political system, and how this relates to students’ political behaviour. That openness was perhaps at its greatest in 1975 following the eruption of demonstrations and criticisms against the murder of Kariuki.

In spite of these defects arising from delayed publication, these essays are still valuable as glimpses of the dynamics of student behaviour on Third World campuses and within Third World polities. The issues range from the role of universities in class formation to problems of racial tensions in Southern Africa as manifested in student behaviour.

Perhaps the most important omission from this collection is an essay on students in Ethiopia. Even in the late 1960’s it was already clear that Ethiopian students were becoming the most radicalized in the whole continent. It is not clear how important a factor the students were in the collapse of the Imperial System of Haile Selassie, but the students were certainly a significant variable behind the erosion of the legitimacy of the old monarchy. The students seem also to have been very relevant as a causal factor behind the radicalization of the military regime which succeeded the Emperor. For a while the soldiers seemed to lack a sense of ideological direction. The students helped to push that junta more firmly leftward. This book, appearing as it does, after the end of the imperial system in Ethiopia and against the background of the role of students in that revolution, suffers from its omission of Ethiopian students in its list of case studies. It is just hard luck for the collection. One cannot expect an editor to anticipate every move that history makes to redefine what is politically significant from year to year.

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This volume is another analysis of the wave of student activism in America in the 1960s. It is essentially a synthesis of a wide variety of sociological studies of students and an effort to provide a new theoretical framework from which to view student activism. Chapters deal with such matters as the social class origins of student activists, the role of the university in student activism, the interface between the society and the student movement. The book does not deal much with the student organizations of the period nor with the various struggles in which these organizations and movements engaged. Perhaps the most interesting section of the volume is the critique of the various theories of student activism (such as generational conflict) and Westby’s effort to create a more suitable framework for analysis. Unfortunately, this theoretical formulation, which Westby calls core-periphery analysis, does not provide a wholly convincing argument. The book is a useful summary of available studies, but does not go much beyond other available books.


In 1968—69, when the American Council on Education was concerned with increasing receptivity in hundreds of mercurial colleges and universities to the collection