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THE SON OF UMBELEFour Ways to Know: Which Animals Are Food and Which Aren't... According to the Bible Animal Husbandry and Cattle Farming | Don't Memorise Waec Animal Husbandry Answer Tomorrow

Animal activists are still demanding answers after they said an Indiana-based animal testing company ignored their cry for justice. In a collective call for action, the Humane Society of the United ...

the rarest and most spectacular plants on Earth, documented in their natural habitats by a global community of cactus aficionados. A catalogue of wonders that most of us will never get to see in person.--The New Yorker A Bolivian cactus smaller than a fingernail; a massive cardon that stands more than seventy feet tall; a warty specimen resembling a large toad; a Melocactus that looks as if it is wearing a bristly red hat. Some shrink below ground level to conserve water, others spiral toward the sky, grow along in the sand like snakes, or are draped in flowing white hair. From the people behind Cactus Store comes Xerophile, a photographic collection of these improbable desert wonders in the wild. Drawing on the archives of twenty-five cactus obsessives--from PhD botanist to banker, art teacher to cancer researcher--this revised edition spans eighty years and features new and expanded descriptive notes for all 350+ photos. Fueled by whispers of ancient plants on forgotten hilltops in Brazil, legends of fields of living fossils deep in the arid deserts of Chile, these explorers' relentless drive to find and document cactus in some of the most remote landscapes on earth has created an extraordinary collective body of photographic work, one which has rarely, if ever, been seen by the general public.

Ruth Finnegan's *Oral Literature in Africa* was first published in 1970, and since then has been widely praised as one of the most important books in its field. Based on years of fieldwork, the study traces the history of storytelling across the continent of Africa. This revised edition makes Finnegan's ground-breaking research available to the next generation of scholars. It includes a new introduction, additional images and an updated bibliography, as well as its original chapters on poetry, prose, "drum language" and drama, and an overview of the social, linguistic and historical background of oral literature in Africa. This book is the first volume in the World Oral Literature Series, an ongoing collaboration between OBP and World Oral Literature Project. A free online archive of recordings and photographs that Finnegan made during her fieldwork in the late 1960s is hosted by the World Oral Literature Project (<http://www.oralliterature.org/collections/rfinnegan001.html>) and can also be accessed from publisher's website.

Developing Science, Mathematics and ICT (SMICT) in Secondary Education is based on country studies from ten Sub-Saharan African countries: Botswana, Burkina Faso, Ghana, Namibia, Nigeria, Senegal, South Africa, Uganda, Tanzania and Zimbabwe, and a literature review. It reveals a number of huge challenges in SMICT education in sub-Saharan Africa: poorly-resourced schools; large classes; a curriculum hardly relevant to the daily lives of students; a lack of qualified teachers; and inadequate teacher education programs. Through examining country case studies, this paper discusses the lessons for improvement of SMICT in secondary education in Africa.

The monograph "Explicit Biology: A Revision Course" for UTME, POST-UTME and other related examinations written by O.J. Olaoye is a complementary text to the various textbooks that have been written in the subject area. The book has five sections and twenty six chapters on all the biology topics. This book has become timely in view of the poor results that are being witnessed in the UTME examination especially in the sciences and mathematics, biology inclusive. These majorly are due to poor or inadequate access to good study materials. Each chapter has annotated topics followed by copious specimen questions on some past UTME and POST -UTME examination, for practice and emphasis. The topics in each chapter are adequately treated and with clarity. The illustrations are simple but effective. The author has done a lot of work and put in efforts to come out with a very readable and useful text. It is highly recommended to all the students aspiring to undertake the UTME and POST-UTME examination, in order to improve highly their chances of success. O.A. Sofola B.Sc, M.Sc,

M.B.B.S (Lagos), Ph.D (Leeds), FAS (Nig.) Professor of physiology, College of Medicine, University of Lagos Former Vice Chancellor, OOU, Ago- Iwoye. Ogun State.

