

Rosenthal, H. Joel (ed.). 1999. Ethics and International Affairs: A Reader (Second Edition) Carnegie Council on Ethics and International Affairs. Georgetown University Press. Washington D.C. Paperback. Price: Unknown. xii + 484 pages.

An anthology which addresses theoretical, cultural and general issues pertaining to ethics and international affairs is a necessity in the contemporary world. Scholars and students of international studies and globalization need to understand how to operate in a world of varying viewpoints in matters of politics, governments, partnerships and negotiations. This volume, delicately divided in three uneven parts: (1) Theory (2) Culture and (3) Issues, covers a wide variety of topics which are adequately and properly discussed in some chapters while other chapters especially in the "Issues" section seem to skim the surfaces of the topics that they are addressing.

The first and second parts are, probably, the most useful because the authors demonstrate some depth and breadth in the scholarship. For instance, Robert Myers chapter on "Speaking Truth to Power: The Quest for Equality in Freedom" wrestles with the significance of "truth" in government. Truth has a lasting impact and its reality is immeasurable. Myers diagnoses Hans Morgenthau's scholarly work in order to explain the latter's realism doctrine and its influence on American foreign policy.

Stanley Hoffman's chapter on "The Political Ethics of International Relations" examines the growth of a "scientific" theory of conflictual cooperation. He argues that game theory has a possible application to bridging "the gap between the study of diplomatic strategic behavior and the study of international political economy. The moral nature of divisions made by policy makers is interrogated in their chapter. The prescriptive nature of some new literature on international politics is examined. Hoffman argues that the new body of work on the moral objective of international politics rest upon three assumptions:

- 1) That all politics is a goal oriented activity
  - 2) That international relations is a domain of moral choice and
  - 3) Diversity does not vitiate or preclude efforts at moral reasoning in the field of applied ethics
- (p.29-30)

Jacques Barzun's chapter attempts to answer the question "Is Democratic Theory for Export? The author argues that Americans wishes that other countries will turn to the United States for solutions to their problems of political instability. Americans generally feel that other countries should look to the U.S. government in their efforts to democratize their form of government. Barzun takes issue with what exactly is the American type of democracy other nations want to emulate.

Alberto Coll's chapter on "Normative Prudence As a Tradition of Statecraft" starts out with the contention that practical wisdom, is a key element in a way of thinking about ethical issues. Ethical intentions are obviously difficult to translate into sound policies which will bear tangible results.

The significance of culture in ethical matters receive a much needed attention in this volume in order to drive home the critical role of understanding other world views in resolving conflicts. The volume has many practical examples in the "issues" section and that makes this volume a must read by scholars and good for a course on ethics and international development which examines the role of the United States in global affairs.

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Hanson, G. Eric. 2002. The Culture of Strangers: Globalization, Localization and the Phenomenon of Exchange. University Press of America, Lanham (Maryland), N.Y, N.Y., Oxford. Paperback . Price: Unknown x + 355 pages + Bibliography + index

Recently, the issues concerning globalization have resurface with a bang. Debates about global economic integration, globalization of culture, globality are demanding attention. In concert with issues of globalization are vexing problems brought about as a result of multi-culturalism. Hanson's book challenges the trends of the current debates about globalization and multiculturalism.

Modernity as currently defined resulted from commercial ambitions of the West. There is no doubt that Western culture of expansion and capitalism enlarged the world of consumerism. A globalized world has been put into place through the democratic and capitalist ambitions of Western economies. What this does is that it enables entrepreneurship to flourish, and humanity the capacity to acquire the goods of economic prosperity, wealth of individuals and communities to be enhanced. Hansen makes the following observation:

On the personal level, (again citing Maslow), human beings all seek, as a condition of their humanity, the ultimate "self-actualization.: The impulse is toward "full-humanness, the development of the biologically based nature of man, and therefore is (empirically) normative for the whole species rather than for particular times and places (p.5).

