the games the previous year present, and the Teachers College of Kano, Northern Nigeria. The Teachers' College, Zaria was the overall winner of the games for the first time. No meeting could be organized in 1969 because of a lack of funds to run the meetings and a lack of specialists and coaches to organize them.

The advanced teachers' colleges have since been absorbed by the state universities thus eliminating the games.
The Council of the West African University Games decided in March 1970 to convene a conference of African universities to decide on the formation of an All-African University Sports Organization, which would serve as a springboard to world competitions and a suitable warm-up ground for the World Games of Federation Internationale du Sport Universitaire (FISU). On April 11-12, 1971, a meeting of representatives of ten African countries took place in Lagos. This conference of All African University Games agreed to run the first All-African Games in 1973. They agreed that the meeting should be based on institutional representation. This system of organization was preferred to national representation which had been a failure in the North African University Games.
Primary School Physical Education Teachers

The Ministry of Education in each of the regions during the early 1950's was responsible for the planning of the programmes used in training teachers in the three types of teacher training colleges in Nigeria. The colleges were classified as Grade III, Grade II, and Grade I (special rural science centre) training colleges. Teachers in all were trained to teach in primary (elementary) schools, but prerequisites for admission and the length of the courses differed slightly in different regions.¹

The Grade III training courses in the North and East accepted post-primary students for training as teachers in the primary grades one to three. Their training lasted three years in the North and two years in the East. In the Western Region the course was the same as in the East, but students had two years of teaching experience as a pupil-teacher monitorial system, completed secondary modern school, or held a Cass III West African School Certificate before they were given admission.²

The curriculum was made of courses in the usual secondary school subjects, English, arithmetic, English literature, history, geography, rural science, art, music civics, theory and practice of physical education, psychology and methods in education, practice teaching, and religious knowledge in the mission training colleges. For example, the physical activities that were provided for the preparation of these primary school teachers were, local dance, stunts and tumbling, boy scouting or brigade, girl guides, soccer and netball.\(^3\)

The Grade II Teacher Training Colleges were used to train teachers to teach in all the grades in the primary schools (1 - 6). The years of training for these teachers were from four years for post-primary leavers, three years for pupil teachers, and two years for both post- and secondary-school leavers and post-grade III students. Their curriculum consisted of secondary school subjects as listed for the Grade III teachers but a higher standard of performance was expected of the Grade II teachers. Physical activities provided for preparing these teachers were, local dance, gymnastics, soccer, netball, track and field events, tennis, basketball, volleyball, and badminton. In Eastern Nigeria, Scout and Guide activities, hockey, and cricket were included in training their Grade II teachers. At the end of both Grades III and II, each student took a written examination and a practical examination in teaching.

\(^3\)I.C.H.P.E.R., op. cit.
The only available centres for training the Grade I teachers were the rural science centres. At the end of nine months, those who attended were awarded provisional Grade I Teacher's Certificates at the end of their successful course work. This study involved a lot of ecological studies along with practical agriculture. The certificate was awarded after a satisfactory report was made of the ability of the teacher to raise a successful school farm. Teachers with Grade II qualifications who passed the General Certificate of Education at the advanced level and taught for five years were awarded the Grade I certificate after a successful practical examination on the subjects passed at the Advanced level. Also in the Western Region, a joint program by the Ministry of Education, the International Commerce Association and Ohio University, Athens, Ohio, offered an intensive one-year course (between 1950 and 1967) for experienced Grade II teachers to obtain the Grade I Teacher's Certificate. 4

Every teacher in the primary schools was expected to teach physical education and other elementary subjects in which they had received training at the Grade III or Grade II colleges.

Secondary School Physical Education Teachers

Since physical education was not a compulsory subject in secondary schools, many schools made no effort to hire physical education teachers to teach sports and games in the high schools.

4Cookson, Walpole et al., op. cit., p. 159.
Those who were desperate to hire the experts could not get the staff since there was a shortage of physical education teachers in the country. However, for economic reasons it was the usual practice to find only government high schools and training colleges hiring physical education teachers up to the end of 1959.

It was the practice of the high schools to play games such as football, netball, cricket, hockey, volleyball, basketball, track and field, swimming in some schools, lawn tennis, badminton and table tennis. Teachers with background experience in any of the sports and games were assigned as advisers for the sports and games. However, they often taught their sports and games as extra-curricula activities. The system was even prevalent in the high schools where physical education teachers were hired. They acted as the coach, organizers, and advisers in the various sports.

Physical education specialists who taught in high schools were of three categories. There were the holders of a diploma in physical education trained in either the United Kingdom or Zaria, Nigeria for a period of three years. When the Zaria scheme was cancelled in 1961 (see New Educational Opportunities Emerge, p. 170) Nigerian Teacher's Certificate courses with a major in physical education were established in the regions. The training lasted three years. There were two of these institutions in the Western Region, Olunloyo College of Education and Adeyemi College of Education; two in the north, the Teachers' College at Zaria and the Teachers' College at Kano; in the Eastern Region, Owerri Teachers' College; and the Federal Advanced Teachers College in Lagos.
Admission to these schools was based on a West African School Certificate with credit in the subjects related to the field of specialization during the course in the college. Grade II teachers with distinction in physical education and a pass in the General Certificate of Education ordinary level were permitted to take a screening test to qualify before being admitted for the three-year course.

The curriculum, with physical education as the major field, was based on three subjects, physical education theory, some subject in the art or science field such as history or physics, and practice teaching. A student was awarded a certificate upon the successful completion of the course work. The physical education programme consisted of 1) Ball games, football, netball and tennis for example; 2) athletics, track and field events; 3) gymnastics, stunts and tumbling; 4) swimming. Other subjects were 1) mental and school health; 2) anatomy and physiology; 3) skills and techniques of individual sports; 4) skills and techniques of team sports; 5) first aid and safety; and 6) sports officiating and methods in teaching subjects in the field of physical education.

**Physical Education Teachers**

The greatest achievement in physical education training programmes was the establishment of the Department of Health and Physical Education at the University of Nigeria, Nsukka, in 1962.5

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Normal university entrance regulations and requirements prevailed but the physical education teacher had to be physically fit. The purpose of the course was to train highly qualified teachers of health and physical education for teaching at the secondary school level or teacher training colleges. Graduates of the university were awarded a Bachelor of Science in Physical Education. There was also the programme for a Bachelor of Science in Health and Physical Education, plus a year's training, for lecturers in physical education at the university level (four-year programme).

DEGREE PROGRAMMES
DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

THREE YEAR STANDARD PROGRAMME

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<td>G.S. 101</td>
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<tr>
<td>G.S. 105</td>
<td>Natural Science</td>
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<tr>
<td>P.E. 101</td>
<td>Basic Swimming and Water Safety</td>
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<tr>
<td>P.E. 109</td>
<td>Volleyball</td>
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<td>P.E. 202</td>
<td>Skills &amp; Techniques of Team Sports</td>
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<td>P.E. 203</td>
<td>Introd. History &amp; Philosophy of P.E.</td>
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<tr>
<td>Ed. 101</td>
<td>Social and Philosophical Foundations</td>
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<td>P.E. 204</td>
<td>Organisation and Administration of P.E. I</td>
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<td>P.E. 205</td>
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<td>Second Year (continued)</td>
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<td>Ed. 328 Practice Teaching</td>
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Total Credits 168
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<td>Tests and Measurements in Physical Ed.</td>
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<td>Kinesiology</td>
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</table>

**Total Credits 205**

Source: K. Onyilogwu, Lecturer, Department of Physical Education, The University of Nigeria, Nsukka.

There are outdoor facilities such as swimming pools, playing fields and courts for tennis and tenniquoit. Indoor facilities include a tropical gymnasium which is highly ventilated with long, wide windows, dressing rooms, equipment rooms, showers and special classrooms.

In 1969 the University of Ife established a department of physical education attached to the Institute of Education. Progress in the athletic life of the university, along with increased interest, caused the university to grant full autonomy to the department and in 1971 it became the Institute of Physical Education. Thus, there are now two universities in Nigeria that award a Bachelor of Science degree in Physical Education.
The programme at the University of Ife is like the one listed for the University of Nigeria and is for a period of three years.

Coaches

No separate courses were created for the teaching of coaches. The art of coaching was taught along with the practice of physical skills. Every physical education teacher in Nigeria was expected to teach physical education and also to coach sports and games. Experienced physical education teachers who held a diploma in physical education were coaches in the higher institutions in Nigeria before degrees were granted in the universities in the country. These teachers were trained either in Zaria or the United Kingdom. Some of these coaches were still found in Nigerian universities at the time of the investigation. In 1961 there were only two physical education graduates; by 1966 there were twenty. These teachers were absorbed into the universities and the teachers' colleges.  

TEACHER TRAINING PROGRAMME

Overseas

Physical education was one of the subjects for which the Federal and Regional governments awarded overseas scholarships in the 1940's. Two recipients of the early awards were trained in Britain.

and returned to Nigeria, the first diploma holders in the country. In subsequent years others were trained in the United Kingdom, and the United States. In the 1960's, a few went to Canada, Australia, Israel and Western Germany.

In 1962, American trained graduates in physical education arrived in Nigeria to take teaching appointments at the University of Nigeria, Nsukka, and are responsible for the degree program there.

Nigeria

The training programme for physical education specialists in Nigerian higher institutions has undergone many changes. It started as a Federal project when the Nigerian College of Arts, Science, and Technology was operating under that name in Zaria. It was included in the Advanced Teachers' College programme in 1963, a year after the degree course in physical education was started at the University of Nigeria, Nsukka.

The spasmodic process of training physical education teachers in Nigeria had made employment opportunities for these teachers outstrip the supply of specialist teachers. There were twenty-five graduates (B.Sc. degrees) from the University of Nigeria, Nsukka, by 1966. However, because of low salaries and the indifferent attitude of the Federal and Regional governments to decide the salaries of new teachers of physical education, many of these teachers were not hired.
Most of the unemployed physical education teachers took up jobs as sports organizers and coaches. Most of these were in the Western Region. Those caught up in the profession at this time experienced a lot of irregularities in salary, status, and treatment as physical education organizers or coaches. People with the same qualifications were treated differently in the same region which led to the formation of an association of these young teachers in each of the regions to seek a means for looking after their interests and those of the unfortunate ones in the profession.

Nothing significant was achieved by these organizations; some of the members became disillusioned and changed their profession, while others dogmatically held to it and became more united. However, in May 1966, the author attended a meeting at the University of Nigeria, Nsukka, where a national body was formed. The second meeting was held the following month at Benin City in the Mid-West State. A military officer, appointed to take charge of sports affairs, presided over this meeting and the association came to be known officially as the Nigerian Association of Physical Education, Health, and Recreation. With the involvement of the Military Government, a few seminars and conferences were held by regional executives of the association in their capitals. Memoranda were sent to the Federal Government outlining plans which would develop physical education. The following month, July 1966, civil war broke out and the association went into oblivion.
In August 1971, the author attended the first meeting of the association after the civil war which was held at the University of Lagos, Lagos. Two months later the second meeting was held at Ondo at the College of Education of the University of Ife. The members had been very busy urging that physical education be made compulsory for all schools in the country. They also made some administrative suggestions for the creation of a ministry of sports which should be comprised of the following personnel, the Minister, permanent secretary, directors and deputy directors of sports, a national setup to be composed of a chief coach, chief organizing secretary, chief stadium manager, research director, and the inspectorate division of the Ministry of Education; a regional-provincial setup to be made up of senior coaches, senior organizing secretaries, senior stadium manager, research assistants, and principal inspector of physical education. They also suggested that distinct levels of authority should be made for coaches and assistant coaches, organizing secretaries, stadium managers and assistants and senior and assistant inspectors of physical education.

