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Editorial – Dr. David Adewuyi, Managing Editor

The implementation of the decisions reached at the October 18, 2010 Ohio University mini-summit has started on a very impressive note. To refresh our memories, the decisions are:

- **Individual membership** of AERN will be one-time payment of US\$100. Members will have the benefit of attending and presenting papers at AERN summits, and publishing original research articles in *The African Symposium*.
- **Management institutions of AERN in USA and Africa** will contribute at least US\$2,500 each to the coffers of the Network for administrative and logistic operations of the Secretariat.
- **Institutional membership** (that is, institutions other than the management institutions) will contribute at least US\$1,000. These institutions will have free access to archival materials on AERN website.

I am happy to report that at the time of going to press, some management institutions, including Virginia Union University, Ohio University, University of Swaziland, and Uganda Martyrs University, have paid their dues either in part or in full. Other management institutions are already negotiating with their authorities to remit their contributions. Ten faculty members from Federal College of Education, Kano, Nigeria, each sent in US\$100 and their names have already been added to the list serve of the Network. The contributions are kept in an account set up at the Secretariat. Other institutions yet to contribute and individuals interested in contributing should contact the Managing Editor at daadewuyi@vuu.edu for information on remittance.

AERN was established in 1992. The AERN Secretariat is contemplating celebrating the 20 year anniversary of the Network in 2012. An organizing and implementation committee, with members from USA and Africa, will soon be inaugurated to commence planning for the event. Individual members, AERN institutions in USA and Africa will be actively engaged in the event; the more reason why those who have not paid should do so immediately, so as to take advantage of the incentives of membership at the event.

This issue of *The African Symposium* features seventeen articles from distinguished researchers from Nigeria, Zimbabwe, Botswana, Ghana, and United States of America. Many of the articles deal with topical issues, while many address old, but important human development and general educational issues. **Adebola Jaiyeoba** of University of Ibadan examined primary school teachers' awareness of primary education objectives, their perception of the teaching profession and their concern for the affective and cognitive development of pupils in primary schools in Ibadan North Local government area of Oyo State Nigeria. The findings of the study revealed that while about 72% of the sampled teachers had the knowledge of primary school education objectives in Nigeria, only 44% of them perceived teaching as a lucrative profession. **Caleb Kangai, Gift Rupande and Shillah Rugonye**, all of Zimbabwe Open University, demonstrated how an Open and Distance Learning institution can develop and provide quality and effective guidance and counseling services to its students through the use of a four-step model. Part of the major findings of the

study was that the majority of students, who live and work in the rural areas, needed quality and effective guidance and counselling and general academic support in many areas.

Kwadwo Okrah of Indiana University at South Bend discussed the visible and invisible variance and disagreements in attitudes and behaviors of Africans and African-Americans both on campuses and work places in the United States of America. According to the author, the difference is due, in part, to the cultural and historical factors that have nurtured the two groups over the centuries. The study discussed the mix-up and confusion of error between the two groups, the factors responsible for the confusion and uncertainties. The paper finally suggested a meeting point of understanding, tolerance and respect for each other. **Yaw Ankomah**, University of Cape Coast, Ghana, and **Warren Hope** of Florida A&M University, Tallahassee, Florida, USA, examined basic school head teachers' supervisory practices in Ghanaian schools to determine whether there is a relationship to the achievement disparity. An independent t-test conducted on private and public school teachers' response data from the instructional supervision subsection revealed variability in basic school heads exercise of supervision. However, overall subsection's data analyses do not support variability between public and private basic school head teachers' supervisory practices.

Folasade Ojetunde, Department of English, Michael Otedola College of Primary Education, Epe, Lagos State, Nigeria, and **Bidemi Okanlawon**, Obafemi Awolowo University, Nigeria, jointly examined the poor and incorrect usage of conjuncts by students in selected tertiary institutions in South-western Nigeria. The study concluded that the students had poor mastery of conjuncts in terms of the monotony exhibited in their usage of conjuncts and the errors committed. The attention of teachers of English and curriculum planners of English courses for Nigerian institutions of learning was called to this problem. **Theodora Olufunke Bello** of Obafemi Awolowo University investigated the outcomes of using group instructional strategy on learning of Physics in senior secondary schools in Nigeria and also determined whether group instructional strategy will improve the performance of below average ability students. The study revealed that those exposed to group instructional strategy performed better than those exposed to individual learning treatment.