The Culture of Strangers is truly an effort to understand and explain how people in different societies interact and exchange more than just goods and services but also share their similarities and celebrate their differences. This argument is strongly supported by the author when he notes:

I propose a model of cultural development which, paralleling Wilson, Maslow, and Parsons, assumes that human beings live in cultural worlds or paradigms which are systematically directed toward inner coherence as they deal with fundamental categories such as matter, individuation, action, space, time, and motion, which together shape the phenomenon of exchange (p.7).

In efforts to build institutions, humans attempt to minimize the use of their environment and resources. Commercial cultures's goal is to enhance the building of human institutions which disregards religious believers, or kinship or nation-state ideologies. This idea is manifested in the steady rise in the number of multinational cooperation which does business around the world.

Recent studies and publications some of which have been in the Journal of Sustainable Development in Africa (JSDA) have presented arguments for and against globalization. Jansen's work appears to be expertly done to illustrate how the process of development in the human competitive world of exchange plays out in today's contemporary society. It offers explanations for individual and group/society endeavors to actualize their dreams of success (which is sometimes economic) through a commercial culture. This book is intellectually stimulating, contains excellent scholarship and it is a must read for students of development studies. It is recommended as a supplemental text for sustainability and global studies.

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Teferra, Damtew and Phillip G. Altbach, eds. 2003. African Higher Education: An International Reference Handbook. Indiana University Press, Bloomington and Indianapolis, Indiana. Hardcover. Price: Unknown ix + 708 pp. + index.

This is a volume which documents the challenges confronting higher education on the continent of Africa. African societies present a history that impacts just about all aspects of development and modernization. The overall context upon which one can logically examine African societies can be grouped into three categories: 1) Pre-colonial era 2) Colonial era and 3) Post Colonial era. During these

periods education in Africa were organized in different shapes and forms; at different levels and had different funding mechanism and at different levels of government and international involvement.

The purpose and function of education was different in the different era as the administrators of education pondered what the role of education should be and the issues of the language of instruction and what should be emphasized in curricula were debated.

On a more specific level, higher education has had many ups and downs during the different eras but it is the challenges that African higher education faces that make it possible to link the diverse countries of the continent together. The editors of this volume were able to identify or find the contributors who could address the different issues confronting higher education in Africa.

The challenges identified in the book are:

- 1) The demand for access
- 2) Low post secondary school attendance levels
- 3) Higher education as the key element in the effort of African countries to modernize and develop
- 4) The impediments that make it difficult to make higher education, research and service available in the African nations.

All across Africa, there is tremendous demand for the opportunity to have a place as a student in a post secondary school (university). There are more students wanting to enter the university than the university has room to accommodate the fast increasing number of prospective students. There is also the issue of gender equity in university education. These types of issues are dealt with in the book.

In some countries with severe economic and political crises, attendance at the universities has actually declined. The economic and political instabilities in African countries have actually exacerbated the problem of university administration. University unrests due to closures because of students or/and faculty strikes and the clamp down by military governments have not made the situations easy. Thus, the universities have to function under very difficult circumstances. Faculty members have sought teaching positions overseas and students seek admission to foreign universities in Europe and the Americas, Australia and Asia. Generalizing about African universities is a major problem, but it appears that by focusing on aspects of quality, orientation, financial support, demand for access, legacy of colonialism, long standing economic and social crises, and the challenges of HIV/AIDS on higher education, the editors and contributors have managed to do a fairly good job of providing the readers with something to enable them to have a general understanding of the higher education issues of Africa. The individual case studies are informative.

This is a good resource book for think-tanks and university libraries.

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Garcia-Zamor, Jean-Claude. 2001. Administrative Ethics and Development Administration. University Press of America, Lanham, Maryland, N.Y., N.Y. Price: Unknown xiv + 158 pp. + bibliography + index

This is a very important book that speaks to the issues concerning ethics and development administration. The author, Jean-Claude Garcia-Zamor, defines “administrative ethics” as a “system of rules enforced by such administrative sanctions as demotion and firing, as opposed to rules enforced by such civil or criminal sanctions as monetary penalties or imprisonment.” It is believed that such a system sometime encompasses “rules and principles which combine to create an environment that fosters ethical behavior” (p.XIII). Emphasis on national development is not limited to economic development but it includes all aspect or processes that result in a modern nation-state.

