

Editorial

A journey of a thousand miles begins with a single step. Welcome to our first volume of The Fountain: Journal of Interdisciplinary Studies by the Catholic University of Zimbabwe.

The first article by Janice McLaughlin is entitled “Just War or Just Peace? An examination of Two Christian Approaches to the Problem of War and Violence.” The author challenges us to reflect on the question whether it is morally right to respond to violence with violence (or just war) or through non-violence (just peace). After giving a balanced analysis of both approaches, McLaughlin seems convinced that the just peace approach is a better option than the just war approach.

The second article by Clemence Makamure, “Disability and Traditional Shona Societies: A Reflection on Disability in the Shona Folktales and Taboos,” reflects on how disability was perceived among the traditional Shona societies. Among the Shona people there are taboos which guide how people with disabilities should be viewed and treated.

In the third article, “Moving Trends in Peace and Conflict Studies: The Nexus Between Religion and Peace Building,” the authors, Tinashe Rukuni, Noel Kansiime and Wilkister Shanyisa Milimu challenge us to reflect on the role of religion in peace building.

The fourth article by Majahana John Lunga, with the title “All Colonialists are Bad, but Some Colonialists are Worse than Others: Representations of the Colonial Experience in Selected Colonial and Post-Colonial Literary Texts,” argues that while all colonialism is bad, some colonialists were more cruel than others, yet there were colonialists who empowered their subjects rather than just exploit them.

In the fifth article entitled “Ethics and Crisis in Africa: A Critique of the Rights-Based Approach to Homosexuality in Zimbabwe,” the authors, Vengesai Chimininge and Clemence Makamure argue that the rights-based approach is not enough to justify homosexuality in the

Zimbabwean or African culture in general because such a right is incompatible with African values of *Unhu/Ubuntu*.

The sixth article, “The Perception of Students and Lecturers on the Benefits, Opportunities and Challenges of the Use of ICT Gadgets during Lectures” by Albert Mada reflects on the advantages and challenges of using ICT gadgets in lectures by both lecturers and students. Among the advantages is that the use of ICT gadgets in lectures promotes autonomy and creativity among students in the process of learning. The challenges include the lack of ICTs gadgets’ use integration during teaching and learning, and that some students may be tempted to visit entertainment sites during lectures, leading to what the author calls “edutainment” rather than education.

The seventh article “The Adoption of Google Classroom at the Catholic University of Zimbabwe” is co-authored by Meshack Muderedzwa and Khesani Chilumani. The two found out that despite the challenge of access to computers by some students, and access to fast internet by both students and lecturers, Google Classroom is acceptable at individual lecturer and student levels as an e-learning platform.

The eighth article by Alice Zinyemba and Judias P. Sai is entitled “Impact of the Multi-Currency System on the Manufacturing Sector in Zimbabwe.” The authors argue that the introduction of the multi-currency system has impacted positively on the manufacturing sector in Zimbabwe. Among other things, it has facilitated price stability and reduced inflation thereby enabling manufacturers to plan and budget with relative ease. The authors therefore recommend that the government should not hasten to scrape off the multi-currency system since it has impacted positively on the manufacturing sector.

Rev Dr. Ferdinand Mubvigwi

Acting Chief Editor