EVALUATION OF THE SYSTEM

Changes and developments in the training of Nigerians as physical education teachers for the various educational systems in the country have been significant. 1) The subject has become compulsory for the various grades of teachers in the primary schools.
2) Physical education has been included as one of the major subjects in the advanced teachers colleges. 3) Federal and regional scholarships were awarded to qualified Nigerians to study the subject in England, Australia, the United States, Canada and Israel. 4) Increased interest of foreign agencies such as the American Aid for International Development (AID), the United States Agency for International Development (USAID) and the British Council Commonwealth aid to train Nigerians as physical education teachers and coaches.

5) The repeated efforts of the Federal and regional governments to train physical education teachers to staff Nigerian high schools.

6) The establishment of degree courses in physical education in Nigerian universities. 7) The Nigerian Association of Physical Education, Health, and Recreation urging progressive steps for the profession. 8) The improved quality of the teachers who are now coaching and teaching in Nigerian schools and universities.

There has also been much improvement in wages for qualified physical education teachers. They receive the same treatment now as their counterparts in other fields of education.
CHAPTER XII

NIGERIAN GOVERNMENT INVOLVEMENT IN POST-INDEPENDENT PHYSICAL EDUCATION IN NIGERIA

Ministry of Social Welfare and Community Development

The Ministry of Social Welfare and Community Development in the country played a tremendous role in the process of developing sports skills. The Ministry sponsored the organization of clubs for boys and girls with programmes that included such activities as track and field sports, boxing, camping, swimming, drama, music appreciation, and art. The interest of this ministry in the promotion of sports and games was not limited to the schools; it reached three categories of children: 1) school boys, 2) working boys, and 3) unemployed boys. These clubs transmit the cultural arts and traditions of the country, serving as a link between the past and the present, and each year they collaborate to present the Festival of Arts.

The Ministry of Social Welfare and Community Development has not found the task an easy one. Beside the problem of saving some of the traditional activities like dancing, drumming, and wrestling from being adulterated or polluted by foreign dominant forces, there is also the problem of integrating the various ethnic activities into a unified, acceptable pattern by the major ethnic groups. As transmission agents of Nigerian culture, they face the problem of correcting the false images of these traditional sports and games. This problem is
attributed to the fact that the first large-scale contact between Europeans and Africans was made during the period of slave trade, which began in the sixteenth century. Since not much respect or prestige was attached to slavery, the culture that emanated from the society in which the slaves once lived was looked down upon.

Voluntary Organizations

Voluntary organizations that contributed to the promotion of physical education in the country were the Boy Scouts, the Girl Guides, the Boys Brigade and the Royal Ambassadors. The latter two organizations belong to the Methodist and Baptist denominations, respectively; the Anglican Church Missionary Society promoted the programme of the Boys Brigade in their church. These religious organizations were set up with the purpose of bringing young boys together for religious and recreational activities that were meaningful, and were effective in all the regions of the country. Like the Boy Scouts and the Girl Guides, they went camping, engaged in civic duties with projects like building incinerators for burning litter, clearing areas around drinking brooks, and going on weekend health campaigns. The Royal Ambassadors, the youngest of the organizations, was introduced into the country about 1945 by the Southern Baptist Missionaries of the United States.

The programmes of these voluntary bodies, besides religious activities, and those mentioned above included the creation of recreational centres. Games were organized such as football, basketball, volleyball, softball, table tennis, netball, tennis, tenniquoit, draft, ludo and avo. Occasionally, they organized track and field events.

The Boy Scout and Girl Guide organizations of Nigeria belong to the world-wide associations which assist and guide them in programmes of development and training. In the Northern Region there is an active Girl Guide movement.

Another voluntary organization that shares in the building of the nation is the Young Men's Christian Association and the Young Women's Christian Association (YMCA and YWCA).

The Nigerian Central Branch of the British Red Cross Society was incorporated as the Nigerian Red Cross Society after independence. The organization works as a voluntary aid to the society on health education projects.

Training camps were organized by various clubs for teaching purposes for boys to improve their athletic performances. Courses were organized by each of the regions where boys, young men and even old men were trained to be good leaders. Most of these organizations function with the aid of grants from the various regional governments.

Training in Citizenship and Leadership

The training for citizenship and leadership started as an experiment at Man O' War Bay in 1952, at an outdoor activity centre located in the southern Cameroons. This is one of the most beautiful places on the west coast of Africa, where cliffs with their canopy of forest reach down to the sea, backed by the heights of the Cameroon mountains.

Northern and Southern Cameroons, German territory before World War I (1914-1918), was mandated by the United Nations to Britain and became part of Nigeria. In 1960, Southern Cameroons decided to separate from the country by plebascite, while Northern Cameroons stayed within the Federation of Nigeria. In September, 1961, it became necessary to move the centre from Southern Cameroons. The centre today is at Kurra Falls in the Plateau Province of Nigeria. It is situated at an elevation of 4,000 feet above sea level (see Figure 26). In 1964 another centre was opened at Porto Novo Creek off the mainland, near Lagos. The third training organization is the Shasha River Training Camp, a project financed by the Western Nigeria Ministry of Social Welfare and Community Development, started in 1955 and still functioning.

The courses were founded with the aims of showing the educated young man the lead that he could give to the community in social service; to develop a sense of common citizenship through the mixing


Fig. 26. The Kurra Falls Course (Jos Plateau Area)
of young men from all parts of the country, irrespective of race, religion, ethnic group or region; to encourage leadership in social service through a short concentrated, vigorous and intensive training; to teach these young people to teach the community to take initiative in projects for progress and the opportunities offered by the course to other young people.

The element of adventure which predominated the courses built up self-discipline, physical fitness, and self confidence. These in turn gave a sense of achievement which developed greater self reliance and a spirit of service. Exercises were also devised to test the responses to the type of emergency that had generally been left to a district officer (in the past a British officer before Nigerian independence). The courses were to exemplify how men and women, irrespective of color, class, creed, country or ethnic group, could work together for the common good of the nation. By endeavoring to instill within the individual the qualities of better citizenship and more able leadership, the community and the country would be enriched.

Only sponsored candidates were enrolled for the courses (usually by governments, native authorities, voluntary organizations, commercial firms, police, army, navy, air force, universities or high schools). Junior courses were for students from high schools with ages from 15 to 20 years; senior courses were for ages from 18 to 36 or for older men from 25 to 45 years of age. Women's courses were for those in the age bracket of 18 to 30 years. (See Figure 27.)

**Fig. 27.** Women’s Expedition Course at Kurra Falls
Allocations for the programme were made on a regional basis to ensure that each course offered participants an opportunity to meet and live with people from other parts of Nigeria or at times, from outside of the country. The courses included physical activities like climbing, sailing, swimming, canoeing, track and field events, an obstacle course and expeditions; community development projects like assisting in the building of roads, bridges, schools, digging wells, culverts, pit latrines, compound improvements and building incinerators for the burning of litter; mental activities which included emergency drills, debates, lectures and initiative tests; technical activities such as first aid, mapping and compass work, life saving techniques, artificial respiration, boat handling and fire fighting; and religious activities where all creeds were encouraged to participate in their religious practices.

Federal Government Involvement in Sports

The Federal Government of Nigeria exercised its power over foreign scholarships by controlling the function of foreign agencies in the awarding of scholarships to eligible Nigerians for the study of physical education abroad, and censored the programmes of these agencies for the organization of physical education clinics in tennis, basketball, football, field hockey, and track and field events.

The control which the Nigerian Government held on sports started in the early 1950's through the working machinery of the

5 Ibid., pp. 59-60
6 Ibid.

The idea of creating a National Sports Stadium started as far back as 1951 when the Olympic Council, an independent organ, held a meeting with Governor Sir John MacPherson for the construction of a national stadium in Lagos to serve the whole of Nigeria. This meeting took place after the first match of the Nigerian Football Association with the neighboring Gold Coast (Ghana). However, it was ten years later (1961) before the National Sports Stadium could come into being in the form of a temporary stadium.

During this period, the government of the Western Region of Nigeria had beaten the Federal Government and the other regions by erecting an all-purpose stadium (Liberty Stadium), which was put into use September 30, 1960. It was the best stadium in West Africa at that time with accommodations for more than 50,000 spectators. Other stadiums which were built in Northern Nigeria after the Liberty Stadium were Ahmadu Bello Stadium, Kaduna, by the Northern Regional government, with accommodations for more than 50,000 and the Mid-West Regional Government built Ogbe Stadium in Benin City which has accommodations for 15 to 20 thousand people.

The creation of more states during the Second Republic Period in Nigeria led to an increased number of sports councils in the country.

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The number of states increased from four in 1963 to twelve at the end of the civil war. From all indications, each state came to the realization that the drift to cities could only be checked if sports could be used for the enrichment of lives of the various communities. 

**New Advances in Physical Education**

The development and future expansion of physical education in Nigeria advanced with greater momentum after the formation of the Supreme Council of African Sports in 1965. The motivation for this high level of interest was due to the effort of the International Council of Sports and Physical Education (ICSPE), which increased its efforts in the development of sports after a visit of UNESCO Consultant, Dr. R.W. Jones, the Secretary of the International Federation of Basketball Associations (FIBA). Abraham Ordia, a Nigerian, elected President of the Supreme Council for Sports in Africa could be a high probability factor in reinforcing the intensity of sports programmes in Nigeria. Pronouncements by the Head of State, General Yakubu Gowon and the Federal Commission for Information and Labour, and with special responsibility for sports, Chief Anthony Ehahoro in 1970 indicated the determination of the Federal Military Government to promote sports in the country.

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On June 21, 1971, a businessman, a produce merchant and transporter called on all the state governments of the Federation to make sporting activities a compulsory subject in the primary and secondary schools. Furthermore, the chairman of the National Sports Council and President of the Nigerian Olympic Association, urged the military government to abolish import duty on sports equipment such as football boots, running and jumping spikes, and table and lawn tennis equipment.

Decree by the Government

The Nigerian Government's involvement in sports and physical education in the country became more obvious when on March 29, 1971 the Federal Commissioner of Labour and Information in charge of sports gave the hint of changes to come. It was incorporated in a speech which he gave during the weekend of the All-Nigerian Senior Athletics competition which took place at the Police College in Lagos, that the National Sports Council was to be replaced by a National Sports Commission. This, he went on, was to be a part of the sports decree which was soon to be published. A few months afterwards, the Federal Military Government published the decree on sports, August 14, 1971. An overview of the decree showed that the whole of the machinery of the National Sports Council was to be replaced completely by the new commission.