The two important roles of government which public institutions enhance are: a) in the development of effective and appropriate goals and policies and b) in the implementation and assessment of the policies established by the government. The strength and weaknesses of public institutions must be understood if the development plans are to be effective. Because of the plethora of weaknesses of the public sector, many developing countries have faced tremendous problems in the global age. Unsound administrative ethics have led to serious problems in the development agenda of developing countries. The book is certainly an attempt to elucidate the weaknesses of public institutions especially in developing countries. The book is written on the assumption that there is an increasing body of work that supports the fact that there is a global consensus on ethical norms, acceptable standards and codes of conducts across regions and cultures. Parts three and four of this book is particularly useful for the readership of JSDA because it exposes the readers to cases in developing countries of Africa and Latin America. The significance of culture as an important component of ethics and morality is clearly discussed. Perhaps a good way of assessing this book is to examine whether or not it “establishes a clear and vital connection between administrative ethics, successful modern economies, and good democratic governments in both the industrialized and developing countries” (p. XIV) as the author claims.

As far as dealing with issues of ethics in developing countries, the author has done an excellent job in the first three chapters by examining ethical situations in the bureaucracies of some countries: He laments the fact that, generally, small and island states’ bureaucracies experience severe difficulty in implementing administrative ethics.



Garcia-Zamor argues in part-two that because of the lack of decentralized structure and the absence of adherence to a set of generally laid down rules, law and policies, developing countries have trouble functioning effectively. This point is “driven home” in part four, where the author discusses “ethics and development in Africa. Here the author bemoans Africa’s chronic corrupt bureaucracies and he is absolutely right about chaotic scenarios presented by the author. African leaders have very much inherited one corrupt government after another. They only have themselves to blame for this.

In part V, the author deals with the issue of ethics and development in the United States and ethical issues in the use of the Internet. In many parts of the United States especially in the southern states of Florida, Texas and California, new immigrants have had a significant impact on administrative ethics in those states. The author expertly discusses the case of Florida and examines, in general, the influence of the internet on development and the place of ethics as the American society uses this technology.

Overall, the book is worth reading and it is an above average book on the subject of administrative ethics. However, its discussion on “ethics and development is Africa” is not deep enough. The book is recommended to public policy scholars.

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Harris, G. Paul (editor). 2001. The Environment, International Relations and U.S. Foreign Policy. Georgetown University Press, Washington D.C. Paperback. Price: Unknown. IX + 267 pp + index

The United Nations Conference on the Environment and Development (UNCED) held in Rio de Janeiro, Brazil in 1992 highlighted many areas where international collaboration is needed in order to protect and conserve global environmental resources. The concern over the threat posed by the exponential increase in world population, unprecedented increase in the use of natural resources by the industrialized countries, the increase in the amount of pollution, the decline in bio-diversity and problems posed by HIV/AIDS around the world made it vividly understandable why concerted efforts is needed at the global level and why dedicated leadership by the world's greatest economies such as the United States, Canada, Japan, Great Britain, Germany, France, Russia and Australia is of paramount importance.

The book: The Environment, International Relations and the U.S. Foreign Policy is the product of "the project on Environmental Change & Foreign Policy which began at London Guildhall University in early 1998" (p.ix). The primary objectives of the first phase of the project was to highlight how U.S. foreign policy reacts to and is shaped by the fluctuations in the environmental movements domestically and internationally. This book is an attempt to articulate current issues in the environmental arena which preoccupies the U.S. Foreign Policy.

