Introduction - Dr. David Adewuyi, Managing Editor.

Between the publication of the last issue of The African Symposium and now, two important events took place. First, I moved from Albany State University, Georgia to Virginia Union University, Virginia in August, 2009. The significance of the movement is the possible difficulty authors might face in getting their articles received by me due to inevitable change of my email address. As fast as practically possible however, this change was posted on our website – www.africanresearch.org – and my new email address posted – daadewuyi@vuu.edu. Second, and more importantly, a mini-summit of African Educational Research Network (AERN), the publisher of The African Symposium, was successfully held at the historic grounds of Virginia Union University. The summit served as bridge between the missed Uganda African summit and the next Kenya African summit in 2010. It is to the credit of Dr. Claude G. Perkins, the President of Virginia Union, that the summit was partly financed and hosted by VUU. The significance of the summit is the opportunity afforded VUU to apply to become a functional member of AERN and keep AERN alive in spite of global economic difficulties.

From about sixty articles that were sent out for review before I left Albany State University, twenty-one of them had two or three positive reviews, the TSA standard for publication. Nine of them needed minor revisions and were sent to authors for the adjustment. At the time of preparing for this issue, fifteen articles were finally ready for publication. As usual, they are articles that deal with general educational and human development issues in and about Africa. These issues range from colonization and linguistic problems, HIV/AIDS, Internet-based crimes, colonial arts forms, the use of radio in education, among others. Articles featured in this issue came from Nigeria, Zimbabwe, Botswana, and the United States of America.

Elijah Ojedokun of Obafemi Awolowo, Nigeria, used the value-clarification strategy to teach Nigerian secondary school students develop desirable attitudes towards the learning content of HIV/AIDS. The study found that the moral dilemma model, one of the strategies of value-clarification was more efficacious in assisting improved knowledge acquisition and development of desirable attitude about HIV/AIDS than the expository method. In a related study, Yomi Akindele-Oscar of Olabisi Onabanjo University, Nigeria, used a descriptive survey to investigate condom use and multiple partnered sex among sexually active undergraduate in a Nigerian university. Results showed that there is significant difference in the attitude of male and female; married and non-married undergraduates to condom use and multiple-partnered sex. Implications of these findings for intervention in form of HIV/AIDS education as a General Studies course and broad spectrum health counseling intervention in Nigerian universities and other tertiary institutions were recommended.

The probable interference of linguistic factors to the achievement of Millennium Development Goals in Botswana was investigated by Leonard Nkosana of the University of Botswana. His argument is that as long as “foreign” languages, rather than indigenous ones, are used in African countries, very little progress can be made in the realization of economic, social, and cultural goals. Seth Ofori of University of Wisconsin-Madison, USA, discussed and recommended a strategy that has worked for him and his students to solve the problem of students’ inability to retain target language content knowledge. The role of African Literature in conflict management and resolution was the issue discussed by Ayo Keinde of the University of Ibadan. With evidence from Tanure Ojaide’s Children of Iroko, J.P. Clark’s The Casualties, Chimamanda
Ngozi Adichie’s Purple Hibiscus and Half of a Yellow Sun and Segun Afolabi’s A Life Elsewhere, the author demonstrates the relevance of literature in conflict management and resolution by deconstructing the erroneous claim that literature is not effective in conflict management and resolution.

Health issues were the concern of two authors. Grace Otinwa of University of Lagos compared the prevalence of overweight, obesity and body fat distribution between adolescent females in Nigeria and Botswana. The author discovered that there were significant differences in age, height, body weight, among others, between Nigerian and Botswana female adolescents. She therefore recommended increased physical activity as one measure to reverse the trend. Oyesoji Aremu of University of Ibadan studied the influence of big-five personality factors (neuroticism, extraversion, openness to expression, agreeableness, and conscientiousness) and gender on academic self-efficacy of educationally distressed adolescents. Results showed that the big-five personality factors and gender were positively associated with academic self-efficacy of educationally distressed adolescents. However, the relative contribution of the predictors indicated that only neuroticism and gender could predict their academic self-efficacy.

The negative use of the Internet by school aged children was studied by Amosun, P. A. and Ige, A.O., both of University of Ibadan. Their study investigated the perceptions of in-school aged children’s involvement in Internet crimes in Nigeria. Results indicated that in-school aged children perpetrated fourteen of the fifteen cyber crimes tested in the study. Use of other people’s names and social security numbers to obtain goods and services (identity theft) is the most common Internet crime carried out by in-school aged children. The study also revealed that in-school aged children learnt Internet crimes through friends, magazines and websites. It was therefore recommended that researchers should develop a teaching program for the prevention of cyber crimes among in-school aged children in Nigeria. Sofowora and Babalola of Obafemi Awolowo University presented the strategies for utilizing interactive video package to ensure effective communication. Their package was designed locally taken into consideration, the environment, and culture of the people. 78 part V Clinical Pharmacy students participated in the study. The result showed that the package was an effective tool for communication skill development.

Babashehinde Ademuleya of Obafemi Awolowo University connected Egypt and the rest of Africa through art. The author attempted to provoke a re-examination of the history of the ancient Egyptian art with a view to questioning the exclusion of Egypt from the historical and cultural study of African art in spite of its being part of Africa geographically. The author argued that ancient Egyptian art, beyond its physical appearance and aesthetic, shared African belief systems in form and content. The author contends that the ancient art of Egypt must be included in the main stream of the study of African art. Lekan Sanni, University of Ibadan, studied the factors facilitating patronage of secondary schools in Festac town, Lagos State, Nigeria. Findings indicated that the most prominent determinants for choice of private secondary schools by household heads in the study area are: previous results of the schools; presence of older siblings; ability to pay the required fees; and, academic preparedness of academic staff.

The quest for the relevance of History as a scholastic discipline and its survival is the concern of A.O. Adesoji of Obafemi Awolowo University. His study explored the efforts at seeking relevance for historical studies and the challenges involved in the process. The author is of the opinion that while there may be the need to seek relevance for historical studies, the way and manner of doing this must be decidedly functional and proactive. Peter Ojiambo, University of Illinois at Urbana-Champaign made a critical examination of one high school in Kenya: Starehe Boys
Centre and School (SBC) and its attempts over the years to create a dialogical forum known as “Baraza” (Student Parliament) for its students to enable them participate in the administration process of the school. The author concludes that education flourishes where there is partnership in the teaching and learning process and when partnership is regarded as a practice of freedom.

The incessant and nagging problem of misuse of research terminologies in research writings necessitated Manir Kamba of Bayero University, Kano, Nigeria, to gather the terms together and attempt to clarify, classify, and make them clearer to researchers. A.S. Chikasa of Harare Institute of Technology, Zimbabwe, discussed the provision of educational radio in Zimbabwe focusing mainly on the period from 1980, the year of independence, to the turn of the century. The paper discussed some of the relevant characteristic features and didactical applications of educational radio in general as well as its relevance in Zimbabwe. The discussion alluded to possible factors that contributed to the collapse of the technology in Zimbabwe and made suggestions to chart a way forward for educational radio to return to the Zimbabwean classroom again.

As usual, our indefatigable reviewers have been sent acknowledgement and thank you notes. AERN is indebted to them all.