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12Adefe, *op. cit.* , p. 50.
The National Sports Commission would be composed of fifty-three members made up of all state sports council chairmen and secretaries; five representatives from each of the following: the Army, Navy, Air Force, Police, and Prisons; the secretary and chairman of the University Games Association; a woman representing women's sports; one person to represent the Nigerian Olympic Association; the remaining members would be appointees of the Commissioner. The administration of the commission would be run by an executive council of twenty-two people. The chairmen of state sports councils and a representative of each national sports association appointed by the sports commissioner would be members of the committee.

The functions of the Sports Commission shall be:

1. To encourage the development and organization of sports in Nigeria;

2. To coordinate and integrate efforts to raise the standards of performance in sports throughout Nigeria;

3. To promote, in cooperation with other sports bodies or sports groups, the physical fitness and general well-being of all persons in Nigeria;

4. To organize, or to assist financially or otherwise, the participation in sports at inter-state, national and international levels.

5. To train Nigerians to become sportsmen and instructors in sports;

6. To ensure the participation of all sportsmen where required in inter-state, national, or international competitions;

7. To conduct and encourage research into all matters relating to sports;
8. To provide and maintain sports centres and facilities for the training of Nigerians as instructors and organizers of sports;

9. The Council will have the sole right to make, on behalf of states sports councils any necessary arrangements for competitions, technical assistance, recruitment of coaches and other sport matters;

10. The relationship with the National Sports Associations shall be:
   a. To set up national sports associations for each kind of sport,
   b. Appoint the chairman and other members of the association,
   c. To supervise and, where necessary, to take over and manage affairs of any national sports association;
   d. To avoid completely any interference with the administration of national sports associations, but may give directives when, in its opinion, it is necessary to do so.

11. A member of the commission will hold office for a period of three years;

12. Members of the commission, except the chairman, the secretary, and the members of the executive committee, will receive no remuneration but may be paid travelling and other allowances.

13. The commission will meet once or twice a year.  

With the establishment of the National Sports Commission other states, except the East Central State Sports Commission, may for the sake of clarity of goal and purpose, rename their councils into commissions. When the states endeavour to work together with the National Sports Commission, the nation's expectations in sports would be fulfilled.

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THE PROGRAMMES OF NATIONAL AND REGIONAL SPORTS COUNCILS

The programmes of the national and regional sports councils (or commissions) were identical. The regional councils handled the operation of the clubs and associations within each region on the divisional, provincial, and regional bases, while the National Sports Council coordinated the various regional sports activities on the national and international bases. Each regional council was autonomous with no interference whatsoever from the national council. Their programme covered organizing, coaching, recruiting, scouting, officiating, public relations and training activities. Each of the activities, except public relations, was in connection with the functioning of various sporting activities from the village to the international levels. The public relations activity was the function of that branch of the setup to draw the interest of the Federal Government and international bodies to sports in the country. Through these efforts it was possible to get funds to maintain the councils in the Federation and to award scholarships to eligible and qualified Nigerians.

Amateur Sports

Amateur sports played in the country at the time of this investigation were football, boxing, athletics, table tennis, lawn tennis, netball, hockey, cricket, volleyball, basketball and swimming. Organizing secretaries at the regional level went into villages and towns to organize these sports into divisional groups and provincial zones for competition purposes. The coaches and their assistants
followed the organized groups and coached the athletes on a club basis, divisional basis, and provincial basis. Coaching at the regional level was assigned to the senior or chief coaches. It was also the duty of the coaches to recruit and scout athletes for competition on regional and inter-regional bases. Officiating courses were run by the coaches in conjunction with the officers of the various sport associations. The time for the courses was announced at least a week prior to the arrival of the coach and his assistants to teach sports enthusiasts about the running of sports meetings and competitions. The training programme was the concern of the members of the sports councils. They recommended outstanding coaches or athletes for further training in Europe, Australia, or America to the regional or federal government.

National and international programmes were handled by the National Sports Council personnel. Occasionally, during international competition, regional coaches were used for recruiting and coaching purposes.

**Provincial Competitions**

Competitions on this level were controlled by elected, experienced men from various spheres of life in the province. Each club had an association composed of club representatives, who controlled the activities of the organization. They were the interpreters of instructions and orders from the regional sports council. The most important
duty of the provincial association was the effective running of the divisional competitions in which clubs from the remotest villages would have participated before competing on the divisional basis.

Regional Competitions

Competition on the regional level for the game of football and netball was on a round-robin basis to decide the regional champion. In other sports like athletics it was based on individual best performances and in boxing on knockouts.

National Competitions

National competitions were on both the round-robin and knockout bases for the Nigerian Challenge Cup Competition. They were started as round robins in the regions and then on the knockout basis in the quarter finals, the semi-finals and the finals. Boxing, tennis and swimming were run on both team and individual bases. However, the outstanding athlete from a defeated team could emerge as an individual champion in his field of sport.

For the various stages of competitions in each region, see Figure 28.

Professional Sports

Only two sports were played on a professional basis, boxing and horse racing.

Boxing.—Amateur or professional is enjoyed in Nigeria. The sport is controlled by the Nigerian Boxing Board which has branches
Figure 28.--Stages in Regional Competitions
in the East, West, North and Mid-West Regions of the Federation. Unlike the amateur sports, the functioning of the board was sporadic, depending on when a bout was imminent before preparations were made against the stipulated time of the bout.

**Horse Racing.** The meetings of this sport were organized in big cities like Lagos, Ibadan, Zaria, and Kano. Unlike boxing, it had no board to control its meetings. However, the races were organized and grouped into top, middle, bottom, and maiden divisions. These divisions show the descending order of the importance of the races. Fourteen trophies have been donated over the past twenty years by prominent Nigerians and Europeans who were fond of horse racing.

The most important race is the Derby which has been run in Lagos on chosen occasions; another race is for the Republic Stakes. In 1960 the electric photo finish was introduced for the first time at the Lagos race track.  

**ALLOCATION OF FUNDS FOR DEVELOPMENT**

The National Sports Council and the Regional Sports Councils were created to encourage and develop sports in Nigeria. The Federal Government of Nigeria, through the cooperation of regional governments, allocated funds for the running of the councils to promote and encourage

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sports in the country. The Federal Government provided about $200,000 for the National Sports Council; the Lagos Sports Council had a budget of $58,000; the Western Region had a $92,000 budget with $30,000 for the maintenance of Liberty Stadium; the East Region's budget was $124,000; and, the North Region was allotted $66,000.\textsuperscript{15}

The programmes of the National and Regional Sports Councils vary; they range mainly from amateur sports to professional sports. They promoted football, track and field events, boxing, table tennis, volleyball, basketball, and swimming on an amateur basis. However, boxing was also promoted on the professional level as was horse racing.

Since the councils and commissions did not promote sports with the purpose of raising money, they had to depend on other government agencies to subsidize their expenditures.

\textbf{Foreign Agencies Aid in the Development of Sports.}

At the beginning of the 1960's efforts were fruitful in Nigeria when some of the foreign agencies became involved in the development of sports. These agencies were the American Agency for International Development (AID); the United States Information Service (USIS); the Australian Commonwealth Programme; and the British Council Aid.

Members of the American Peace Corps demonstrated zeal in their performance of American games like basketball, volleyball, softball,

\textsuperscript{15} Asitiye Kiri in Vendien and Nixon, \textit{op. cit.}, p. 285.
and in a small way, bowling. They often conducted clinics for Nigerians of these games as well as for track and field events.

The Australian Government organized a year of study for Nigerian physical educators in Australia. Nine Nigerians have already used their Commonwealth scholarships for study. The British Council and American AID have also arranged for deserving students to study physical education on various levels in the United Kingdom and America.

The United States Information Service has made its impact felt by distributing books on physical education to government-owned libraries, voluntary agency schools, and colleges.

Problems and Solutions

Besides the economic problems which Nigeria had been facing in her expansion programme, there were also demographic problems—organizational jealousies within the regional and federal governments about which ministries should handle sports affairs. The problem of integrating indigenous games, dances, and activities, has not been easy to solve, nor has it been easy to develop human resources in the country, due to social and economic problems.

The United Nations had been aware of the need to exploit sports and physical education in the development of human resources. For the first time in history, in 1969, the United Nations sent a UNESCO mission on sports affairs to Libya to aid in the development of human
resources of that country. This was a change in attitude which Don Anthony saw as "change inducing" potential. If well integrated into school curriculum, it could be used to check school dropouts; to create community and national identity; to increase the rate of women's emancipation in the states where discrimination against women is a fact; and, to bridge the cultural gaps among the various ethnic groups in the country.

The author also discovered that the International Council of Sports and Physical Education (ICSPE) had collaborated with many organizations to mobilize interest in the role of sports in development:

1. to coordinate action in physical education;
2. to encourage research and documentation;
3. to elaborate model programmes of action;
4. to study the various bilateral sports-assistance schemes, and
5. to implement exciting, practical projects.

Attempts have been made to create "Youth Volunteers for Sports," and "Sports Executives International," schemes on the lines of the American system of using retired experts for productive and creative work in developing countries.

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17 Ibid., p. 24.
18 Ibid.
The National Sports Council has been very active in disseminating these good news to all the states in the country, hence, the big reawakening of interest for the third time since the beginning of the 1920's to recognize sports and physical education as important factors in the process of nation building, nation solidarity, and national identity.

Public interest in the development and expansion of sports in Nigeria was widely publicised in the various news media in the country. Early in 1971, the National Youth Council of Nigeria appealed to the various governments in Nigeria to create a Ministry of Youths and Sports in all the states in the country. At the same time (January, 1971), a sports enthusiast and businessman called on the Federal Government to create a new ministry which would be responsible mainly for the promotion of sports in Nigeria. He declared:

...Without sports, education will not be complete because sports activities during formative years have been very significant and can be directly related to educational attainment and character development... personally, I believe that competitive exercise has helped, and will continue to create a healthy and vibrant people which is an essential part of education.20

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Besides the opinions expressed through the newspaper, the author found out during the personal interviews with the Secretary of the Western State Sports Council, the Secretary of Kano State Sports Council, and the Director of the East-Central State Sports Commission, that government operations in sports were based on various functions, namely, prestige, politics, patriotic, military, labour, economic, therapeutic, ethnologic, goodwill, and socializing. Explanations on each of the various functions were given as follows.

Prestige.—Participation in sports for the sake of winning has been a strong factor for the Nigerian Government involvement in sports and physical education. Competition in sports has given rise to the creation of more facilities for them. On the eve of celebrating her Independence, the Nigerian Government built a temporary stadium. This was later removed (1970) to build a finer stadium that would form a part of a larger sport complex befitting the country. Peter McIntosh remarked that "there are very few governments in the world which do not accept the political importance of success in international sport."\(^{21}\)

Politics.—National governments have from time to time used sports and games as a weapon to achieve their objectives. In the past, the Romans, the Nazis in Germany, and the totalitarian countries of Italy and Communist Russia have used sports to indoctrinate their youths

in their political ideologies. Politicians in Asia and Africa within the last decade have also used sports to achieve their goals. The youth brigade has been effectively used in Guinea, while the Ghana government has spent much money in maintaining the Black Star Footballer's standard in performance. The People's Republic of China has just recently used the game of ping pong as a means of opening the "bamboo" gate that had shut China away from the outside world for over two decades. This has led to a new chapter in the history of East-West relationships.