The environmental agenda of the U.S. Foreign Policy needs to be understood. There are areas of environmental debate/change that the United States has been most interested and involve. This volume explains why the United States takes the position it does on matters of its interest. There is no question that the United States is one of the biggest users of the world's natural resources and also the world's most capable polluter of the environment. The editor, Paul Harris makes this point when he cited the works of J.T. Houghton, Meiro Filho, B.A. Callander, N. Harris, A. Kattenberg and K. Maskell, eds:

...its emissions of pollutants that scientists believe contribute to global warming and to the climatic changes that result from global warming surpass those of any other country. Indeed, on a per capita basis, U.S. emissions of these "greenhouse gases" are among the highest in the world. With less than one-twentieth of the world's population, the United States produces nearly one-fourth of the world's greenhouse gases (p.4).

The book provides its readers with the history of some of the most prominent issues which concern U.S. foreign policy. Of particular interest in this book is the domestic political conception of environmentalism and how some American Presidents have behaved during certain environmental movements. The book is divided into four parts: (I) Introduction (II) National Security and Geopolitics (III) Domestic and International Politics and (IV) National Interests and International Obligations. There are eleven chapters covered by ten contributors which include the editor. Their focus has been on how the United States deals with the new challenges in the era of environmental decline and international diplomacy. The United States international environmental policy is dictated by a number of self interest which include; national security, economy, politics and the American public opinion and interest. The authors have done a very good job of writing excellent papers to inform the readers. However, it must be pointed out that the book has not done well on stressing the significance of informing American public about the significance of including environmental matters in foreign policy although it did say in the Preface(p.ix) that it is hoped that the discussion in the book would get "onto the street" where they might have some positive effect on policy making and scholarship. "Overall, this is a very worthwhile book for scholars and students of international relations and environmental policy.

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Moulton, Jeanne, Karen Mundy, Michael Welmond, and James Williams. 2002. Education Reforms in Sub-Saharan Africa: Paradise Lost? Greenwood Press. Westport, Connecticut. London. Price: US \$68.95. xi +212 pages + Bibliography +index.

The subject of education in Africa deserves serious and urgent attention by Africans, African governments (countries) and the international community. Prior to the independence of African countries (the majority of the independence gained by African countries happened in the sixties) the colonial government mainly France, Great Britain, Germany, Belgium, and Portugal introduced Western style

education into the continent. Among the most written about issues on education in Africa are the legacies of the French and British colonial educational impact. Karen Mundy, one of the contributors to this volume, has done some seminal work on the education system in Africa especially as it relates to gender.

African countries have many differences and similarities but what makes it possible to discuss education reforms in sub-Saharan Africa possible is that the countries of Africa have a lot in common as far as the education challenges that they face are concerned. For instance, because of the poor economic conditions of the countries, the public support for education has dwindled and the provision of the necessary infrastructures, teachers pay, incentives, supplies and all the necessary support systems are lacking or are at the worst minimum level. Closures of schools and universities by governments which are struggling with how to govern makes it difficult to provide proper and adequate education to many Africans. There appears to be general unrest among faculty and students over government activities. The absence of a strong private sector in the educational system which are affordable by citizens is a major problem in Africa. Most, if not all, African countries are having difficulties managing their primary, secondary and tertiary educational systems. In order to balance appropriate training that the educational systems are supposed to deliver with the development stage of the countries, the governments must first examine what their educational goal and objectives are and what policies should be implemented in order to achieve the educational goal. The strategic plans to help guide educational objectives are often misguided and the priorities are misplaced by the governments. Nevertheless, it is clear that appropriate training is needed to assist African societies to deal with domestic and international issues such as governance, the economy in a domestic and global context, trade, environment, political and sustainable development in order to achieve a civil society.

Generally speaking, most African governments have ambitious goals of free primary education and heavily subsidized secondary and post secondary education. In times of economic boom for the oil rich countries, some progress is actually made in providing free primary education but overall, the quality of the education is often poor in comparison with other parts of the world. Moulton and Mundy note:

“Yet although the intensity of the educational reform efforts in Africa continues to heighten, there remains a serious lack of research on the design and implementation of what is in this book, describe as a movement for the comprehensive, systemic or system-wide reform of African school system” (p.1).