This volume contains papers on anatomy, physiology and action of stomata.

This major study reflects the increasing significance of careful model formation and testing in those academic subjects that are struggling from intuitive and aesthetic obscurantism toward a more disciplined and integrated approach to their fields of study. The twenty-six original contributions represent the carefully selected work of progressive archaeologists around the world, covering the use of models on archaeological material of all kinds and from all periods from Palaeolithic to Medieval. Their common theme is archaeological generalisation by means of explicit model building, testing, modification and reapplication. The contributors seek to show that it is the use of certain models in particular ways that defines archaeology as the practice of one discipline, with a set of general tenets that are as applicable in Peru as in Persia, Australia as Alaska, Sweden as Scotland, on material from the second millennium B.C. to the second millennium A.D. They assert that careful model formulation within archaeology and the cautious exchange and testing of models within and beyond the discipline provides the only route to the formation of the common, internationally valid body of theory which defines a vigorous and coherent discipline and distinguishes it from being a collection of merely regionally applicable special cases.

This book contains a collection of papers that examine the failure of regional integration and co-operation to date in west Africa and that explore some of the options for the revitalization of such initiatives. The papers are arranged in three categories: strategic visions and prospects for regional integration and co-operation; economic perspectives; and political dimensions. Specific topics include the role of the Economic Community of West African States; theoretical models and approaches to regional integration; the role of community building in regional integration; partnerships for innovation; national policies as impediments to economic integration; parallel trade as a form of economic subversion; lessons from the West African Monetary Union; human rights and integration; the regional dimension of environmental management; and power sharing at the regional level.

This book addresses the changes in education practices, especially basic education, necessitated by the global challenges of climate change and sustainable development and in a context characterized by increasing poverty and inequality, migration and refugees. Written by a range of international scholars, scientists and grassroots practitioners from Africa, Latin America, Asia (India, China, Malaysia) and Europe, the individual contributions focus on education policies and child development in various social contexts. Case-based experiences from both developed and developing countries provide inspiration and shed new light on the fundamental changes needed to adapt existing school systems and teacher training to face the challenges of the future. In this regard, the need to empower children themselves is emphasized. All contributions are based on a Workshop hosted in November 2015 by the Pontifical Academy of Sciences at the Vatican entitled "Children and Sustainable Development: A Challenge for Education" and follow three other significant events on sustainable development in 2015, namely the publication of *Laudato Si'*, the Encyclical Letter from Pope Francis, the release of the United Nations Sustainable Development Goals, and the COP21 Conference in Paris.

Bringing in the harvest. Watching for enemy aircraft. Rescuing survivors from the wreckage of bombed houses. Keeping the family business running when parents were enlisted into war-work. These are just a few examples of how children and young people made substantial contributions to the war effort during the Second World War. *You Can Help Your Country: English children's work during the Second World War* reveals the remarkable, hidden history of children as social agents who actively participated in a national effort during a period of crisis. This highly-illustrated volume draws on interviews with people who were school-age during the war, on archives and on school histories which recorded wartime activities as well as children's accounts of their experiences at the time. Children expressed both positive and negative views of their work: exhilaration and exhaustion, pride and resentment, delight in new freedoms and anger at deprivation. Applying a sociological approach, the authors outline the social history of childhood during the first half of the twentieth century, documenting heated debates about the 'proper' activities of children and analysing the thinking that questioned class-based childhoods and schooling and promoted better health and better educational opportunities. In this context, they examine how children responded to appeals to 'do their bit' as urged through government poster campaigns, BBC radio broadcast programmes for schools, propaganda films and children's fiction. This is a stimulating, entertaining and scholarly contribution to the history of childhood, which will enable the reader to think about ideas of childhood today and their rights, as citizens, to participate in the social and political life of their society. It will be essential reading for academics, researchers and students in the field of educational sociology and more widely, and will appeal to anyone with an interest in social history and war studies.

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