**Patriotic.** Participation in sports with the determination to win honour for one's country has been a strong, fundamental factor that has motivated many athletes to strive for ideal performances. Through participation in sports, athletes tend to develop a consciousness of belonging to their nation in spite of basic domestic problems. It has the tendency of developing new social patterns of readiness "to do or die" for a cause. It is a discipline that is extremely effective for one's national ideology.

**Military.** Many nations have maintained military forces to keep their political autonomy. The training of these forces include special and strict physical activities. The physical fitness level becomes an important factor for the youths, thus involving the national government in youth programmes for physical fitness activities.

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Physical education is compulsory in the elementary schools and in Grade II teacher training colleges. Voluntary organizations and youth and adult clubs operate programmes which are full of sports and physical activities. The National Government gives financial aid to these organizations with the expectation of receiving their services for the nation through various channels.

Labour.—Good health and physical fitness tend to sustain labour and productivity. A healthy person who is able to work over a long period of time would be able to achieve high productivity. Besides the increase in production, the quality of the work would also be increased. The creation of more projects to bring down unemployment in the country would ease basic economic problems.

Economic.—To use sports as a source of revenue for a nation has proved to be effective, thus far, in affluent societies. This has been through government control over public playing grounds, gambling associated with sporting contests like boxing and horse racing. However, people with low incomes would find it extremely difficult to pay for pastime sports.

Therapeutic.—To use sports as a means of checking or correcting a physical illness is not new in traditional or Western societies. The Greeks were lovers of beauty and projected this value through the various sculptural works of human figures that have been passed down to the present generation. The present rush to cut down weight to maintain physical fitness and to build muscle is ideal in societies
where poverty, disease and malnutrition are no longer threats to the survival of the people. In developing countries, the struggle is more against poverty, hunger, malnutrition, and superstition, than physical fitness.

Ethnologic.—To take pride in publicising cultural sporting activities of various ethnic groups indiscriminately would not serve any useful purpose to the society where such a practice predominates. The syndrome of ethnocentricism in tradition and culture needs a re-examination. For the sake of progress and development, the past should be used to examine the present in order to make the past a part of the present in a wholesome way. It is by so doing that the future can be approached with hope and confidence.

Goodwill.—Governments have used sports for promoting cultural empathy and understanding. De Cubertin, in the initial stages of the Olympic movement, hoped that sporting activities would improve the political relationships among the diverse cultures of the world. Students' and teachers' aid, and athletic teams on exchange programmes were used to accomplish international cooperation and understanding.

Socializing.—Some governments have promoted sports and games to achieve social order and social stability. Physical education could also be used as a means of adjusting individuals to structural social patterns, and standards. Sports and physical education could be a powerful force for unifying the inhabitants of a defined area by conditioning them to become strong, disciplined, and effective force for national ideology.

A sample of the population of chairmen of sports councils, heads of institutes of physical education in Nigerian universities and colleges, principal inspectors of education, and secretaries of divisional local authorities responded to the questionnaire given to these individuals during the field trip in 1971 through the East Central State, Kano State, the Midwestern State, and the Western State. Of the fifty questionnaires distributed, five responses were from chairmen of the sports councils; ten from principal inspectors of education; fifteen from the heads of institutes or departments of physical education in colleges and universities; and twenty were from secretaries of divisional local authorities.

The results shown in Table 16 indicate the feeling of chairmen of the sampled sports councils that the purpose of Federal Government participation in physical education programmes was that of a prestige function (100%), a goodwill function (76%), a socializing function (84%), and a patriotic function (84%). They also indicated that Federal Government involvement in physical education was for ethno-logic purposes (84%) as well as therapeutic purposes (72%). However, physical education was regarded as a negative factor for political (44%), military (22%), labour (20%), or economic (16%) purposes.
### Purpose of Government Participation

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**TABLE 12**

**OPINIONS OF CHAIRMEN OF SPORTS COUNCILS AND COMMISSIONS ON THE PURPOSE OF FEDERAL GOVERNMENT INVOLVEMENT IN PHYSICAL EDUCATION**
The inspectors of education felt that the primary motive underlying Federal Government involvement in physical education was national prestige (100%). They indicated this involvement through socializing function (90%), and ethnologic function (80%). They also felt that the goodwill function, followed by patriotic and therapeutic functions were motivating factors for the involvement. They were, however, negative about the military function (80%), labour function (70%), and economic function (50%) as motivating functions.

**TABLE 13**

**OPINIONS OF PRINCIPAL INSPECTORS OF EDUCATION ON THE PURPOSE OF FEDERAL GOVERNMENT INVOLVEMENT IN PHYSICAL EDUCATION**

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The heads of physical education institutions and departments of physical education in colleges and universities showed that prestige (100%), therapeutic (100%), patriotic (93%), socializing (93%) and ethnologic functions (87%) were purposes for national government involvement in physical education. They also indicated that the other functions were not as important as those mentioned above (see Table below).

**TABLE 14**

<table>
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The secretaries of Divisional Local Authorities indicated that regional government involvement was motivated by a national prestige function (100%), a socializing or nationalizing function (95%), patriotic, ethnologic and goodwill function (90% each).

**TABLE 15**

**OPINIONS OF SECRETARIES OF DIVISIONAL LOCAL AUTHORITIES ON THE PURPOSE OF FEDERAL GOVERNMENT INVOLVEMENT IN PHYSICAL EDUCATION**

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An analysis of the questionnaire and the opinions expressed by promotors of local activities indicates that three dominant purposes permeate the cause of Federal Government involvement in physical education in Nigeria. These are the national prestige function, the patriotic function and the socializing function.

The recent sports decree to raise the standard of sports indicated the premium which the Federal Government places on success in international sports. The results of the responses to the questionnaire indicate that the Federal Government is motivated by the part that physical education plays in breaking down the numerous ethnic cultural differences in the effort of unifying the country through more cultural activities.
CHAPTER XIII

PHYSICAL EDUCATION IN OTHER COUNTRIES AND AN OPINION POLL

OF NIGERIANS REGARDING THE ROLE OF PHYSICAL EDUCATION

Some people hold the opinion that the culture and tradition of a nation can be preserved by introducing traditional activities into schools and colleges. In India, for example, traditional activities have been given much emphasis in the National Fitness Corps programme with the ultimate purpose of producing reform.¹

The principle of "peaceful coexistence" cuts across the programme of physical education in many developing countries whose citizens are used to Western sports like football, lawn tennis and athletics. In Brazil indigenous sports are practised side by side with modern sports.² In Ethiopia traditional games and modern sports are promoted equally.³ However, it is becoming clear that old, unprofitable activities are being abandoned and replaced by new Western sports that the people have grown to find more meaningful and serviceable to their modern needs.

Despite the effort of many developing nations to emphasize indigenous physical activities in their various societies, little


can be done to correct or eliminate the tendency to repeat programmes of modern sport because these activities are universal in their appeal. The practice of using modern sports for goodwill purposes between the Western World and developing countries is increasing (see Table 12). Whatever the effort may be, the law of "survival of the fittest" applies to countries where the people have been exposed to both traditional and modern sports. The basic democratic practice of freedom of choice for sports and games would be the ideal way of meeting the needs of the people, the origin of the selected sport or game notwithstanding.

The public in the Western countries and in developing countries have been able to perceive the preparation and discipline that is the basis for training, as well as the academic preparation of the physical education teacher. They started to understand the relationship between health and activity after President Dwight D. Eisenhower of the United States suffered a heart attack. Many students have been able to find out through literature on health that an inactive physical life can cause cardio-vascular problems. Students who lead a sedentary life can become susceptible to degenerative troubles like cardio-respiratory diseases. Foods with high caloric values, fat and protein content combined with a lack of exercise are a dangerous combination. The body must be active to burn up this fuel.

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Physical education provides pleasure; people are able to escape from reality and to find pleasure in competition and the freedom they find in trying to excel at something. Sports provide thrills for the spectator who may never have played the game he watches. Spectators are able to find a release for their emotions, cheering for their favourite team and even venting their anger at something the opposing team may have done. In some American universities the game of football draws 85,000 spectators in an afternoon, six times in a season of ten weeks.  

Physical education is encouraged today because many societies identify games with schools, and physical education as a part of the educational system. Church denominations favour physical education as a healthy and desirable way of enhancing spiritual life among young men and women. Many churches sponsor games of table tennis, volleyball, baseball, softball, and basketball.

It is possible to use physical education to establish a new balance between the inequalities caused by the progressing transformation of societies. Physical education makes possible the expression and satisfaction of many desires which the modern world represses,

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such as hero worship, self-assuredness, social contact and the desire for recreation. Teaching skills and leading games are not the only educative task of a physical education instructor, and should not be done with that intention. Activities should be taught in such a way that the students' faculties are developed and their personalities enriched by the experience of working with other peoples toward a common goal. An example of this is the ethnic groups in East Africa who have integrated since the Mau Mau rebellion, to resolve their differences. Top athletes like Kipchoge Keino from the Nandi ethnic group and Daniel Rudisha, a Masai, have realized the importance of integration which they call harambee, meaning "working together or pulling together."

The relationship which now exists among the various ethnic people in some developing countries was not the result of a pre-existing linguistic or political homogeneity among them. Instead, cultural leaders were challenged to adopt a common language after their countries had eliminated wars and other political unrest. In the case of Nigeria with over 250 languages, English became the "lingua franca." Each ethnic group uses English as a means of communication with another. The adoption of a common language, along with traditional activities like wrestling, swimming, dancing, acrobatics, and tumbling, common to all, drew the people together as never before. Most of the individual

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7 Ernst Jokl, Medical Sociology and Cultural Anthropology: Sport and Physical Education (Springfield, Illinois: Charles C. Thomas, 1964), pp. 13-16

ethnic sport implements were replaced with Western ones like the spear and the javelin and the cutlass replacing the sword. Through the annual Festival of Arts with its traditional sports and competitions, individuals have grown to develop respect for one another.

Many governments have recognized the potential of sports as a medium of cultural inner change and have sponsored athletes, athletic teams, students and teachers for the purpose of accomplishing international relations. Exchanges have also been made for the promotion of cultural understanding between nations.

Professional sports are highly related to the economy of a nation. In the United States, professional sports are big business, and through taxation, are an asset. There are professional football teams, hockey teams, basketball teams and baseball teams in every area of the country. Then too, there are the professional golfers touring the country for the high stakes offered at the different tournaments. Eventually, as developing countries reach a high stage of industrialization with additional technology, and the economy of these countries improve, it is possible that some of the sports which are now on a strictly amateur basis will be played professionally. Prior to World War II, the only professionalism in the United States was in football, boxing, baseball, and horse racing. The expansion has come about since that time.

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10 Ibid.
The healing power of physical activities depends upon physical exercise, whether occupational or voluntary exercise of the body. People who live and work on farms doing the many and varied types of work required are the healthiest group of people the world over. The requirements of their occupation involve working in the open air, manual labour, exercises such as walking, bending, lifting, pushing and pulling; the exertion thus expended makes them strong and sturdy. In developing countries, manual labour is often involved in daily tasks and walking is a common form of exercise. In domestic duties, women are involved in exercises such as pounding, grinding, scrubbing, washing, carrying water, and other activities which require exertion of the body.