This book which contains seven chapters provides in chapter 1, an overarching discussion on implementation research and educational reform in sub-Saharan Africa. Chapter one provides the reader with some idea about attempts at educational reform in Africa particularly the one in the 1990s. Chapters 2, 3, 4, 5, and 6, discuss education reform in Guinea and Ethiopia respectively. Why these countries

were chosen by the authors is really unclear but one could conclude that it was because of the authors' familiarity with these particular countries, cases and peoples of the chosen countries.

The book concludes with a discussion of the subtitle: Paradise Lost? It argues that there are similarities in how basic education system was implemented in the case studies presented in chapters 2 through 6. Moulton and Mudy: "Reforms were shaped in accordance with a paradigm, or model, of top down rational, technical planning led by experts seeking permanent solutions to persistent problems."  
(p1)

The authors conclude that in the future, more attention need to be paid to the circumstances surrounding the implementation processes of education. Politics have a lot to do with the success of education reform. Perhaps, the strength of this book lies in its examination of the players and actors of education reform in the case studies. Its weakness is in its over generalization. Nonetheless, it is a good resource book for researchers. For a sustained economic growth to occur on the African continent, serious investment must be put in the capacity building of Africans. Education is key to this endeavor. That is why this book is essential to education planners.

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Hodges, Tony. 2003. Angola: Anatomy of an Oil State Indiana University Press, Bloomington, Indiana. xx + 219 pp + bibliography + index. Paper. Price: Unknown

Hodges opens up the introduction of his book this way:

Angola presents a terrible, shocking paradox. One of the best resource endowments in Africa has been associated not with development and relative prosperity but with years of conflict, economic decline and human misery on a massive scale. Few countries present such a stark contrast between economic potential and the state of their populace (p.1).

The fragmentation of the African ecosystems, and societies is caused by the discoveries of the natural resources on the continent. Yes, the paradox of the continent is: why does a continent so blessed with the abundance of natural resources have some of the world's poorest societies or communities? Much of this book is a field account of the author's research while he lived in Angola between 1996 and 1998. But this volume is a revised version which is necessary as a result of the death of Jonas Savimbi in February of 2002. The interests of the oil companies in the Angolan oil reservoir, the IMF, World Bank and others made it necessary to revise the book and to examine Angola in light of the changes it is undergoing.

For Angola, like many oil rich nations of Africa, it is confronted with dealing with the problem of matters of environmental degradation, human right concern, the consequences of development pivoted on oil revenues, economic and social development issues—especially equity issues and how to work with multinationals so that a win-win atmosphere can be created.

This book attempts to examine the problems confronted by a developing country attempting to predicate its development (economic, infrastructural, educational etc) on petroleum industry. The challenges are enormous.

The author negotiates the delicate path of providing a historical, economic, political, social and cultural explanation for what Angola is undergoing and hopes that there is a lesson for other developing countries of the world but, documents a larger story for Angolians to take to heart as they attempt to resolve their conflicts and embark on a sustainable development course. An excellent book for the laymen and for scholars of politics and development.

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Adedeji, Adebayo, Onigu Otite, 'Kunle Amuwo, Samuel Egwu, Inya Eteng, Sina Kawonise, Nnamdi Ofondu, Aja Okorie and Nuhu Yaqub. 1997. Nigeria: Renewal from the Roots? The Struggle for Democratic Development. Zed Books. London and New Jersey. XV + 226 pages + index.

