

Review of: "From Victory to War: a Case of History Education and History of Education in Nigeria, 1982-2022"

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The paper is a qualitative historical study and has addressed contemporary educational issue, not only in Nigeria, but in many nations of the world, having this peculiarity. The concern of the author was felt in the energies poured into the paper, so critical about the neglect of teaching and learning of history education and history of education, particularly in Nigeria, but captured beyond, to have a global review.

As a Nigerian academic whose appraisal as an insider and in best position to provide assessment, the paper is a true reflection of what is on ground in Nigeria and I must commend the author for the doggedness and boldness in the decision to address the issue of downplaying and relegating history teaching and learning to the dustbin of history in this paper. Many teachers of the subject easily gave in and accepted to drop teaching of history for another subject other than history.

This paper is a quality paper by all measures of standard. Information contained are so comprehensive and the style of writing is so impressive. The questions generated are apt for the study, especially on the policy lacunae and the insensitivity of the agency of government regulating and coordinating University education - National Universities Commission. The CCMAS issue is unhealthy for the Nigerian education system at this moment and the manner in which it was hurriedly unveiled. The conclusion of the paper provides some wayforwards to deflate the conceived anomalies.

With this paper, policy makers have a lot to pick, to address other educational issues, as this has become an eye-opener for them that there is always the need for wide range of specialists, particularly in critical areas with direct impact on how the country can look back, examine all that was wrong and devise means of making amends for bright future. Only history education and history of education can help the nation achieve this, and the paper has emphasised all of these concerns.

Finally, the paper mentioned some efforts by a number of scholars and the concern of the media in publicising the subject matter, as a concern. Since these initial efforts, no follow-up was reported in the paper. I therefore advise the author to reach those that can be reached and encourage them to do more than they had done. Also, the NERDC that is saddled with matters of curriculum at primary and secondary level should also provide professional advice and bare the implications of the wrong approaches to policy formulation to the government.