Kraus and Raab reported in their book, Hypokinetic Diseases, that hypokinetic diseases can be prevented "through exercise, good health habits, and a balanced diet." People are beginning to realize that a sedentary life is leading to ill health, and are adopting various methods for combating this lack of exercise. Many do daily exercises for keeping fit and to cut down weight, which in turn must improve their cardio-respiratory systems.

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There is a big demand in the Afro-Asian countries that physical education be made compulsory in high schools and universities. The priority level given to physical education as a compulsory subject varies from nation to nation. Some would use it as a political weapon, while others would use it to benefit the masses by encouraging them to participate in sports and games, other countries are more concerned about prestige and desire to raise strong athletes to establish superiority on an international basis.

Voluntary participation in physical education or sports and games is usually made when there are a variety of exercises or sports offered where people may select those that they prefer. Usually, equipment and facilities are the factors of motivation. In an affluent society where an athlete may play a game or take part in sports as an amateur may be an opening to offers for a professional career if he excels. Many amateurs learn to play a sport under the guidance of a professional in the same field.

**Physical Education as a Subject in Nigerian Institutions**

The sampled population was made up of students in adult education, high schools, primary or elementary schools, and colleges. The adult education students were those who could read and write their ethnic language and sometimes English but have never attended a formal school. They ranged in age from 20 to 45 or 50 years. They possessed

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13 The author had personal experience teaching adult education in Western Nigeria from 1951-56.
the literary ability to manipulate their language to communicate effectively in written or verbal form with the formally-educated students who studied English as their second language.

The distributed questionnaire (100 in all) was designed to sample students' opinion on the role of physical education in the various institutions. The questions were to find out whether physical education functions as traditional sport, modern sport, keep-fit activities, a means of entertainment, a means of integration, ethnic relation, international relation, professional sports or therapeutic purposes. The sample population was also asked whether physical education should be abolished, made compulsory, or voluntary in schools (See Appendix C).

The Results of the Questionnaire

Those who responded to the questionnaire were forty-eight adult-education teachers, thirty high school students, fourteen primary or elementary pupils, and eight university students. The results in the tables show the opinion of these people on the purpose of physical education in Nigerian schools and communities. Nigerians interrogated had strong, positive attitudes about the function of physical education as an agent of integration in Nigeria, 91% (see Table 21); that it can create better international relations, 95%; and is the best medium for achieving good relationships among the various ethnic groups, 100%. Even though they were not fully decided on the role of physical education for keeping fit, 93%, they agreed that physical education should not be abolished in the schools and colleges, 98%. The university
### TABLE 17

**Opinions of Adult Education Students in Institutions on the Purpose of Physical Education**

<table>
<thead>
<tr>
<th>Purpose of Physical Education</th>
<th>48 Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Traditional Sport</td>
<td>40</td>
</tr>
<tr>
<td>Modern Sport</td>
<td>43</td>
</tr>
<tr>
<td>Keep-Fit Exercise</td>
<td>44</td>
</tr>
<tr>
<td>Entertainment</td>
<td>46</td>
</tr>
<tr>
<td>Integration</td>
<td>48</td>
</tr>
<tr>
<td>Ethnic Relations</td>
<td>48</td>
</tr>
<tr>
<td>International Relations</td>
<td>48</td>
</tr>
<tr>
<td>Professional Sports</td>
<td>0</td>
</tr>
<tr>
<td>Therapy</td>
<td>37</td>
</tr>
<tr>
<td>Abolition of Sports</td>
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</tr>
<tr>
<td>Compulsory Phys. Ed.</td>
<td>30</td>
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<tr>
<td>Voluntary Phys. Ed.</td>
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</table>
TABLE 18
OPINIONS OF HIGH SCHOOL STUDENTS ON THE PURPOSE OF PHYSICAL EDUCATION IN HIGHER INSTITUTIONS

<table>
<thead>
<tr>
<th>Purpose of Physical Education</th>
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</thead>
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</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Traditional Sports</td>
<td>12</td>
</tr>
<tr>
<td>Modern Sports</td>
<td>21</td>
</tr>
<tr>
<td>Keep-Fit Exercise</td>
<td>30</td>
</tr>
<tr>
<td>Entertainment</td>
<td>17</td>
</tr>
<tr>
<td>Integration</td>
<td>23</td>
</tr>
<tr>
<td>Ethnic Relations</td>
<td>30</td>
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<tr>
<td>International Relations</td>
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</tr>
<tr>
<td>Professional Sports</td>
<td>10</td>
</tr>
<tr>
<td>Therapy</td>
<td>6</td>
</tr>
<tr>
<td>Abolition of Sports</td>
<td>2</td>
</tr>
<tr>
<td>Compulsory Phys. Ed.</td>
<td>15</td>
</tr>
<tr>
<td>Voluntary Phys. Ed.</td>
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</table>
OPINIONS OF PRIMARY PUPILS ON THE PURPOSE OF PHYSICAL EDUCATION IN SCHOOLS

<table>
<thead>
<tr>
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<th>Undecided</th>
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<tr>
<td></td>
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<td>%</td>
<td>N</td>
<td>%</td>
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<tr>
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<td>Modern Sport</td>
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<td>Keep-Fit Exercise</td>
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<td>79</td>
<td>1</td>
<td>7</td>
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<td>Entertainment</td>
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<td>0</td>
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<tr>
<td>International Relations</td>
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<td>Professional Sports</td>
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<td>Therapy</td>
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<td>0</td>
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<td>Voluntary Phys. Ed.</td>
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</table>
### TABLE 20

OPINIONS OF UNIVERSITY STUDENTS ON THE PURPOSE OF PHYSICAL EDUCATION IN HIGHER INSTITUTIONS

<table>
<thead>
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<th>Purpose of Physical Education</th>
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</tr>
<tr>
<td>------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>Traditional Sport</td>
<td>2</td>
</tr>
<tr>
<td>Modern Sport</td>
<td>4</td>
</tr>
<tr>
<td>Keep-Fit Exercise</td>
<td>8</td>
</tr>
<tr>
<td>Entertainment</td>
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</tr>
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<td>Integration</td>
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<td>Ethnic Relations</td>
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<td>International Relations</td>
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<td>Professional Sport</td>
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<td>Therapy</td>
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<td>Abolition of Sports</td>
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<tr>
<td>Compulsory Phys.Ed.</td>
<td>0</td>
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<td>Voluntary Phys.Ed.</td>
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</table>
TABLE 21

COMPARISON OF OPINION POLL REGARDING THE ROLE OF PHYSICAL EDUCATION AS A DISCIPLINE IN HIGHER INSTITUTIONS

<table>
<thead>
<tr>
<th>Purpose of Phys. Ed.</th>
<th>Students in:</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
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<tbody>
<tr>
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<td>Modern Spts</td>
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<td>Exercise</td>
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<td>100</td>
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</tr>
<tr>
<td>Entertainment</td>
<td>46</td>
<td>96</td>
<td>17</td>
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<tr>
<td>Integration</td>
<td>48</td>
<td>100</td>
<td>23</td>
<td>77</td>
<td>14</td>
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<td>Ethnic Rela.</td>
<td>48</td>
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<td>30</td>
<td>100</td>
<td>14</td>
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<td>Int'l Rela.</td>
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<td>25</td>
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<td>14</td>
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<td>Prof. Sport</td>
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<td>37</td>
<td>77</td>
<td>6</td>
<td>20</td>
<td>9</td>
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<tr>
<td>Abolish Spts</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Comp. Phy. Ed.</td>
<td>30</td>
<td>63</td>
<td>15</td>
<td>50</td>
<td>14</td>
</tr>
<tr>
<td>Vol. Phy. Ed.</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>13</td>
<td>9</td>
</tr>
</tbody>
</table>
undergraduates were of the opinion that it should be a voluntary activity, 100%.

Only 50% said that physical education should be compulsory in schools and colleges, but primary or elementary pupils were unanimous that it should be compulsory in schools, 100%; the adult education students were 63% for it, while 50% of the high school children were in favour of it. Of the adult group, 63% felt that it should be made compulsory in schools and colleges. On the whole, only 21% of those polled felt that it could be made voluntary in schools (Table 21). Their opinions on traditional and modern physical education expressed a preference for the modern sports and games to traditional activities. Of the undergraduates, only 50% were in favour of the modern sports and games, while only 43% of the adult-education group supported the idea of modern sports and games.
The study was undertaken in order to find out the function of physical education among the major ethnic groups as a case study in the process of building Nigeria into a nation. In order to achieve this objective, the author found it expedient to set up frameworks based on geography, history, ecology, social anthropology, and sports sociology to carry out the investigation.

The spade work of the investigation was based on collecting data from library sources, personal interviews, the use of questionnaires, and the reviewing of literature dealing with international sports and physical education. An examination of the literature on comparative physical education gave additional dimension to the investigation. Lack of sufficient written materials on the subject of physical education in Nigeria led the author to analyze social anthropological studies on the major ethnic groups in Nigeria.

A classification scheme for ascertaining the kinds of sports and games development was included in the investigation. The investigation into the influx of missionaries into the country gave understanding of how their presence was associated with the development of physical education in Nigeria. The second phase of the study was to ascertain the origin and evolution of Western sports and games in Nigeria. The author had to explore the history of education in and accounts of the activities of early British administrators in
the early part of the century to extract worthwhile data on physical education and its role in nation building.

The first hypothesis, the negative effect which the physical education from Britain and America had on traditional physical education in Nigeria, revealed the gradual process through which Western physical education finally displaced traditional sports and games and former ways of recreation of the people, especially those in the southern part of Nigeria. Schools became more involved in teaching Western sports and games until the traditional activities passed into oblivion in the recreational life of the schools and colleges. The Festival of Arts was the only means of keeping these traditional sports and games alive. Competition was held between the various states and the sports and games were cross-cultural activities. The Ministry of Social Welfare and Community Development promoted the Festival of Arts and secured cups and prizes for these activities from prominent citizens who were interested in keeping these traditions alive.

The second hypothesis, that physical education has made a significant contribution to the integration of cross-cultural Nigerian societies, is demonstrated by the fact that the number of competitions and sports meetings of clubs and organizations is comprised of numerous ethnic groups from all over Nigeria. These athletes, competing in Western sports and games have become proficient in various events with little formal training. Since 1950, many have participated in the Empire and Commonwealth Games as Nigerians representing their country.
Over a period of 20 years, they have won 21 medals for boxing, the high jump, the long jump, and 4x110 year relays; this constitutes a fine record for athletes from a very young country. Further evidence of the contribution of physical education to cross-cultural societies is seen with the organization of the West African University Games which were established in 1964, and with the proposed All-African University Games which will start in 1973. Athletes have also participated in the Olympics even though they have not done very well.