The basis for the book is set by President Julius Nyerere's comment on the African Center for Development and Strategic Studies (ACDESS) in which the former President of Tanzania made the following remarks:

"There is no poverty of ideas about what Africa's problems are, nor how to deal with them—either within or outside the continent. But it was thought that there was a lack of opportunity to express, debate and test African leadership which is dedicated to thinking about and for Africa's future" (p.vii)

This book is ACDESS' first attempt to do what it was established to do which is "to provide a center where many ideas flow together, fertilize each other and challenge each other, while the policy relevance of research remains pre-eminent. And no one will be responsible for its work and output except itself—so that all African peoples, institutions, and governments will be able to use it, and consider its ideas and arguments, while the approval of no government or institution will shape the outcome of the research" (p.vii). The book focuses on Nigeria. It is divided into three parts: 1) Theoretical Perspectives 2) Seven Nigerian Case Studies and 3) Evolving a Way Forward. Part 1 contains three chapters; part 2 contains seven chapters and part 3 contains one chapter. Eight of the nine authors are affiliated with Nigerian universities. They are very knowledgeable of the Nigerian condition and are scholars of the Nigerian political system.

Although when this book was written, Nigeria just began to work hard toward democratization after decades of dictatorship of military rulers. This book is certainly relevant for it provides a historical perspective of governance in Nigeria. The struggles of this African country in finding a permanent



solution to its political instability and unsustainable development trends since independence are well documented and debated in the book.

The first three chapters of the volume provide a solid theoretical basis for popular participation in government. The meaning of democracy is examined. The relevance of democracy to Nigeria, the different models of participations in organization are discussed. How does a country such as Nigeria with over 370 ethnic groups grapple with democracy? Democracy requires a voice in government. The different ethnic groups must be represented in government and how to do so has been Nigeria's biggest problem.

Estein's ladder of citizen participation clearly informs everyone of the significance of real representation in organization. Placation and tokenism are problematic in seeking representation. In order to include the vision of the people of Nigeria in how they want to be governed, their voices must be heard and their input in the government must be actively sought after, nurtured and encouraged. In a society that is very complex, its history must be taken into account and its indigenous perspectives as well as its Euro-American social and cultural elements must be included in the formula for governance. It is generally argued in the book that a "bottom-up" approach of participation is best for Nigeria. This argument is supported by the seven case studies from four regions of the country. This is an excellent book for students of development in Third World countries, especially Africa. Its scholarship is superb and its contributors are well informed. Their essays (empirical for the most part) inform its readers. Highly recommended for libraries and as supplemental text for African Studies.

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Sutcliffe, Bob. 2001. 100 Ways of Seeing an Unequal World. Zed Books. London & New York.  
Paperback. Price: Cloth: price: US \$69.95 US \$25.00. ix +287 pages

Finally, the academic world has a book that speaks to the issues of the disparities which exists in the world. There is no question that the world is basically divided into 1) industrialized or developed world and 2) non-industrialized or developing or underdeveloped world. Although the developing world is well endowed with natural or raw materials which are used in the industrialized countries, the majority of the people who live in the developing areas of the world or the South are poor.

Bob Sutcliffe's book compares and contrasts the "unequal worlds" of the "North" and the South by examining the inequality that exists with regard to (a) production, work and income (b) birth, lives, health and deaths and (c) Land, agriculture, food and hunger. The author explores the sources of

inequality by delving into the variables such as sex, urban bias, regional differences and race. Since the book deals with the inequality on a global scale, it is a wonderful idea that the author dealt with the international economy under which themes such as: international economy under which topics such as: international trade, foreign investment, international institutions, external debt, development aid, the environment, refugees and migration, repression and discrimination are discussed. A chronological diagnosis of the history of inequality is provided the reader of this volume.

The book is enlightening and riveting. Because the book provides figures, graphs tables, maps and other visuals which help explain inequality in human society, it is unique in this regard. The visual displays are compelling and provide an educational tool for classroom use in colleges and universities. If the governmental and non-governmental organizations are to make a difference in alleviating the suffering and inequalities in the world, they would have to know where, what, where, how and when to begin. This book provides reasons for dealing with social injustices. The book provides the basis for remedying the injustices by exposing the discrepancies of organizations or government. It is indeed egalitarian to present material which could provoke dialogue in and outside of classrooms, about the "causes, consequences and possible remedies of inequality in the world today. If present trends continue, the problem of inequality would be exacerbated. This is a great supplementary book for global studies. It is highly recommended for senior and first year for senior and first year graduate courses in development studies. It is highly recommended for seniors and first year graduate courses in development studies.