Christopher Anyokwu of Department of English, University of Lagos, Nigeria, in a study titled "*Igbo Rhetoric and the New Nigerian Novel: Chimamanda Ngozi Adichie's Purple Hibiscus*," contends that Adichie, the Igbo-born Nigerian novelist, follows the pragmatic example of Achebe, her elder compatriot, in constructing what he dubbed 'Igbo English' as the figural 'bolts' and 'nuts' of her narrative. The resulting product is a literary hybrid shot through with socio-political and epistemic issues. The author believes that "Adichian aesthetics" points the way to the future of literature in Africa. **Jaiyeoba** and **Atanda** both of University of Ibadan investigated nine school quality factors likely to influence students' achievement in Mathematics in South-Western and North-Central Nigeria. Of the nine variables, the two variables that contributed significantly to student's achievement in Mathematics were conveniences and instructional materials, which the authors recommended to be provided by the government and other stakeholders.

Dorothy Oluwagbemi-Jacob of University of Calabar, Nigeria lamented that a world in which cultures are equally related to one another, in which they exist in mutual respect and recognition of one another's cultural identity and rights has remained a dream yet to be realized. The author examined intercultural principles in the context of Africa's colonial and decolonization experience using intercultural approach to philosophizing. The politico-

economic systems of Leopold Sedar Senghor, Kwame Nkrumah and Nnamdi Azikiwe were explored as models of interculturality. **Olusegum Ajiboye** and **David Makinde** of Obafemi Awolowo University studied how life and living in the city of Lagos has influenced the themes and subject matter of ten Lagos artists' landscape paintings. Language planning and policy in Botswana is the issue examined by **Leonard Nkosana** of the University of Botswana. The paper discussed how languages are used as tools of political and economic control. It further examined the case for mother tongue education in education in Africa in general and in Botswana in particular.

Oyaziwo Aluede of Ambrose Alli University, Nigeria, examined the universal problem of bullying, and in Nigerian secondary schools. The author prescribes some counselling solutions to the problem. **Christopher Ola** and **Oseghale Osagie**, both Librarians of Kenneth Dike Library of the University of Ibadan examined the accessibility, retrieval and use of Publications Ordinance (PO) materials in Nigerian university libraries using Kenneth Dike Library (KDL) as a case study. Results showed that majority of users are aware of the availability and importance of legal deposits collection in the library but have difficulty in retrieving the materials due to inability to have direct physical contact with the materials. The study suggested that Nigerian university libraries should organize PO collections and adopt a harmonized library management system in order to enhance users' access and retrieval of needed materials.

Julius Omiwale, Osun State University, Osogbo, Nigeria, examined the problem-solving skills of students in relation to their achievement in Physics. The results of the study revealed that there was significant relationship between students' problem solving ability and achievement in Physics for all students, male students only, and female students only. The paper concluded that problem-solving ability is a critical variable of students' achievement in Physics. **Adebayo Mosobalaje** of the Department of English, Obafemi Awolowo University, Nigeria, studied the readers of Wole Soyinka's political drama and theatre with a view to establishing the relationship between the author and his readers in terms of communication. The paper employed the reader-oriented theory, using the critical perspectives of seasoned scholars in the field. The author identified Soyinka's readers in particular and readers of literature in general, and then analysed the breakdown of communication between Soyinka and his readers.

Ayotola Aremu and **Olaide Fasan**, University of Ibadan, argued for planned, research based and systematic training of teachers for technology use in Nigerian schools to ensure effective training that would translate into appropriate use. **Richard Oyelakin** of Obafemi Awolowo University argued in his paper that neither Quine's taxonomic theory nor Chomsky's mentalistic theory can independently provide an adequate explanation of language learning. Rather, the author advocates a holistic theory of learning the Yoruba language.

As usual, I express our gratitude to our numerous reviewers for their selfless service to *The African Symposium*.