The hypothesis concerning the integration of physical activities from the Western World with related traditional activities is suggested to develop stamina with a program best suited to the temperament and competitive spirit of Nigerian athletes. Nigerian athletes have natural prowess and ability as has been proved. Many of the traditional dances involve vigorous muscular activities demanding skill and endurance; dambe, local boxing, is another form of exercise that has been popular and encourages training and preparation for the event; and wrestling is a sport that demands much stamina. Athletes in the field of boxing have been most successful in international competition.

A framework was planned to consider factors regarding government involvement in physical education. Concern has been voiced by the Nigerian public about better performances and government involvement in the training of athletes for international competition. Other frameworks for the investigation of trends in physical education involved the responses from a questionnaire and personal interviews with the aid of a
tape recorder with the heads of institutions and organizations in the

country.

Conclusions drawn from the investigation concerning the charac-
teristics of physical education in Nigeria are:

1. It is a means of satisfying the essential needs of the individual
   and the nation.

2. It is an indispensable element for bringing about the integration
   of ethnic groups by accommodating various worthwhile ethnic pastime
   activities.

3. It is a means of diminishing parochialism within the Nigerian
   society.

4. It is a means of furthering participation in national and inter-
national sports and games.

5. It is a social structure which ignores class or ethnic hierarchy
   which is rampant in the country.

6. It is an essential element of traditional culture.

7. It is a medium providing a concrete basis on which to build happy
   national and international contacts.

From the results of the surveys conducted, the subjects indi-
cated a preference for modern sports versus traditional sports.

Science, as a factor to be reckoned with in modern civilization
(for all its good intentions), has proved in the final analysis to be
an enemy of people. In the Western World machines have taken over
what people used to do. The more man uses technology as a substitute
for human labour, the more *homo faber* becomes *homo sedentarius*, which is detrimental to the body.

Technology ranks high among the Nigerian elite to the point where the detriments associated with it are obliterated from their view. Physical education is ranked low on the scale of values in comparison with science subjects. The elite have found it uncomfortable, despite pressure from the masses, to admit that physical education (a non-profit-making subject) should be given the same financial support as other subjects. They fail to see the long-term rewards of physical fitness for the nation as a whole. Their hue and cry for the production of top-class athletes has been highly hypocritical.

In the Western World, man's physical activities have been found to be deteriorating despite socio-economic advancement through the utilization of technology.\(^1\) In spite of advanced technology and an over-abundance of food, a lack of balanced physical activities has led to the development of hypokinetic and degenerative diseases in highly industrialized countries. The experiences of these nations clearly show that the affluence of any nation can cause problems of physical fitness without an adequate programme designed to combat them. Nigeria learns from the Western World and can profit from the experiences of other nations before the problems which are prevalent in those countries become major ones in Nigeria.

Over the years, the Western cultural impact has led to some changes and modernization in Nigeria. These changes could be depicted by the steady growth of modern sports and games within the schools and voluntary organizations in the country, which started with the socializing process of the schools. Empire Day celebrations led to competitions which grew out of minor activities and the soccer matches and athletics introduced there.

The process of change in African countries, according to Margaret Read, the British social anthropologist, passed through about six stages before the change became apparent. Through the influence which was exerted by British administrators and the missionaries, Nigeria experienced a series of changes in both the educational and recreational aspects of the country. It was a gradual process beginning with the attempts of the educators and missionaries to establish the Western concept of education and physical education into Nigerian society. The gradual acceptance of Nigerians of some of the new ideas and ways of sporting activities eventually led to rejection of traditional sports and games and former ways of recreation by the greater part of the country, especially in the southern part. By the 1940's, Nigerians were taking advantage of the opportunities offered by European societies for educational and travelling advantages, and participated in international competitions at that time.

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By the process of selection and the guidance of experts in the field of physical education, Nigerians took the chance offered them and built a Western system of sports and physical education which embraced everyone—boys, girls, men, and women. Emphasis is now being placed upon certain elements in their traditional culture which should be incorporated into their educational culture.

The uneven distribution of schools over the country is evidence that Nigerians feared and resisted education as a threat to their traditional way of life. Gradually, however, they realized new objectives could be attained and they started to reject the traditional life. This period was marked by the increase in the number of schools and mission fields in places like Badagry, Abeokuta, Lagos, Calabar, Ikotepene, Onitsha, Lokoja, Ilorin, Katsina, and Zaria.

Education became a medium of winning the support of the people in Nigeria between 1916 and 1930. As education expanded in the country, more children became involved in Western sports and games. Competition started very slowly around 1910 in Western Nigeria between schools. By 1920 schools in the north and east had started their competitions too. After 1930, higher education was enthusiastically embraced by the people. During this period, Nigerians passed British oriented public examinations. After

the 1940's universities were founded in the country and higher education is advancing steadily.

Children and adults in schools and clubs in the various regions started to meet for competitions as early as 1921. Prizes were distributed to the athletes which varied from region to region. It was the practice, for example, to distribute kola nuts to the winning athletes (40 kola nuts for 1st place; 30 for 2nd place, and 20 for 3rd place) after a sports meeting at Katsina College. In other regions certificates were distributed among the athletes.

As the years rolled by, games like hockey, table tennis, lawn tennis, netball, boxing and cricket were added to the various school programmes with the exception of cricket which was played only in government high schools and Igbobi College in Lagos. Later, Nigerian athletes took part in international sports and games. They entered the West African inter-colonial games, the Empire and Commonwealth Games, and the Olympics. Athletic associations were formed in various sports. Male and female athletes participated in many of these sports at this time and it became evident that Western sports and games had gained wide acceptance among Nigerians.

In spite of the role of Western sports and games in the country, the Nigerian Government has been inconsistent in its support of the promotion of physical education. England, America, and Australia

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have all assisted in the training of physical education teachers as well as training coaches and sports officials.

After 1960 the universities in Nigeria started hiring coaches and physical education educators; The University of Nigeria, Nsukka, instituted the first degree program in physical education, placing it on a par with other courses in education. These are indications of the development and improvements being made in the higher institutions. Nigerian students have begun to realize that time spent away from studies or work is not necessarily "free" time. Sebastian de Grazia said, "...leisure time and free time are two different phenomena." It is possible for anyone to spend free time on something beneficial to one's self or to others in the society in which one lives.

In 1970-71, public opinions were expressed in various Nigerian news media in support of physical education and the Federal Military Government issued a Sports Decree. Since 1971 universities have become more concerned about the performance of their athletes in national and international sports and games.

Several areas with the National Sports Council need a re-examination. The Sports Decree needs further clarification concerning the function of the Council in relation to international

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organizations, the National Health Programme, the adult and juvenile recreational system, and programmes for the mentally and physically handicapped.

Nigeria needs more than mere assumptions and suppositions to achieve the optimum objectives; she needs an administrative setup that will take advantage of the benefits that international bodies like the International Federation of Physical Education, the United Nations Educational, Scientific, and Cultural Organization, the International Council on Sports and Physical Education and the International Council on Health, Physical Education, and Recreation, are prepared to offer in the form of aid to African sports and physical education.6

In order to take full advantage of these resources, Nigeria must be able to define:

1. what she wants sports and physical education to achieve;
2. the differentiation of sports and games for her rural and urban areas;
3. whether the objective of her programme includes how to reach young people not in school;
4. whether her programme would cover the health of both the youth and adult population;
5. the provision she is making for sports for the handicapped in Nigeria;

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6. the action taken to start research and documentation on physical education;

7. her plan towards the establishment of the instruments to use in conducting annual health surveys which would include both youths and adults;

8. the encouragement being given to set up a real Nigerian physical education programme which will cater to the needs of all members of the nation;

9. forms of cooperation with allied physical science professions which would produce a joint body to seek the welfare of physical and health educators in the country;

10. how to overcome the problems concerning the lack of strength stamina and skill of athletes in order to rank high in sports and games in international competitions.  

Recommendations

Developing countries have taken advantage of expert advice supplied by various governments in the Western World and from some Communist countries. Most of the advice sought has been for economic advancement of the various countries, though there have been experts in other fields of endeavor sent to work with the people.

There are many organizations concerned with the health, education, and development of the underdeveloped countries of the world with working forces ready to help solve some of their problems. There is the World Health Council, the International Council on Health, Physical Education, and Recreation, the International Council on Sports and Physical Education, and the Supreme Council of Sports in Africa. Other sporting bodies like the International Federation of Football Associations and International Federation of Basketball Associations, working through the United Nations Educational, Scientific, and Cultural Organization, organized sports clinics in seventeen different countries around the world in 1970. Their goal is to close the gap between the rich and the poor nations in international sports.\(^8\)

The Nigerian Government must take advantage of the services of these various organizations to improve the conditions of the country. The athletes should be exposed to the programmes of these organizations in the Western World so that they will become experienced in participating in international competitions.

The author suggests government involvement in a program of nutrition for the Nigerian public. Malnutrition is one of the most serious problems of developing countries. The victims of malnutrition are the pre-school age group, the potential athletes of the

future. Malnutrition is very likely one of the factors responsible for poor performances of the athletes. There are many reasons for malnutrition. It can be caused by ignorance due to illiteracy, a lack of educational facilities, low social priority and inadequate health services. Other causes could be poor maternal nutrition, the replacement of breast feeding by artificial feeding, or ignorance of correct weaning methods in an unhealthy environment. It is necessary for the public to have access to this information for improving health in general.

The author recommends a programme of intensive school health services to educate children about how to live a healthy life with proper feeding and exercise. Screening would help in classifying the needs of the children into groups. This should be backed with a joint research scheme utilizing the knowledge of physical educators, health educators and allied social scientists to determine effective measures for dealing with the problems.

There must be a national programme to train physical education teachers for that subject alone. The present system allows the teachers in primary schools to teach the subject. Physical educators must be good performers and demonstrators in the basic skills and should organize weekend clinics in gymnastics and other activities in which the child could express himself in the routines he learns to perform. Training in primary school prepares children

Van Dalen and Bennett, *op. cit.*
for the activities that they encounter later in the more advanced grades, and intramural programmes should be given more emphasis in the primary schools. Sanctioned traditional and modern physical education activities should be presented in an integrated programme by schools and voluntary organizations.

A suggested Ministry of Health and Physical Education has been depicted in Figure 29. This Ministry should incorporate the services of the National Sports Commission, the School Health Services and the Inspectorate of the Ministry of Education. Through this department, the screening tests and school health services would provide information for research into the problems of health and from this department's research department should flow information to the schools and the parents of school children. Under this plan there would be a setup for the complete organization of all sports on a national and international basis.

The government must decide the priority of the role of physical education based upon its goals. The choice could be made on the basis of health for all of the people; prestige through the success of its athletes participating in international competitions; or simply on the basis that a nation of people who enjoy all sports, traditional or Western, will become a thoroughly integrated society.

Physical education may not be a profit-making subject like other subjects but through its practice a person can become skillful, feel self-respect for himself and admire the skill in others, and
find that achievement brings a sense of fulfillment that cannot be easily duplicated in other fields of endeavor.

Nigeria has a wealth of natural resources as well as human resources. To be developed fully, human resources must be equipped mentally, physically, socially, and morally before the natural resources can be fully utilized. Activities in a well-directed physical education program can aid in the development of all of these qualities needed for human resources.

