The African Symposium is becoming more and more popular as authors interested in African educational and human development issues all over the globe continue to send articles to it for publication. The obvious “downside” of this article submission boom is that the percentage of article rejection is becoming higher with each issue. It is therefore important to remind prospective authors that strict adherence to the journal’s publication guidelines is a must for them for their submissions to have a good chance of competition. At the CODESRIA’s conference on electronic publishing and dissemination held in Dakar, Senegal between 6 and 7 October, 2008, I presented a paper highlighting the human and technological problems that African authors face in getting their papers published by an American online journal. What is relevant here concerns what I termed human problems whereby authors fail to follow guidelines especially APA formatting, incompetent use of the English language, and authors’ disregard for deadlines. Paying more attention to these lapses will increase authors’ chances of getting their articles published on time.

It is gratifying to notice a healthy development in the quality of the articles being received by the journal. There are noticeable collaborative studies among scholars within the same institution and across institutions. Scholars from different departments in the same institution and researchers from different institutions work jointly together to produce original work and this trend is highly encouraged. Moreover, scholars from American institutions, more than ever before, now send articles to the journal. The bulk of articles still comes from Africa, especially Nigeria and Botswana. I recently received four textbooks from the Commonwealth Office in Britain, requesting that the books be reviewed and the review published in The African Symposium. The books will soon be sent to reviewers. This is another testimony to the prestige and reception of our journal as a veritable tool of academic and social service to scholars all over the globe who are interested in African issues.

This issue completes the eighth volume with nineteen articles on various and important contemporary issues in and about Africa ranging from teacher education, technology, HIV/AIDS, sports, politics, and the economy. Hassan and Ogunyemi, both of Olabisi Onabanjo University, Ago-Iwoye, Nigeria, investigated the differential effectiveness of provocation, brainstorming and emotional mastery techniques in fostering creativity of Nigerian
adolescents in Nigerian public secondary schools. The study also determined whether gender moderated the effects of the three treatment programmes on creativity. Findings from the study revealed among other things that the treatments differentially and significantly affected participant’s level of creativity. On the basis of the findings, suggestions were made on how to enhance creative competence skills of adolescents. In a collaborative study, Ajayi and Adeniji of Olabisi Onabanjo University and Adu of University of Ibadan discussed graduate unemployment which they termed “a blind spot” in the Nigerian educational system. Their paper discussed the genesis, trends, as well as implications of graduate unemployment on Nigeria’s socio-economic and political development. They also proffered solutions towards resolving and ameliorating the undesirable situation.

Ifamuyiwa also of Olabisi Onabanjo University carried out a study to determine the quantity, quality and commitment of mathematics teachers to teaching in Ogun State secondary schools. Four hundred mathematics teachers were randomly selected from the one hundred public secondary schools across the twenty local government areas of the state. Findings revealed that while the teachers’ quality in terms of professional status and years of teaching experience appeared to be adequate and manageable, the quantity of the teachers across the twenty local government areas actually fell below expectations. Agbatogun and Oyewumi examined the views of the University of Lagos lecturers on the use of Closed-Circuit Television (CCTV) for effective communication in large classes. Teachers of varying academic statuses were found to have different opinions about achieving effective communication in large classes through the use of CCTV. The authors suggested that teachers, irrespective of their academic attainment, should disregard the impossibility of achieving effective communication in large classes, but rather focus on effective use of appropriate technology that can enhance effective communication in large classes.

Owu-Ewie of Harvard University used content analysis to look at the science, mathematics and social studies curriculum, textbooks and external tests used in pre-service teacher institutions in Ghana to see how they reflect the various thinking levels. The study revealed that there was a gap between the curriculum objectives and what is portrayed in other learning materials in terms of developing students thinking. The gap, the author suggested, can be bridged by embarking on rigorous staff development on materials development that enhance students’ thinking and use of teaching strategies anchored on cognitive development. Omolawon of University of Ibadan and Arogbonlo of Federal College of Education, Kano, assessed the administration of inter-scholastic sports in selected secondary schools in Ibadan municipality of Oyo State, Nigeria, to ascertain its adequacy. The assessed administrative parameters were found to be significant and it was recommended that inter-scholastic sports programmes should be handled by professionals and government should provide adequate funding for organizing inter-scholastic sports programmes.

