

confidence in the import of his arguments results in his deliberate 'signposting' of the perceived weakness of the tools of his discipline (economics), his ideological inclination (Marxism), his terms of reference for the original study (designed by the EEC), and his organisation of the material. This book thus acquires a significance beyond development and emergency studies, because it would be a useful book to use in refining 'write ups' of social science research. It would help many 'blocked' research students who are engaged in the gruelling business of testing their 'scientific' and 'ideological' hypothesis against their empirical findings.

I recommend this book both to those interested in development and 'food' and to those who might gain from seeing how convincing (and rewarding) an argument can be without a conceptual framework to organise and hammer the points home.

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Trends in World Social Development. The Social Progress of Nations 1970-1987, Richard J Estes, Praeger, New York, 1988 (no price available).

The pedagogy of social development assumes a unique position in the context of social work education, practice, and research (SW-EPR) for two important reasons. First, traditional social work programmes in the United State do not emphasise, much less require, social development as an essential or specialised component of professional education. The list of entries in the *Encyclopaedia of Social Work* does not include social development (NASW, 1987). Second, SW-EPR's continuing crisis of confidence as a fully fledged profession warrants the exposition of developmental issues beyond its approaches. These premises have special ramifications for social technology that is designed to improve the human condition 'Beyond the Third World' (Mohan and Sharma, 1987).

Estes' *Trends in World Social Development: The Social Progress of Nations 1970-1987* is a welcome sequel to his previous study (1984). World trends in this field are suggestive of numerous dimensions that are crucial for understanding social development in a cross-national perspective. The Estes report on the progress of nations is timely and authentic. It is a chilling reminder of the hopeless human condition that people themselves have contributed to. The forces of dehumanisation - ranging from racism, colonialism and neoglobalism to hunger, disease and ignorance - thwart societal development and global welfare. 'Bioglobalism', therefore, should be the ultimate agenda of social development (Mohan, 1988a). *Trends in World Social Development* lends support to a global paradigm that underscores the oneness of humanity, inequalities notwithstanding.

In *The Progress of Nations* Estes made a courageous attempt to assess global social progress in a troubled world. The later book "was undertaken for the purpose of better understanding the myriad social, economic, and political factors that sustain social inequality" (pxvi). A perusal of detailed tabular structures indicates the diversities, complexities and perversities of nations that are preoccupied with games of mutual destruction rather than real life-enhancing endeavours. "Man is recklessly wiping out life on earth" asserts Linden lamenting "The Death of Birth" (1989:32). Social development seeks to promote life-sustaining systems at the expense of destructive projects. *Trends in World Social*

Development offers a mountain of developmentally significant data relevant to the understanding of the regional and global dimensions of social development. The assessment of national progress is attempted in terms of national trends and world rankings. The methodology of the study is sound and clear. It explains the formulation of the index of social progress (ISP), criteria for country selection and the socioeconomic development groupings of different nations. Of special interest are sectors of social development activity: education, health, women, economic trends, population trends, environmental issues and development, political participation, cultural diversity and welfare efforts. Students and teachers of comparative social welfare will find the analyses of geographic locale and social development, regional grouping and "adequacy of social provision," regional changes in ISP profiles, and regional and subregional analyses of Africa, North America, Latin America, South Asia, East Asia and Europe both interesting and useful. Significant developments since 1984 are appropriately recorded. The Epilogue contains "two extraordinary events", the US-Soviet accord on intermediate nuclear missiles, and the separation of the Chinese Communist Party from the Government of China. While one can understand the importance of the INF treaty between the two superpowers, the author's subtle admiration of China as "the region's preeminent military and political power" appears misplaced. It is counterproductive to applaud the wallows of power that culminate in superpower mentality. As "Asia's superpower" (p164) China can muffle the aspirations of the emerging AfroAsian countries that constitute the 'underclass' of the global community. In contrast, I would argue that two most significant events that would shape the future of social development across nations may be conceptualised as: the demise of Reaganism-Thatcherism and the influence of *glasnost*. The problems of global welfare, however, remain eclipsed by the paradoxes of the post-Cold War vicissitudes. The North-South conflicts and continuing problems of international relations thwart social development strategies, especially those conducive to developing nations. The recent Gulf Crisis is a case in point. Theoreticians are beginning to romanticise the superpower balance that maintained peace and security during the last four decades (Mearsheimer, 1990).

Social development is a whole and comprehensive process, and is succinctly analysed in the following (Gil, 1981:67):

"Social development involves philosophical, biological, ecological, psychological, social, economic, and political dimensions. In contradistinction to conventional, by now outdated, notions of economic growth and development, the central criteria for evaluating social development is evenly shared, balanced progress of the entire population of a region, or of the globe, towards enhanced collective, segmental, and individual wellbeing".

The pretentiousness of contemporary social work has caused massive disorientation between professional education and the burning issues of our times. A global consciousness is sadly missing in our education. Professional concerns for basic issues like inequality, injustice, poverty, racism, hunger, human rights, and, above all, world peace, are at best symbolic.

The incorporation of social development content in social work curricula would help develop a mindset that is conducive to understanding universal wellbeing. The skeleton of a paradigm is proffered here for constructing a framework that would help strengthen the

basic premise of a developmental thesis: social development, an essential dimension of global welfare, seeks to promote human freedom at the expense of the forces of oppression (Mohan and Sharma, 1985; Mohan, 1985). This conceptualisation involves four dimensions, each consisting of three elements:

1. Conceptual Unification:

1. *Zietgeist* of global wellbeing and SW-ERP
2. Redefinition of social problems, welfare state, social work and social welfare
3. Reconceptualisation of purpose, mission, issues, and methodology.

2. Curriculum Design

1. Congruence of interventive approaches and societal goals
2. Incorporation of metavalues in the learning process and entire professional culture
3. Human diversity, oppression and social criticism as required components of professional foundation.

3. Creative Planning and Global Welfare

1. Social policy as the art and science of social regeneration
2. Social development as a means
3. Social reconstruction as a goal.

4. Social Development for the New World Order

1. Fallacies of progress
2. Race beyond races: The 'human' race
3. Universalisation of social justice: postmaterial challenges for human development and social transformation (Mohan, 1990).

A text that would systematically highlight and analyse these elements is not yet written. *Trends in World Social Development* will positively serve as the forerunner of studies that will enrich social development as one of the most crucial intellectual activities of the 21st Century.

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