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11 Sylvester J. Thomas, "The Role of Physical Education in Democratic Developing Countries," Gymnasion, 6 (Summer 1969), p. 4.
FIGURE 29. RECOMMENDED ADMINISTRATIVE CHART FOR THE MINISTRY OF HEALTH AND PHYSICAL EDUCATION
Dear Sir:

I am a Nigerian doctorate student at the Ohio State University, currently collecting materials for my Ph.D. dissertation on the topic, "Physical Education and Nation Building in Nigeria," or in other words, "The Role of Sports and Games in the Process of Nation Building in Nigeria."

I shall be much obliged if you can grant me an interview on the enclosed questionnaire based on the following:

1. The founding of western sports competitions in Nigeria, e.g., a) Grier Cup; b) Mussey Shield; c) Ross Shield; d) football competitions.

2. The place of traditional sports in our schools, and clubs, e.g., dancing, wrestling, dambe, sharo, marbles, Ido, canoeing, etc.

3. The founding of sports organizations in Nigeria, e.g., The Nigerian Amateur Athletic Association (NAAA), The Nigerian Football Association (NFA).

4. Federal and regional governments' involvement in physical education.

I will also welcome other suggestions which you think will make the result of this investigation successful and informative.

Future correspondence with me prior to the stipulated time on the enclosed field trip itinerary may be forwarded to this address:

c/o Mrs. O. A. Adedeji
College of Education
Ondo
Nigeria

Thank you for your cooperation.

Yours sincerely,

J. Ademola Adedeji
Teaching Associate

JAA:bjr
Enclosure
July 20, 1971

His Highness
The Timi of Edé
The Afin
Edé, Nigeria

Kabiyesi:

I am a Nigerian student in the process of completing my Ph.D. dissertation on Physical Education and Nation Building in Nigeria or The Role of Sports and Games in the Process of Nation Building in Nigeria.

I am interested in knowing your opinion on the changes which you have observed over the years as Western sports and traditional sports and games developed side by side.

I shall be much obliged if His Highness could grant me an interview on Saturday, September 4, at 10:00 a.m. at your afin. If for any reason the suggested time and date are found to be unsuitable, Saturday, September 11, at 10:00 a.m. could be spent to cover the recording interview.

I shall be available at the following address as from the middle of August to the middle of September 1971.

c/o Mrs. O. A. Adedeji
College of Education
Ondo, Nigeria

What I have in mind to know from you, Your Highness, are listed in the enclosed questionnaire.

Yours faithfully,

J. Ademola Adedeji
Teaching Associate

JAAbbr
Enclosure
July 20, 1971

Dear [Name]:

I am a student at The Ohio State University currently collecting materials for the completion of my dissertation.

I shall be obliged if you could allow me the use of your library during the months of August and September of my field trip to Washington and Nigeria.

Thank you for your co-operation.

Yours sincerely,

John A. Adedeji

JAA:bjr
July 20, 1971

Dear Sir:

I am a Nigerian graduate student currently in the process of completing my Ph.D. dissertation on the role of sports and games in the process of Nation Building in Nigeria. I shall be much obliged if you can grant me an interview on important national and international sporting activities which you have published between 1945 and 1971.

What I have in mind are your publications on:

I. The Nigerian participants in Olympic Games, Empire Games, International Competitions in Soccer, Cricket, Hockey, Tennis, Table Tennis, Netball, Athletics (track and field).

II. Traditional sports and games like "Sharo," "Dambe," equestrianism, the atillogus wrestling and others that have gained national and international recognition.

III. Documents showing when Nigeria started to organize and participate in these sports and games on national and international levels.

IV. Documents showing outstanding performers and promoters of Western sports and games and traditional sports and games in Nigeria.

Enclosed is a copy of my itinerary on which is scheduled when I would be in your office for this exercise. Correspondence on my pending visit to you should be forwarded to my Nigerian address if there is the need for you to contact me before the stipulated date:

c/o Mrs. O. A. Adedeji
College of Education
Ondo, Nigeria

Thank you for your cooperation.

Yours sincerely,

John A. Adedeji

JAA:bjr
Enclosure
ITINERARY FOR MY FIELD TRIP

John A. Adedeji
The Ohio State University
Columbus, Ohio 43210

Monday, August 9, At Lagos

9:00 a.m. - 11:00 a.m. National Sports Council Secretary
1:00 p.m. - 2:30 p.m. Lagos Sports Council
2:45 p.m. - 4:00 p.m. Federal Ministry of Social Welfare and Community Development

Tuesday, August 10, At Lagos

9:00 a.m. - 10:30 a.m. Daily Times Sports Editor's Office
10:45 a.m. - 11:45 a.m. Federal Ministry of Information
12:00 noon - 12:50 p.m. Leave Lagos

Wednesday, August 11, At Ibadan

9:00 a.m. - 11:00 a.m. Western State Sports Council Office
1:00 p.m. - 2:30 p.m. Daily Sketch Sports Editor's Office

Thursday, August 12, At Ibadan

9:00 a.m. - 10:30 a.m. Ministry of Social Welfare and Community Development
11:00 a.m. - 1:00 p.m. Government College Ibadan

Friday, August 13, At Ibadan

9:00 a.m. - 10:30 a.m. Wesley College Ibadan
11:00 a.m. Depart Ibadan
12:30 p.m. - 3:00 p.m. Baptist College Iwo
3:30 p.m. Depart Baptist College
4:30 p.m. Arrive Ibadan
Saturday, August 14, At Ibadan

11:00 a.m. - 1:00 p.m. St. Andrews College, Oyo
1:45 p.m. Depart St. Andrews College, Oyo
3:00 p.m. Arrive Ibadan

Monday, August 16, At Ondo

9:00 a.m. Depart from Ondo
1:00 p.m. Arrive Benin City - Mid-Western State

Tuesday, August 17, At Benin City, Mid-Western State

9:00 a.m. - 11:00 a.m. Midwest Sports Council Office
1:00 p.m. Depart Benin City
3:00 p.m. Arrive Ondo

Wednesday, August 18

9:00 a.m. Depart Benin City
1:00 p.m. Arrive at University of Nigeria, Nsukka
4:00 p.m. Arrive at Enugu Sports Stadium

Thursday, August 19, At East Central State

10:00 a.m. - 12:00 noon Department of Physical Education
1:00 p.m. Depart University of Nigeria
4:00 p.m. Arrive Benin City, Midwest

Friday, August 20, At Mid-West

10:00 a.m. Depart Benin City
2:00 p.m. Arrive Ondo

Monday, August 23, At Ibadan

10:00 a.m. Depart Ibadan
Tuesday, August 24, Arrive Zaria
11:00 a.m. - 2:00 p.m. Advanced Teachers' College

Wednesday, August 25, Arrive Kano
9:00 a.m. Depart Advanced Teachers College, Zaria
11:00 a.m. - 2:00 p.m. Advanced Teachers College

Thursday, August 26, At Kano
9:00 a.m. - 10:30 a.m. Malam Abudu Ho
10:45 a.m. - 11:45 a.m. The Chief Information Officer, Ministry of Information
1:00 p.m. - 2:30 p.m. Government Technical Training School (Malam Shuaigu Jimaita)

Friday, August 27
8:30 a.m. - 9:30 a.m. Alhaji Maitama Sule
10:00 a.m. Depart Kano

Saturday, August 28, Arrive at Ibadan

Monday, August 29, At Ibadan
10:00 a.m. Depart Ibadan
1:00 p.m. Arrive Ondo

Monday, September 3
10:00 a.m. Depart Ondo
1:00 p.m. Arrive University of Ibadan

Tuesday, September 4 - Friday, September 8
10:00 a.m. Ibadan University Library
3:30 p.m. - 6:30 p.m. University of Ibadan Gymnasium

Monday, September 11 - Friday, September 15

Tuesday, September 21
Depart Lagos for The Ohio State University in Columbus, Ohio.
APPENDIX C

INTERVIEW FORMAT AND QUESTIONNAIRE
INTERVIEW FORMAT

OPINIONS ON SPORTS AND GAMES

TRADITIONAL AND MODERN

IN NIGERIA

These questionnaires are designed to find out the opinion of Nigerians on:

1. the practice of Western and traditional sports and games in Nigeria.
2. Federal and Regional Governments' involvement in physical education.
3. physical education in schools and colleges.
4. Nigeria's involvement in international sports and games.

Tape Recording Interview

1. What is your: Age:

   State:

   Occupation:

   Religion:

   Education:
2. Sporting Interests: Which of these traditional sports and games do you play?

i. (a) Kufe Gere (traditional sword fighting)
   (b) Lenga (handicapped fighting)
   (c) Wasan Buva (water polo)
   (d) Kafa Hudu (knee racing)
   (e) Waha Ruwa (leg fighting in water)
   (f) Waha Kasa (leg fighting on land)
   (g) Surum-Surum (girls' hide and seek)
   (h) Allan Bakó - Allan Karba (circle falling back or vaulting game)
   (i) Sharo (endurance game)
   (j) Dambe (traditional boxing)
   (k) Kokoye (one-footed game)
   (l) Akhue or Arin (marble spinning bowling)

ii. Wrestling

iii. Fishing

iv. Equestrianism

v. Traditional dance

vi. Avo (Warri Game)

vii. Traditional swimming
   (a) Orudu (butterfly stroke)
   (b) Aro (erect swimming)
   (c) Ipoko Aaya (back stroke)
   (d) Ilewo (front crawl)
   (e) Ororo (scuba diving)

viii. Okoto
ix. Archery

x. Canoeing

3. How many of these modern sports and games do you play most frequently?

Basketball
Badminton
Baseball
Boxing
Cricket
Field Hockey
Fives
Golf
Handball
Netball
Polo
Soccer
Softball
Squash
Swimming
Table Tennis
Tenniquoit or deck tennis
Tennis
Track and Field or Athletics
Volleyball

4. How regularly do you take keep fit exercises?

5. How were young people initiated into sports and games in the past?

6. What are the basic environmental problems around which to build a strong nation?
INSTRUCTIONS CONCERNING THE QUESTIONNAIRE

Please answer the questions very carefully by checking for each statement, YES, if you agree, NO, if you do not agree and UN (undecided) if you are doubtful about the question. Try to answer every question before you leave your seat.

A. General opinion on the purpose of physical education in Nigerian Institutions.

Do you think that the Federation of Nigeria supports physical education in order to make it function in the following ways?
1. Traditional Sport Functions  
   (For prestige purposes about their traditional sports and games)

2. Modern Sports Function  
   (For goodwill purpose among the Western nations)

3. Keep Fit Activities Function  
   (To make them useful for military purposes and thus to themselves)

4. Entertainment Function  
   (To act like an agent of socialization)

5. Integration Function  
   (As a political weapon to bring the ethnic groups together)

6. Ethnic Relation Function  
   (To develop respect for one another irrespective of ethnic group)

7. International Relation Function  
   (For patriotism, to make them proud Nigerians and friendly towards societies other than Nigerians)

8. Professional Sport Function  
   (For improving the economy of the nation)

9. Therapeutic Function  
   (For correcting or curing physical faults)

10. Abolishing of Sport Function  
    (For no reason to abolish the practice of sports)

11. Compulsory Function  
    (For everybody to be compelled to participate in physical education)

12. Voluntary Function  
    (For people's participation out of free volition)
### Purpose of Federal and Regional Governments' Involvement in Physical Education

<table>
<thead>
<tr>
<th>Yes</th>
<th>UN</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tr>
</tbody>
</table>

1. Would traditional and Western sports serve as strong media for bringing a nation together?

2. Would you support the idea that only Western sports and games could help in building a united Nigeria?

3. Is it of a national interest to require the entire Nigerian public to take part in sports and games?

4. Would you say that participants in sports are great contributors to the welfare of your community?

5. Would you support the idea that interstate sporting activities are healthy media of bringing about a better understanding among Nigerians?