The use of the controversial female genital mutilation as a method of HIV/AIDS prevention among the Annangs in Nigeria was the central issue in the study carried out by Roseline Akpan, Edem, Ekpenyong, and Nsemeke Akpan, all of the University of Uyo, Nigeria. Their survey-study revealed that while some people use female genital mutilation, others use other traditional methods to prevent the spread of the epidemic. To some, the use of impediments such as jelly-like prepared soap and concoction during sex kill off the HIV infected sperms. Some opted for scarification on either the woman’s vagina or the spine of the man to kill the HIV. Other people preferred the use of either magic rings or padlock to ward off the virus. To others, sealing of the womb is used to prevent the entry of the infected sperm. Some people use spiritual entities to prevent HIV/AIDS. It is recommended that some of these strategies be further researched and modified for use in the prevention of HIV/AIDS spread. Ijaiya and
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**Fasasi** of University of Ilorin studied the integrity of school inspectors as perceived by secondary school teachers in Kwara State of Nigeria. Findings from the study revealed that school inspection conducted by State and Federal inspectors were not adequate. The inspectors were considered to be of high integrity, though the teachers did not approve the extra gift given to the inspectors by some principals outside the normal accommodation and feeding of the inspectors.

**Adegbile** of University of Ibadan and **Adeyemi** of Obafemi Awolowo University investigated the relationship that existed between teacher quality variables and primary school pupils' achievement in English Language. Two research questions were raised in the study. Multiple regression statistical method was used for data analysis. Results indicated that significant relationship existed among the variables of interest. It was therefore recommended that more studies on various disciplines were needed in Nigeria so that efforts at improving the standard of education could be enhanced. **Monyatsi** of University of Botswana utilized combined quantitative and qualitative approaches to evaluate the impact of primary education programmes of the University of Botswana on the education sector in the country. The results indicated that the Department of Primary Education had had a positive impact on graduates of primary education though with some challenges, which were highlighted.

**Bassey, Mfonobong, Umobong, and Usoro** all of University of Uyo examined how effective management of the three levels of education (primary, secondary, university) led to poverty alleviation in Akwa Ibom State of Nigeria. It was found that there was a significant positive impact of successful completion of the levels of education on poverty alleviation in Akwa Ibom State. **Adeola Onyewadume** of the University of Botswana investigated the use of vernacular as a resource for teaching Guidance and Counseling in Botswana secondary schools. Findings showed that the teachers preferred to combine lecture, students’ class presentations and class discussion to teach non-controversial issues; while they used debate to discuss controversial issues. Furthermore, the interviews, focus groups and the observed lessons showed that teachers and students switched from English to vernacular for ease of making clarifications. Other findings were that teachers opined that it was necessary to professionalize the teaching of Guidance and Counseling especially in terms of skillful application of vernacular resources like proverbs and folklore to the teaching of Guidance and Counseling.

**Adesoji and Alao** of Obafemi Awolowo University contend in their paper that the dividing line between indigenes and settlers is very thin and that in the context of modern Nigeria, the issue of citizenship needs to be strengthened. This involves going beyond mere constitutional provisions to enforcement as well as strengthening of statutory provisions. The paper therefore argues that the resolution of the central issues involved in citizenship/indigeneship conflicts will no doubt redefine the concept of federalism in Nigeria. **Michael Ejieh** also of Obafemi Awolowo University sought to find out how some secondary school students in Ile-Ife, Nigeria, perceived student teachers in their school, their views about the impact of student teaching on their learning and their opinions about being taught by student teachers. It was found that they not only liked being taught by student teachers but they preferred them to their usual teachers. Some implications of the findings for policy and practice were drawn.

**Olutayo** of University of Botswana argued in his polemic paper that the construction of the history of sociology, in its micro-sociological bent, has continued to perpetuate the peripheral status of Africa as it delimits the impact of received knowledge in the reconstructions of African societies. It is therefore almost inconceivable to understand the cultural creations, or otherwise, without the impact of the ‘global’ requirements. **Okrah** of Indiana University explored the concept of “Sankofaism” as a theoretical framework to identify the valuable aspects of African
cultures, which can be claimed to further advance national development. The educational implications of the customs related to traditional governance, education, and child rearing practices were also investigated.

**Jegede and Oluwajunse** of Obafemi Awolowo University assessed the quality of teachers produced through the Distance Learning System (DLS) and the Conventional mode in the preparation of teachers in numeracy teaching in Nigeria’s basic education. Result showed that conventional teachers excel in subject mastery and instructional skills. However, teachers of the DLS did better in class management and control. **Oyelekan** of University of Ilorin reviewed the current status of Nigeria’s use of ICT in educational delivery. The review revealed that Nigeria is gradually advancing towards full integration of ICT into her educational system, even though at a slow pace. **Ashdown Shelly** of Dallas, Texas sought to understanding the relationship between personality and African traditional religion and how personality involves human development issues.