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The book represents a contribution to policy formulation and design in an increasingly knowledge economy in Zimbabwe. It challenges scholars to think about the role of education, its funding and the egalitarian approach to widening access to education. The nexus between education, democracy and policy change is a complex one. The book provides an illuminating account of the constantly evolving notions of national identity, language and citizenship from the Zimbabwean experience. The book discusses educational successes and challenges by examining the ideological effects of social, political and economic considerations on Zimbabwe's colonial and postcolonial education. Currently, literature on current educational challenges in Zimbabwe is lacking and there is very little published material on these ideological effects on educational development in Zimbabwe. This book is likely to be one of the first on the impact of social, political and economic meltdown on education. The book is targeted at local and international academics and scholars of history of education and comparative education, scholars of international education and development, undergraduate and graduate students, and professors who are interested in educational development in Africa, particularly Zimbabwe. Notwithstanding, the book is a valuable resource to policy makers, educational administrators and researchers and the wider community. Shizha and Kariwo's book is an important and illuminating addition on the effects of social, political and economic trajectories on education and development in Zimbabwe. It critically analyses the crucial specifics of the Zimbabwean situation by providing an in depth discourse on education at this historical juncture. The book offers new insights that may be useful for an understanding of not only the Zimbabwean case, but also education in other African countries. Rosemary Gordon, Senior Lecturer in Educational Foundations, University of Zimbabwe Ranging in temporal scope from the colonial era and its elitist legacy through the golden era of populist, universal elementary education to the disarray of contemporary socioeconomic crisis; covering elementary through higher education and touching thematically on everything from the pernicious effects of social adjustment programmes through the local deprofessionalization of teaching, this text provides a comprehensive, wide ranging and yet carefully detailed account of education in Zimbabwe. This engagingly written portrayal will prove illuminating not only to readers interested in Zimbabwe's education specifically but more widely to all who are interested in how the sociopolitical shapes education- how ideology, policy, international pressures, economic

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factors and shifts in values collectively forge the historical and contemporary character of a country's education. Handel Kashope Wright, Professor of Education, University of British Columbia

Drivers in the nation's capital face a host of hazards: high-speed traffic circles, presidential motorcades, jaywalking tourists, and bewildering signs that send unsuspecting motorists from the Lincoln Memorial into suburban Virginia in less than two minutes. And parking? Don't bet on it unless you're in the fast lane of the Capital Beltway during rush hour. Little wonder, then, that so many residents and visitors rely on the Washington Metro, the 106-mile rapid transit system that serves the District of Columbia and its inner suburbs. In the first comprehensive history of the Metro, Zachary M. Schrag tells the story of the Great Society Subway from its earliest rumblings to the present day, from Arlington to College Park, Eisenhower to Marion Barry. Unlike the pre-World War II rail systems of New York, Chicago, and Philadelphia, the Metro was built at a time when most American families already owned cars, and when most American cities had dedicated themselves to freeways, not subways. Why did the nation's capital take a different path? What were the consequences of that decision? Using extensive archival research as well as oral history, Schrag argues that the Metro can be understood only in the political context from which it was born: the Great Society liberalism of the Kennedy, Johnson, and Nixon administrations. The Metro emerged from a period when Americans believed in public investments suited to the grandeur and dignity of the world's richest nation. The Metro was built not merely to move commuters, but in the words of Lyndon Johnson, to create "a place where the city of man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community." Schrag scrutinizes the project from its earliest days, including general planning, routes, station architecture, funding decisions, land-use impacts, and the behavior of Metro riders. The story of the Great Society Subway sheds light on the development of metropolitan Washington, postwar urban policy, and the promises and limits of rail transit in American cities.

Obi Okonkwo is an idealistic young man who, thanks to the privileges of an education in Britain, has now returned to Nigeria for a job in the civil service. However in his new role he finds that the way of government seems to be backhanders and corruption. Obi manages to resist the bribes that are offered to him, but when he falls in love with an unsuitable girl - to the disapproval of his parents - he sinks further into emotional and financial turmoil. The lure of easy money becomes harder to refuse, and Obi becomes caught in a trap he cannot escape. Showing a man lost in cultural limbo, and a Nigeria entering a new age of disillusionment, *No Longer at Ease* concludes Achebe's remarkable trilogy charting three generations of an African community under the impact of colonialism, the first two volumes of which are *Things Fall Apart* and *Arrow of God*.