

tion to *The Voices of Eden*, Schütz provides a definition of the topic of his book that, in its downplaying of the role of Hawaiians in the history of their own language, gives a hint of the deficiencies to come: “. . . Hawai‘i’s postcontact linguistic history: how outsiders first became aware of the Hawaiian language, how they and the Hawaiians were able to understand each other, and later how they tried to record and analyze Hawaiian vocabulary and grammar.” Schütz adequately covered only the first part of his ambiguous definition. Even there, it would have been helpful if he had clarified that he was not interested in contact between Hawaiians and the largest group of outsiders who came in contact with the Hawaiian people—the plantation labor ancestors of the majority of Hawai‘i’s local-born population. It is unfortunate that now, when there is such strong interest in the Hawaiian language among Hawaiians and the local population as a whole, Dr Schütz, the University of Hawai‘i, and its press have reminded us with this book of how far we still have to go. Even in an area as strongly associated with Hawaiians as the Hawaiian language, the part of history that defines history for those who control our university is the haole part, no matter how small a fraction it is of the total story.

WILLIAM H WILSON
University of Hawai‘i at Hilo

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Pacific 2010: Women’s Education and Economic Development in Melanesia, by K G Gannicott and Beatrice Avalos. Pacific Policy Papers, 12. Canberra: National Centre for Development Studies, Research School of Pacific Studies, Australian National University, 1994. ISSN 0817-0444; ISBN 0-7315-1920-5, viii + 42 pages, tables, bibliography. Paper, A\$10.

Educational Development in the Small States of the Commonwealth: Post Secondary Education in the South Pacific, Present Patterns and Future Options, by Ron Crocombe and Marjorie Tuainekore Crocombe. London: Commonwealth Secretariat, 1994. ISBN 0-85092-399-9, x + 170 pages, tables, maps, bibliography, index. Paper, UK£5.

Detailed analyses of education provision and participation in the Pacific nations are few and far between, and those that do exist tend to be country specific and conducted for purposes such as United Nations or World Bank projects. These two books make a very important contribution to the literature of Pacific Islands education. Given the population of most of the countries in the Pacific, education, particularly at higher levels, cannot be seen solely as an individual country responsibility. Much can be learned from the experiences of one country by others. Both books raise a range of crucial issues for those responsible for providing education in the Pacific. However, they only begin to address the issue of the nature and appropriateness of the current education systems—primary, secondary, and tertiary—that have

been largely inherited from colonial powers and transplanted from other countries and other cultures. On the whole, the Pacific Island states have tended to maintain the education systems they inherited from colonial masters with very little significant modification. Nowhere is the impact of this situation more obvious than in Vanuatu. With its struggling economy and one of the lowest gross national products per person in the region, this island nation still attempts to maintain two education systems, one in English and the other in French. Both books hint at the need for serious consideration of this issue by all countries of the Pacific, particularly in relation to economic circumstances and the costs of maintaining these education systems.

It is generally argued that tertiary education should be of a standard and appropriateness that is accepted internationally. At the same time it must try to retain the individuality and identity of the culture of the society it serves. The burgeoning availability of information technology will, many commentators argue, provide access to information and education that will have the effect of replacing our reliance on more formal education structures. This is all very well in wealthy nations, but in countries where the level of technology is limited, where mail services to some areas are at the most rudimentary level, and where the level of economic development remains worryingly low, the possibility of capitalizing on these technologies is, I suspect, very limited and may actually lead to an ever-widening gap between the developed and parts of the developing world.

Gannicott and Avalos focus on the education of girls and women in Melanesia and present very convincing evidence, from their own and other studies, that the education of women is an issue of equality and also makes sound economic sense. The study demonstrates that the higher the level of women's education the higher the level of gross national product. They point to correlations between levels of women's education and health, infant and child health and welfare, and lower fertility rates. The correlation between women's education level and fertility rates is much higher than that between men's education level and fertility rates. This is a significant finding, if one accepts that one of the greatest problems facing the countries of Melanesia is the rate of population growth. If the current rates continue for even ten more years, the consequences for schooling and employment may border on the catastrophic (Cole 1993). This correlation between education and fertility rate is crucial given that, except for Fiji, the mean years of schooling are significantly lower for females than for males. Further, Gannicott and Avalos argue that not only is the education of women important, but the size of the gap between women's education levels and men's education levels is also crucial. "It is not just the level of women's education but the size of the gender disparity in educational attainment which matters for economic growth . . . large gender disparities in educational attainment actually appear to reduce GNP, all other things equal" (19). Given the reluctance of many parents in Melanesia to see the education of their daugh-

ters as a constructive investment, particularly at the secondary, upper-secondary, and tertiary levels, there will need to be significant shifts in practice for these economic and social impacts to be realized.

The analysis of female participation rates in tertiary education continues in Crocombe and Crocombe's book, which is an extraordinarily thorough compilation of the range of tertiary educational opportunities that exists in the South Pacific. It covers government, nongovernment, and work-based education programs, and most readers will be surprised at the range and complexity of the opportunities that exist across the Pacific nations. The Crocombes highlight a number of fundamental issues and trends that need to be addressed if tertiary education is to deliver all that is expected of it in the next decade. How are the Pacific nations going to best meet the growing needs and expectations of tertiary education? There will need to be an intricate balancing act between concentrating resources at particular sites that will provide access for all potential students in the region and the growing nationalistic demands for tertiary education to be provided in each country.

A feature of some concern is the observation that the huge bulk of the funding for Pacific tertiary education comes from overseas governments, making it increasingly difficult for particular island states to determine precisely what they require. The external acceptability of qualifications awarded at the tertiary level, and the difficult issues of the balance between local and international influences on

the curriculum, have yet to be rigorously addressed. The shift of influence from the traditional colonial powers of Europe, Australia, and New Zealand to an engagement with the countries of Asia is also being felt. How the Pacific economies and education systems realign will be interesting to observe.

Both these books provide detailed information about education in the Pacific and facilitate a greater understanding of the complexities of providing educational services in this region of the world.

R J MEYENN
Charles Sturt University

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The Political Economy of Regional Cooperation: Comparative Case Studies, edited by W Andrew Axline. London: Pinter Publishers; Cranbury, NJ: Associated University Presses, 1994. ISBN 1-85567-190-5, x + 234 pages, figures, notes, bibliography, index. US\$39.50.

The end of the cold war has opened up the international system to a variety of influences that were suppressed by its ideological rivalries. Whether these changes will prove to be a reversion to type (older patterns of relationships) or whether they presage some new configurations of international relations yet hangs in the balance. Nevertheless the obvious importance of understanding the post-cold war order continues to encourage a minor industry in political speculation. The apparent emphasis on regional association and a growth of economic rationalism are two early developments to emerge from among