This work consists of sixteen articles which appeared originally between 1960 and 1966 in the pages of *Africa Report*. These sixteen are supplemented by two additional articles drawn from other publication. What emerges is a credit not only to the quality and scope of *Africa Report*’s original reportage, but also to Helen Kitchen, who appears here in three guises: as the editor of *Africa Report*, as the editor of this particular collection and as the author of one of the articles in the collection, one which traces and analyzes the crucial disintegration of the *Force Publique* in 1960.

There is, among these articles, a surprisingly comprehensive coverage of the various factors in developments in the Congo: Basile Mabusa, the only African or Congolese among the authors, writes of the educational problems, Albert Disdier discusses the basic economic factors, Jean-Claude Willame writes of the military, while Rene Lemarchand has two articles on more specifically political developments. These articles are sparing of neither blame nor credit where they are due, a most refreshing quality in a situation where the drawing of stereotypes has so often substituted for thought and apologia or accusation for analysis.

Robert Good, subsequently but not at the time a public official, notes the variety and complexity of the African response to the Congo in 1961 and sorts these views into meaningful patterns. Helmut Sonnenfeld and Colin Legum focus on the role of the Soviet Union and China in the Congo, the former writing in 1960 and the latter in 1965. Crawford Young is represented by three articles, all of which show intimate and sustained contact with political movements and personalities in the Congo between 1963 and 1965. Victor Du Bois was in Abidjan at the time and describes the drama and significance of Premier Tshombe’s and the Congo’s entrance into the *Organization Commune Africaine et Malgache* in 1965. Two very interesting biographical sketches are provided by Rene Lemarchand and an anonymous writer for *The Observer* (London), the former focussing on Lumumba in two articles and the latter on Tshombe. An anonymous Asian, resident in the Congolese capital, presents an interesting analysis of the 1961 scene in the Congo in a “Letter to the Editor”.

Those who write as active public officials – George Ball, Harlan Cleveland and G. Mennon Williams – provide useful documentary materials concerning the purpose and rationale of American policy in the Congo.

Included is a useful chronology of events in the Congo for the period 1960–1966.

It is too bad that this review is not being written by Crane Brinton, the author of *An Anatomy of Revolution*. It would be interesting to have his comparison of the Congolese to the British, American, French and Russian revolutionary experiences.

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Robert O. Byrd

In this small volume Gay and Cole describe cultural factors affecting mathematical learning among the Kpelle of Liberia. After presenting material on the nature of traditional Kpelle culture, values, problem solving, and education, the authors consider very briefly the difficulties which Kpelle children experience with the present mathematical curriculum. Approximately half the book is focused upon specific areas such as arithmetic, geometry, measurement, and the effects of linguistic structure upon mathematical conceptualization. In each chapter the authors, an educator and a psychologist, describe the mathematical concepts which the Kpelle possess in the area being considered, and the ways in which these concepts are utilized in Kpelle life. For example, in one chapter there is a discussion of Kpelle rice measurement. The data in the chapters are derived from experiments and interviews conducted with three groups of subjects: nonliterate children, nonliterate adults, and school children. Linguistic analysis of Kpelle terms and categories was used extensively in planning the experiments and analysing their results. The Kpelle subjects came from four different areas in the Zota and Zokwele kingdoms. American college students and lower middle-class school children served as control groups for the Kpelle experiments.

The book concludes with chapters on Kpelle world view and recommendations for more effective teaching methods. Knowledge in Kpelle culture is "definitive, closed, and conservative," and "primarily a possession of the elders." Furthermore, traditional learning is concrete, largely nonverbal, and practical in orientation. These statements about the Kpelle probably hold true for most other societies which have subsistence oriented economies, since education in these societies traditionally has been focused primarily upon the transmission of proven survival techniques. Academic learning in western oriented schools, however, is highly verbal and abstract in character and frequently has little direct relevance to the practical exigencies of daily life.

The data in this book confront a critical issue in development education: the relevance of European and North American curricula in the vastly different cultural milieux of Africa, Asia, and Latin America. Because of economic changes, extension of governmental control, missionaries' activities, and the spread of formal educational institutions, the Kpelle, for example, are constantly exposed to a "Western, technological world which is absorbing them whether they wish it or not." In such conditions, which are extremely common today throughout the world, schools could serve to ease the transition; they do not do so among the Kpelle "because the children are taught things which have no point or meaning within their culture." The children were studying mathematics "using American texts, with American illustrations (of snowballs, circuses, and so forth)."

Then the question becomes, how can schools become such bridges? The answer is certainly complex but relevant curricula must be created for the milieux in which they are used. Research of high quality, such as that by Gay and Cole, (which grew out of Gay's experiences with the African Education Program) should make this task far easier.

The book can be recommended enthusiastically to educators and social scientists who are concerned with development education or with the inter-relationships between culture and education.

Only one important flaw reduces the book's usefulness. There is insufficient