

Educational Futurism: A Case for the Teaching of Agricultural Education to Youths in Nigeria

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ABSTRACT One of the general aims of education in a country is the preparation of the youths (new recruits of the society) for effective future living in a changing society without loss of those aspects of the culture that have been time cherished. This is usually achieved through the school system with a well articulated and designed package of learning experiences that transcend varied cultures that interact with one another. Nations look into the future with saintly resolve of achieving a good system that is able to produce and train nationals that are able to meet the demands of the future and not lagging behind in a competitive world. The achievement of set goals on what education should be in the future demands a clear vision of the future. This involves total commitment of both material and financial resources to the educative process. Agriculture has been the main stay of Nigerian economy and will continue to do so for a long time to come as it continues to employ good percentage of the population both at peasant and commercial levels of production. This necessitates a good vision of the future and design of curriculum package that is able to reduce shock of food shortage and raw materials for agro-based industries and create a frame of mind that is devoid of cultural superstition and beliefs; and a curriculum that will accommodate different agricultural practices, recognizing different cultural practices and international character of knowledge. This paper recommends a change in method of instruction, effective, funding, a curriculum of affect and equal opportunity for male and female members of the society to participate in agricultural activities and national sustainable agricultural policy.