6. Would you say that the addition of traditional sports and games to the present national programme will draw more crowds to participate in and watch sports and games?

7. Is there any need for the national and regional governments to show more interest in both traditional and foreign sports and games?

8. Would you support the idea that more money be allocated to sports and games because of the gain to be derived therefrom?

9. Is the practice of regular physical fitness activities good for every Nigerian?

10. Would you support the idea that physical education should be discouraged in all schools and colleges in the country?
<table>
<thead>
<tr>
<th>YES</th>
<th>UN</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D

POPULATION VISITED ON FIELD TRIP

PARTICIPATING IN THE INVESTIGATION
POPULATION PARTICIPATING IN THE
INVESTIGATION (N = 150)

A. Sport Councils and Commission (N = 5)
   National Sports Council
   East Central State Sports Commission
   Kano State Sports Council
   Mid-Western State Sports Council
   Western State Sports Council

B. Universities and Colleges (N = 8)
   Ahmadu Bello University - Zaria
   University of Ibadan - Ibadan
   University of Ife - Ile-Ife
   University of Lagos - Lagos
   University of Nigeria - Nsukka
   Midwest Institute of Technology - Benin City
   Advanced Teachers' College - Ondo
   Advanced Teachers' College - Kano
   Advanced Teachers' College - Zaria

C. Principal Inspectors of Education (N = 10)
   Lagos State (1)
   East Central State (1)
   Kano State (2)
   Mid-Western State (2)
   Western State (4)

D. Primary or Elementary Schools (N = 14)
   Lagos State (1)
   East Central State (2)
   Kano State (2)
   Mid-Western State (4)
   Western State (5)

E. University and College Physical Education Departments
   (N = 15)
   Lagos State (2)
   East Central State (2)
   Kano State (2)
   Mid-Western State (3)
   Western State (6)
F. Local Councils (N = 20)

Lagos State (2)
East Central State (2)
Kano State (4)
Mid-Western State (4)
Western State (8)

G. High Schools (N = 30)

Lagos State (8)
East Central State (2)
Kano State (3)
Mid-Western State (5)
Western State (12)

H. Adult Education Centres (N = 48)

Lagos State (4)
East Central State (2)
Kano State (21)
Mid-Western State (7)
Western State (14)
APPENDIX E

A LIST OF SECONDARY SCHOOLS AND TEACHER TRAINING COLLEGES

FOUNDED IN SOUTHERN NIGERIA
## Secondary Schools and Teacher Training Colleges Founded in Southern Nigeria Between 1859 and 1930

<table>
<thead>
<tr>
<th>Schools</th>
<th>Location</th>
<th>Date</th>
<th>Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.M.S. Grammar School</td>
<td>Lagos</td>
<td>1859</td>
<td>Church Missionary Society</td>
</tr>
<tr>
<td>St. Gregory's College</td>
<td>Lagos</td>
<td>1876</td>
<td>Roman Catholic Mission</td>
</tr>
<tr>
<td>Methodist Boys High Sch.</td>
<td>Lagos</td>
<td>1878</td>
<td>Methodist</td>
</tr>
<tr>
<td>Methodist Girls High Sch.</td>
<td>Lagos</td>
<td>1879</td>
<td>Methodist</td>
</tr>
<tr>
<td>Baptist Boys High School</td>
<td>Lagos</td>
<td>1885</td>
<td>Baptist</td>
</tr>
<tr>
<td>Hope Waddell Tr. Inst.</td>
<td>Calabar</td>
<td>1895</td>
<td>Church of Scotland Mission</td>
</tr>
<tr>
<td>St. Andrew's College</td>
<td>Oyo</td>
<td>1896</td>
<td>Church Missionary Society</td>
</tr>
<tr>
<td>Baptist Training College</td>
<td>Ogbomosho</td>
<td>1897</td>
<td>Baptist</td>
</tr>
<tr>
<td>St. Paul's Training Col.</td>
<td>Awka</td>
<td>1904</td>
<td>Church Missionary Society</td>
</tr>
<tr>
<td>Oron Training Inst.</td>
<td>Ibadan</td>
<td>1905</td>
<td>Primitive Methodist</td>
</tr>
<tr>
<td>Wesleyan Training Inst.</td>
<td>Ibadan</td>
<td>1905</td>
<td>Methodist</td>
</tr>
<tr>
<td>Abeokuta Gram. Sch.</td>
<td>Abeokuta</td>
<td>1908</td>
<td>Church Missionary Society</td>
</tr>
<tr>
<td>King's College</td>
<td>Lagos</td>
<td>1909</td>
<td>Government</td>
</tr>
<tr>
<td>Eko Boys High School</td>
<td>Lagos</td>
<td>1913</td>
<td>Private</td>
</tr>
<tr>
<td>Ibadan Gram. School</td>
<td>Ibadan</td>
<td>1913</td>
<td>Church Missionary Society</td>
</tr>
<tr>
<td>Ijebu-Ode Gram. Sch.</td>
<td>Ijebu-Ode</td>
<td>1913</td>
<td>Church Missionary Society</td>
</tr>
<tr>
<td>Duke Town Secondary</td>
<td>Calabar</td>
<td>1919</td>
<td>Church of Scotland Mission</td>
</tr>
<tr>
<td>Ondo Boys High School</td>
<td>Ondo</td>
<td>1919</td>
<td>Church Missionary Society</td>
</tr>
<tr>
<td>Ibo Boys Institute</td>
<td>Uzuakoli</td>
<td>1923</td>
<td>Primitive Methodist</td>
</tr>
<tr>
<td>Baptist Boys High Sch.</td>
<td>Abeokuta</td>
<td>1923</td>
<td>Baptist</td>
</tr>
<tr>
<td>Dennis Mem. Gram. Sch.</td>
<td>Onitsha</td>
<td>1928</td>
<td>Church Missionary Society</td>
</tr>
<tr>
<td>United Missionary Col.</td>
<td>Ibadan</td>
<td>1928</td>
<td>Church Missionary Society</td>
</tr>
<tr>
<td>St. Thomas' College</td>
<td>Asaba</td>
<td>1928</td>
<td>Roman Catholic Mission</td>
</tr>
<tr>
<td>St. Charles' Training</td>
<td>Onitsha</td>
<td>1929</td>
<td>Roman Catholic Mission</td>
</tr>
<tr>
<td>Government College</td>
<td>Ibadan</td>
<td>1929</td>
<td>Government</td>
</tr>
<tr>
<td>Government College</td>
<td>Umuahia</td>
<td>1929</td>
<td>Government</td>
</tr>
</tbody>
</table>

**Note:**

Oron Training Institute is now known as the Methodist Boys High School, Oron.

Wesleyan Training Institute is now Wesley College, Ibadan.

Ibo Boys Institute is now Methodist College, Uzuakoli.

Baptist Training College was moved to Iwo in 1938 and is now known as Baptist College, Iwo.

**Source:** David B. Abernethy, *The Political Dilemma of Popular Education: An African Case*, p. 36.
Post-primary education did not start exactly on the dates given in the list of secondary schools and teacher training colleges. For instance, Baptist Boys High School, Lagos attained secondary school status in 1921; St. Gregory's College attained secondary school status in 1927.
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BIBLIOGRAPHY

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Thomas, Silvester J. "The Role of Physical Education in Democratic Developing Countries," Gymnasion, VI (Summer, 1969), 4-6.


Newspapers

Lagos, Daily Times, March 29, 1971, p. 27.
Lagos, Morning Post, August 28, 1970, p. 11.

Theses and Dissertations


List of Personages Interviewed

Mr. Lateef Abbas
Daily Sketch Sports Editor
Sketch Building
Ijebu Bye-Pass
Ibadan, Nigeria

Malam Abudu Ho
Kano, Nigeria
Mr. Emida Adesina, Secretary
Western State Sports Council
Liberty Stadium
Private Mail Bag 5106
Ibadan, Nigeria

His Highness, Oba Adefoyese I
The Timi of Ede
Afin Ede
Ede, Nigeria

Mr. D.O. Akinkugbe, Chairman
Western State Sports Council
Ministry of Community Development
Secretariat
Ibadan, Nigeria

Mr. I.A. Akioye, The Acting Head
Institute of Physical Education
University of Ife
Ile-Ife, Nigeria

His Highness, The Alafin of Oyo
Afin
Oyo, Nigeria

Mr. Dan Anyiam, Principal Sports Coach
East Central State Sports Council
Enugu, Nigeria

Dr. E. Ayande
Department of History
University of Ibadan
Ibadan, Nigeria

Chief J.A. Ayinde
Ministry of Agriculture and Nat. Resources
Ibadan, Nigeria

Mr. S. Dada
Ministry of Health and Social Welfare
Kano, Nigeria

Chief M.D.A. Durotoye
P.O. Box 10
Okemessi-Ilesha, Nigeria
Chief Dr. Jacob U. Egharevba
Benin Native Authority Museum
Lagos Street
Benin City, Nigeria

Mr. H.J. Ekperigin
Ministry of Education
Benin City, Nigeria

Mr. D.O. Enajekpo
National Sports Council of Nigeria
National Stadium
P.O. Box 145
Lagos, Nigeria

Dr. J.A. Enyeazu
Director of Sports
East Central Sports Commission
Enugu, Nigeria

Malam Shuaigu Jimaita
Ministry of Information
Kano, Nigeria

Mr. Duro Ladipo
c/o Mbari Mbayo Theatre House
Oshogbo, Nigeria

Mr. A.M. Laosebikan, Principal
Baptist College
Iwo, Nigeria

Mr. Abdulkadir Mohammed Madejia
Branch Manager
Nigeria General Insurance Co., Ltd.
Box 1210
Kano, Nigeria

Mogaji Mohamed Secretary
Kano State Sports Council
Kano, Nigeria

Mr. Marius Nkwoh
Information Officer
East Central State
Enugu, Nigeria
Chief J.B.O. Ojo, Principal
Government College
Ibadan, Nigeria

Mr. Elaye H. Omemu
Midwest Sports Council
Private Mail Bag 1102
Benin City, Nigeria

Mr. K. Onyilogwu
University of Nigeria
Nsukka, Nigeria

Mr. A.D. Ordia, Secretary
National Sports Council
Lagos, Nigeria

Mr. S.O. Pela
Baptist High School
Benin City, Nigeria

Mr. Oladino Soile
Western State Sports Council
Private Mail Bag 5106
Ibadan, Nigeria

Mr. Duncan White
The Coach in Charge
Ahmadu Bello University
Zaria, Nigeria