

1. An illustration of Bozzoli's use of jargon: "In this pivot chapter we have tried to portray a massive change in the nature of capital in South Africa. In order to capture the essence and significance of this change we need to move away from the endless and multiplying 'sectors', 'sections' and 'fractions' of capital, its allies and its enemies, that have littered this and he previous chapter, and to consider capital on a more general plans" (p. 170-170). May it be that the message is: This is an important chapter and we must think about the role of capital in society to understand this, because we are dealing with a change in the nature of capital? May it be that this is a tautological statement that does not add information?
2. For a similar argument, backed up by a comparative study of the United States and South Africa, Frederickson 1981 *White Supremacy: A Comparative Study in American and South African History* (New York).
3. Political behaviour in independent Africa is often seemingly dysfunctional to the process of capital accumulation. This argument has been presented by Saul along similar lines with reference to Ugandan politics. Saul, J.S.; (1979. *The State and Revolution in Eastern Africa* (London), pp. 340-391.

## Book Reviews

### The Development Process: A Spatial Perspective\*

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The Development Process embodies a prescriptive "view from the periphery" on the issue of Third World socio-economic development. Specifically, Mabogunje focuses on the spatial dimension to this problem. Thus, after getting oriented in development theory and spatial analysis, the reader is told that self-centred and self-reliant development at the national level requires comprehensive spatial reorganisation of both the rural and urban sectors. In the rural sector, this reorganisation would involve 'co-operativisation' based on traditional spatial units to ensure peasant participation in a two-way decision-making process. For urban development, the author recommends rank-size rule, decentralised urbanisation with each city possessing internal organisational coherence for efficiency in planning and management. Indigenous solutions to such urban problems as unemployment and shortage of housing would be made an integral part of this urban development strategy. Integration at the national level would be achieved through the creation, proper management, and direction of flows of information, goods and services. The rationalisation of these flows would be critical to the full 'mobilisation' of the citizenry for self-centred, self-sustaining national development

While opposed to an open-door external relations policy, Mabogunje recommends regional and 'south-south' co-operation between Third World nations, plus 'selective' south-north relations. Some degree of autonomous existence vis-a-vis the developed nations is deemed necessary for the full 'incubation' of the development process in any developing nation.

In *The Development Process*, Mabogunje exhibits in full the eclectic qualities of the geographer. He has managed successfully to give spatial flavour and focus to an impressive amount of data drawn from disparate disciplines. His chapter conclusions are very effective in helping the reader recapture the essence of individual chapters. However, as a methodological and prescriptive book, *The Development Process* can be judged on these two virtues alone. A fair judgement of the book requires two considerations: firstly, has the set objective been achieved? and secondly, how clear is the development strategy prescribed for the typical developing nation-state which is Mabogunje's spatial unit of interest?

To the extent that the objective is to present a spatial view of Third World development, and in so far as the spatial perspective is perceived as one that "provides ideas as to how" this development could be achieved, Mabogunje has been remarkably successful in meeting his set objective in *The Development Process*. Some of these ideas are familiar to the geographer, but many have been

\*Mabogunje A K 1980 *The Development Process: A Spatial Perspective* London: Hutchison and Company pp 383

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eclectically derived and successfully given spatial meaning. Development planning, however, cannot be based on good ideas alone. Somehow, these ideas must be put into an operational context, into a framework from which a clear and feasible development strategy can be drawn by planners. After all, the reader is told, the book is not philosophical but methodological (p 340). Disappointingly, it is on the methodological aspect that *The Development Process* has been least effective.

After an initial, strong proclamation that the thrust of the book is on "how to use spatial forms, structures, and organisations to concentrate energies for people in underdeveloped countries to engage in their own development" (p 12; reviewer's stress), Mabogunje sends the reader groping for the operational mechanics of the strategy or strategies implied in the worked 'how'. After groping through to the end, this reviewer emerged with a hollow feeling that *The Development Process* is methodologically a bag of good sounding ideas, rich in hyperboles, metaphors, and tautologies, but virtually lacking in originality and rigour. Co-operativisation, rank-size rule urbanisation, national integration, information flows, and so forth, are all nice and old concepts in development and academic literature. Mabogunje's greatest contribution would perhaps have been to illustratively show exactly how, for example, a rank-size rule urbanisation structure could be achieved or approximated in, say, an African nation-state. One of the geographer's distinctive skills is that of translating loose, verbal spatial models into graphic spatial models of varying levels of abstraction and sophistication. For illustrative purposes, this skill could have been employed to good advantage in presenting such strategies as co-operativisation, rank-size urbanisation, or the rationalisation of information flows. A judicious use of such illustrations could have facilitated the non-geographer's appreciation of the value of the spatial perspective to socio-economic development.

In all, *The Development Process* has been quite successful in bringing together good ideas on the subject of Third World development. However, it is grossly vague in its methodological prescriptions.

Very few analytical publications on education for self-reliance in Tanzania are available. Those with an emphasis on economics are unlikely to be found on the book-shelves. Malyamkono, who is currently a Professor in Economics of Education at the University of Dar es Salaam with *Higher Education and Development in Eastern Africa* and *Training and Productivity in Eastern Africa*<sup>2</sup> among his recent publications is well qualified to write such a book. The title of his book is opposite to *Thoma's Productive School*<sup>3</sup>. Although a comparative study on the two books could be useful, it is beyond the scope of this review.

Maliyamkono starts by defining the unproductive school as "one in which there exists a negative balance of costs between the education received by those who attend school for the service of the school community the larger society and the individual himself, and the cost of providing the education" (p 1). Without explaining directly to the readers the reason(s) for the choice of the title, the author does not only assume a novelistic approach but ends his fifth chapter by sounding a warning: the production ability per student, 65.55 shillings, offsets the total expenditure on education by only 2.5 per cent; yet this is not why this book is entitled *The Unproductive School*.

The book is essentially based on 1974/75 findings, which may be considered as one of the limitations of the book. The study aims at determining the degree of growth and at examining utilisation patterns of both *productia* and *academia* — terms which the author has courageously introduced. From his definitions — *productia* refers to activities which generate domestic or marketable produce — such as produce from shamba work, animal husbandry, commercial activities and services rendered by members of the school community (p 16); *academia* covers the range of academic activities per se.

With that aim in mind the author, after discussing the nature of the education industry and the function of the education system as a social service, spends a significant amount of time discussing the theoretical background leading to, what he calls, the possible *course of direction* which assumes a correct combination of *productia* and *academia*. If schools in regions record simultaneously highest yield (from *productia*) and highest examination passes, this would be considered as an indication of development of the model of possible course. Since, as he emphasizes, "from a pedagogical point of view such evidence would lead one to the assumption that what students learnt (*academia*) was related to what they did practically (*productia*) — neither activity hampered the other" (p 46).

However, using Spearman's rank-correlation coefficient formula, he finds the correlation to be 0.399 and 0.564 at 0.05 and 0.01 significance levels respectively — and deduces that ranking of schools in terms of production of *academia* and *productia* is not statistically significant. Furthermore, the author argues, with empirical evidence, that in general *academia* has been growing at a faster rate than *productia*. The general conclusion is finally reached — "The data show sufficient evidence that schools do not advance both *academia* and *productia*

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\*Maliyamkono T.L. 1982, *The Unproductive School* Dar es Salaam Africana Publishers