of data. What information is available also varies in both quality and reliability. There is also considerable variation in the methods of analysis used in each study which makes comparison of results more difficult. To some extent this would seem to be caused by differences in each data system but in some instances it would seem that a more standardized approach might well have been used. Nevertheless, in each study the available evidence is described in critical detail, the methods of analysis used are outlined and the reader is given the basis for judging the quality of the estimates.

Chapter six by Romaniuk deals with the Democratic Republic of the Congo. Brass, in chapter seven examines the demography of French-speaking territories while Heisel in the next chapter analyses trends in Angola, Mozambique and Portuguese Guinea. Much of chapter nine on the Sudan is devoted to an analysis of the 1955/56 census. This is largely the result of the fact, as Demeny points out, that up to the present this census constitutes the only source of quantitative information on the Sudanese population. The concluding chapter deals with fertility in Nigeria and adds little to what the author concluded in an earlier article with the same title in "Population Studies" in July 1965. All of these case studies are interesting and in the main well presented but it must be admitted that the areas chosen reflect the research interests and experience of the authors rather than a systematic selection from the available data.

This book contains an enormous amount of factual information; there are over two hundred tables and more than sixty figures. The reader without a background in statistics will find some chapters difficult and in many instances may be confused by some of the demographic jargonese. Demographers, like so many other scientists these days, seem intent on creating their own language. This is a book which will appeal to the specialist more than to the general reader who will find it rather heavy going. Nevertheless it is an outstanding contribution to the study of population trends in Africa and as such is a very significant and relevant book. The authors themselves however stress the need for a greater volume of accurate information, and Van de Walle's concluding paragraph on Nigeria helps dispel any feeling of complacency which the very bulk of this volume may have created. "Is it possible to project the population of Nigeria under these circumstances? The very size of that population is uncertain after the last censuses, its mortality is unknown, and its fertility can only be guessed. Under these circumstances the answer is no. No sophisticated procedure upon which we could base even a mere guess about what this population would be 10, 15, or 25 years ahead is justified. Unfortunately this is still true of a large part of Africa".

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After having sketched the nature of the socializing functions carried by African traditional institutions, the author describes the history of educational development in French-speaking Africa and examines the variety of reforms to
be undertaken in order to ensure a more effective independence of new nations.

Alas, the book fails to meet the most elementary scientific standards. Obviously influenced by Marxist principles, the author is unable to apply them correctly. Thus, he does not realize that assimilationist policies were accompanied by the export toward French colonies of the contradictions and strains present in the French society itself. There are a variety of colonialisms, and there was no consensus among the relevant metropolitan actors as to the functions of educational enterprises in Africa. Initially, French colonial administrators and colons were opposed to assimilation, which at least initially, reflected a tradition dating to the first revolution. There were also serious polemics about the objectives of educational development; up to 1958 relations between metropolitan administrators were often strained and uneasy, not only because of differences in their origin but also because of conflicts in the perceptions that they held of their respective functions.

Further, the author misreads the intentions of colonial administrators. Indeed their primary objective was not to uproot African traditional cultures but to subordinate educational development to economic exploitation. It is, in effect, impossible to explain the malthusian character of colonial schools without reference to the malthusian character of the colonial economy. In short, Governor Roume may be guilty of colonialism but this colonialism was economic and not cultural in nature.

Mr. Moumoumi has no understanding either of the dynamics of history, and he does not make necessary distinctions between "archeo" and "neo" colonialism. To a certain extent, this distinction is parallel to the contrast between feudal and bourgeois societies; neo-colonialism has been associated both with an increase in the share allocated to metropolitan private interests in the field of education and with a subsequent accentuated differentiation in the aims pursued by various types of educational entrepreneurs. At the collective level one can speak about neo-colonialism, but one should remain aware that at the individual level this does not differ markedly from sheer opportunism.

The author is not only unable to be consistently Marxist, but he also shows regrettable contempt for empirical evidence. For example, he claims that "moulding character and providing moral qualities are primary objectives in traditional African education." Not only is such definition similar to those offered by European traditional society, but it tells us nothing about variations in the definitions of "character" and of "moral qualities" given by African societies. Yet, such variations may be of relevance to educational development, in the same way that variations in the traditional definitions of numbers and of logical propositions should influence the teaching of mathematics.

Similarly, the author refers consistently to the "anti-national" character of the bureaucratic neo-bourgeoisie, but his concept of nation is a rather confusing one. Sometimes he makes allusion to the African fatherland; sometimes he alludes to the existing nations (without realizing that their boundaries are the result of the colonialism that he execrates), and sometimes he speaks simply about ethnicity, favoring both a linguistic balkanization and a linguistic imperialism that he is anxious to denounce at the political level.

Lastly, Mr. Moumoumi thinks that school enrollments in Nigeria and Ghana are higher than in French-speaking Africa because the former countries