

Introduction

The articles in this issue cover a wide range of subjects from population and urban studies, through the problems of female employment, to the characteristics of children in school.

In the first article, C.L. Kamuzora looks at population growth in relation to development in Africa. In recent years, he observes, human population in the developing countries has been growing at unprecedented rates. Unfortunately, this growth has often been blamed for the depletion of resources for development; it has been seen as tending to 'eat up' investable resources for development, thereby retarding growth of the economy. This is wrong, Kamuzora holds. Rather than being the cause of the diminishing resources, population growth and resource problems originate from common causes; viz. 'ecological collapse and subsequent stagnation of technology at a labour intensive level'. Put differently, the problem of resources for development in Africa does not lie in the population growth; rather it lies in the state of its technology.

Ipso facto, the paper concludes, improvement in technology offers the best avenue for overcoming both population growth and resource problems.

In the second article, Bwatwa, concerned about the dilapidation of moral standards and ignorance on family life in modern societies, takes a serious look not only at the relationship between parents and their children but at the whole question of family life and sex education: its importance to societal development; its meaning and content; the role of parents in it, and in enhancing its teaching in schools; and factors that contribute to the slowness of its adaptation in school.

He suggests how family life and sex education could be advanced in Tanzania particularly through the schools and parental participation.

Professor Jean Due's article, the third in the series, is concerned with the participation of women in the labour force of Africa since the early 50s. Using data from the ILO and the World Bank, Due set out to examine the rates at which employment is increasing in the continent as a whole and the share of women in it.

On the average, the African labour force had increased at an annual rate of around 2% in the decades between 1950 and 1980. The number of women entering the labour force had also increased.

However, wage employment had not kept pace with this increase and for various reasons, including religious traditions, the generally lower level of women's education and other cultural practices, women's participation in wage employment had been lower than those in informal or self-employed sectors.

In the fourth article, Allen Armstrong looks at the colonial cultural influence on the planning of Dar es Salaam. His observations, bluntly put, are that despite the ostensibly grandiose 'master plans' for the city, dating back from the colonial era, Dar es Salaam in the mid 1980s still "exhibits all the symptoms of 'urban crisis' commonly and increasingly encountered throughout the Third World", viz: un-controlled population growth, inadequate housing, unemployment, inadequate public transport, unreliable water supply, deteriorating infrastructure and services, intermittent health hazards, food shortages and rising crime rates.

One reason for this, the paper notes, is "the inappropriateness in format — methodology and content of the technology transfer and cultural colonialism which these foreign funded and executed plans represent".

The last article is on educational selectivity in Tanzania. Using such indices as parental education and occupation, Malekela found that in Tanzania, children whose parents are high on education and occupation are more likely to enter the selective Forms One and Five of the country's secondary schools than those whose parents are low on both variables; in other words, the higher the SES of parents, the better the chances of their children being selected for secondary education.

To put it bluntly, Malekela observes that in Tanzania there is no equality of access to secondary education in the country despite its socialist ideology. While children of higher SES families are "overwhelmingly represented" those from 'lowly educated' parents and those engaged in low income occupations' are under-represented.

The lesson from this study, Malekela concludes, is that 'even in countries committed to egalitarianism, inequality of access to education seems to be following the patterns generally observable in capitalist societies'.