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Brown, R. Lester. 2003. Plan B: Rescuing a Planet under Stress and a Civilization in Trouble W.W. Norton & Company. New York. Paper. Price: US \$16.00 xvii + 272 pages + index

As the population of the world continues to escalate exponentially and the demands made on the natural resources continue to increase geometrically, and the need to provide the non-renewable resources for industries in the developed as well as the developing nations increase, the world is

becoming more and more deteriorated environmentally. The waste from human consumption and from industries are polluting the environment and the carrying capacities of the world's ecological systems are being exceeded on many parts of the world.

Lester Brown's book raises many ethical, moral and equity issues which citizens of the world and governments of the countries of the world must address urgently and adequately. But it is interesting to see how Brown has attempted to provide strategic plans which might help. The book is divided into three parts: (1) Civilization in Trouble (2) The Response and (3) Rising to the Challenge.

In the first part, he confronts the plight of the global ecosystems and examines the issues of the quantity and quality of the world's natural resources. The world is beginning to feel the impacts of shortages such as water and food. These shortages are bound to increase with the conversion of natural resources for other purposes. For example, the wetlands are being converted (by filling) for housing purposes. These are places that serve as natural filters for waste and as food sources for humans. They are being polluted by human action. Destruction of their natural functions end up hurting humans and other living things. Soil erosion is being exacerbated in many parts of the world. Unplanned, unregulated, and haphazard development are detrimental to the environment. They result in smaller amount of natural resource available for human consumption and they lead to the lowering of the regenerative and assimilative capacities of the natural systems. Land available for agricultural production are becoming less and less. Clearly the rising in global temperatures has a direct link to the industrialization and to make things worse, the world is becoming socially divided. The civil strife and war which emanate as a result, social and political problems, lead to human suffrage and the human displacements due to wars cause environmental degradation and climate changes are caused deforestation. The rapid industrialization and the demands for wood and clearance for other types of use contribute to environmental degradation.

Brown, in the second part, attempts to provide a response to the troubles discussed in part 1. Topics covered include: raising water productivity, cutting carbon emission, raising land productivity and responding to the social changes. To do all these things require that there be a change in life styles of the majority of the people in the Northern countries. For example in energy consumption, willingness to pay for environmental protection and conservation in or other parts of the worlds and the challenges of government to cooperation more in abiding by agreements such as the key to protocol and living more sustainably.

All and all, Brown has written a book for the general population. It is non-technical but very informative and forward looking. The omissions of the book have been clearly highlighted by the author. The lack of the discussion of biodiversity and the spread of the deserts is quite obvious. He has definitely

informed the readers of what the threat to the world really is. The book is recommended for the libraries.  
It is a book that should be read by everyone.

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Bruns, Barabara, Alain Mingart and Ramahatra Rakotomalala. 2003. Achieving Universal Primary Education By 2015: A Chance for Every Child. The World Bank. Washington D. C. Paper. Price: Unknown x + 241 pages + compact Disk (CD)

A world of educated and well informed people is the basis for fighting oppression, dictatorship, poverty, civil strifes, and hunger. A world of educated people is also the basis for building the necessary solidarity for combating the health, economic, social, political, cultural and environmental problems that have been mankind's biggest nemeses.

The beginning of the battle is the effort to ensure that every child has the elementary or primary education which form the basic building block for further education such as secondary and post secondary education. A world filled with ignorant and uneducated people is a dangerous world. Barbara Bruns', Alain Mingat and Ramahatra Rakotomalala's book: Achieving Universal Primary Education by 2015: A Chance for Every Child is a great addition to the literature informing the world about the challenges of education for all, progress made in education made in education since Jomtien; what it will take to achieve the goal of Universal Primary Education by 2015; the cost of the millennium development goal (MDG) of universal primary education; and the implications for countries and donors.

