

scenes and 40 portraits is a full-page color plate, accompanied by a condensation of Cowan's information. The introduction is a history of the collection. The dates of the paintings are not given, nor is there any map or even the briefest of chronological histories of New Zealand to help the non-expert, non-New Zealander (who will be reached by the East-West Center's sponsorship in distribution) locate in space and history those Maoris portrayed and described.

It is a fine picture book; the colors appear brighter and fresher than I recall. The artistic merits of the paintings can be, have been, and will be debated; their ethnographic authenticity and value to New Zealand's history are indisputable. True to the originals, the plates convey an ineffable emotional impact; this book may fail the scholar somewhat, but the paintings will continue to incite his interest.

Geography as Human Ecology: Methodology by Example. S. R. EYRE and G. R. J. JONES, eds. New York: St. Martin's Press, 1966. xii, 308 pp., bibliography, 56 figures, 68 plates. \$9.00.

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This volume contains 11 well-chosen essays preceded by an introduction. The theme connecting these diverse chapters is the interaction between some facet of the natural landscape and human activity, as exemplified in a regional or local setting. In the introduction the two editors set out to explain—to an English audience of geographers and educators—their views of geography as focused on

“human ecology.” This philosophical discussion on the nature and purpose of geography may be of considerable interest to anthropologists, since anthropology, too, is a diversified field, subject to centrifugal tendencies. The disparities between the many aspects of physical, cultural, and economic geography find certain analogies among current directions taken in archeology, linguistics, and social anthropology.

Eyre and Jones correctly emphasize that the dogmatic views of an earlier generation about the orientation of study and the nature of curricula can hardly serve as norms with which to approach the scientific and educational problems of today. They reject as unsatisfactory and trivial the all too common view that geography is a study of distributions or of nonfunctional areal associations. Instead, they emphasize the need for a firm foundation in relevant primary sciences in order to understand interrelationships between phenomena. Their view of geography as human ecology approaches that of the biologist's “ecology,” whereby an organism and its environment affect each other and evolve together. And the set of essays adequately shows how such reciprocal reactions can be treated with perception and sophistication.

Nonetheless, the reviewer wonders whether this methodological position can fare any better than other approaches have in the past, when presented to undergraduates or when poorly comprehended by mediocre teachers. Perhaps the healthy pragmatism displayed by active workers in any field will, in the long run, provide a more powerful centripetal force than definition or rationalization of an academic endeavor.