The book contains five paragraphs loaded with an indepth designation and analysis of the issues pertaining to universal primary education for the world. The analysis of the data is based on serious, rigorous and thorough examination of existing data. The statistical analysis explores matters germane to the following: primary school completion progress in Africa, Middle East and North Africa, South Asia Regions, Europe, Central Asia, East Asia and the Pacific, Latin America and the Caribbean Regions. Primary school completion rates and gross enrollment ratios are also provided for regions of the world. The authors provide analysis with regard to domestic and external financing required to achieve the education millennium development goal (MDG) in 47 countries, average educational attainment of adult

population by region and many more important data analyses and projections which lend themselves to policy matters.

It should be mentioned that the book is very well organized and the analyses are equally well conducted so that the reader can see the necessity of why emphasis on education should be placed by countries that are doing poorly in providing primary education to the majority of their citizens. Capacity building must be top priority by these countries so that people can participate in enabling a sustained economic growth to happen. The book stresses this argument. Sustainable development pivoted upon empowering people through education is lasting and comprehensive. Perhaps the authors summed up the theme of the book when they noted:

Combined with sound economic policies, education is fundamental for the construction of globally competitive economics and democratic societies. Education is the key to creating, applying and spreading new ideas and technologies which in turn are critical for sustained growth; it augments cognitive and other skills, which in turn increase labor productivity. The expansion of educational opportunity is a “win-win” strategy that in most societies is far easier to implement than the redistribution of other assets such as land or capital.

By investing in human capacity, the world will be enabling people to fend for themselves, to be creative and to contribute to the betterment of the human race. This book has certainly given the reader a report card on how the regions of the world are doing with regard to primary education. It has made predictions of what might happen if policies are not put in place to rectify the deplorable conditions in many parts of the world. More importantly, it has provided policy makers the tools for making the necessary changes in education. This is a must read by scholars and policy makers of education reform. The tables and charts/graphs are excellent for research work.

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Luken, A. Ralph and Paul Hesp (eds) .2003. Towards Sustainable Development in Industry? Reports from Seven Developing and Transition Economics. Edward Elgar: Cheltenham, United Kingdom. Northampton MA, USA. Cloth. Price: Unknown. Xxv+261 pages + index

If there is one area of economic development which needs to be addressed in the developing countries, it is the industrial sector. The history of performance in the industrial sectors of developing countries has been very discouraging although some countries like India, Pakistan, South Korea and South Africa appear to be doing much better than most countries of the developing world.

The integration of policy into the strategies for enabling industrial development and the subsequent positive results of the impact on sustainable development is an important topic. This book



lays down the fundamentals related to “the extent to which recent changes in industrial, environmental and technology policies have been more closely aligned to industrial development with the aims of sustainable development” in seven developing countries. The book examines the policies that are germane to promoting the expansion of the manufacturing sector.

In the first chapter, the editors, Ralph A. Luken and Paul Hesp, delve into explaining the concept of sustainability by examining the ideas surrounding sustainable development strategies. The remaining chapters with the exception of the last chapter which offers a conclusion on the progress and prospects of sustainability are devoted entirely to the discussion on country reports on the following topics about sustainability in Chile, China, The Czech Republic, Pakistan, Tunisia, Turkey and Zimbabwe:

1. Broad Trends in Sustainability Development
2. The Manufacturing Sector and Sustainable Development
3. Policies and Measures for the Development of Manufacturing
4. Policies, measures and institutions of (industrial) environmental management
5. Efforts directed at technology transfer, particularly environmentally sound technologies
6. Experience with integrated policies and programs
7. Major obstacles to enhancing the contribution of manufacturing to sustainable development and
8. Priorities for future action

This book provides a window into how the manufacturing sector can be managed in order to enhance the sustainable development needed in the developing countries. The case studies are very revealing and offer opportunities to understand how to improve industrial activities in these countries so as to create a win-win situation. There are lessons for other developing countries of the world. This book is highly recommended for sustainable development courses and it is highly recommended for libraries.

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