

abstract discussion of development theories, this research into indicators does in many respects seem the more pragmatic method. However, this method can be taken solely as an additional — although essential — device because 1. most of these indicators vary in significance from country to country; and 2. for the large majority of these countries the overall economic data (GNP, GDP, Per-Capita Income, etc.) are not available in a form showing the regional differentiation, nor are they broken down in line with the recipients. As a result, these data provide little or no information regarding the actual distribution of the national income and the real level of development. Therefore the objective of this "Indicator-Method", "to give practical application to (the editors') hypotheses and theorems . . . by making them capable of standing up to empirical examination" (p. 17), can be achieved only in some specific cases, if at all.

Nevertheless, the richness of the information, arguments and ideas makes this volume not only useful but especially inspiring reading. — In a set of volumes intended as a "handbook", a detailed index of authors as well as of terms used — both of which are lacking here — would seem absolutely essential.

D. BRONGER, Manila

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SPERLING, W.: *Geographische didaktische Quellenkunde VI*. Duisburg, Verlag für Pädagogische Dokumentation 1978, 898 pp., DM 102,—

The compiler of this Source-book set himself the mammoth task of including literature on the teaching of Geography over both time and space, and in many languages. The outcome is remarkably successful.

The main section, a list of references, is logically arranged. How welcome it is to find that a truly geographical numerical classification does exist. How often one goes into a library and has a struggle to find the book one needs because according to Dewey Geography does not exist in its own right! The compiler of this Source-book also provides cross-references where necessary, as well as indexes of authors and subjects.

One is glad to see another international publication. As the number of Geographers with a European outlook increases, one hopes to see others. Has there been enough progress since the Council for Cultural Cooperation of the Council of Europe brought out 'Vocabularium Geographicum' in 1967? There has been space for Geographers who were also Historians, Physicists

Mathematicians and Statisticians. The new European spirit could be helped by Geographers who are also Linguists. Surely teachers of Geography above all should have an international outlook!

A.G. CLOOK, Torquay, UK

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FLIPP, K.H.: *Geographie und Erziehung*. München, Ehrenwirth Verlag 1978, 168 pp., (Paperback) DM 22,—

Prof. Dr. Filipp's study of the foundations of Geography teaching in Germany makes interesting reading for an experienced teacher of Geography on this side of the North Sea. The author lists the ideas which have influenced German Geography teachers from the mid-nineteenth century right up to the 1970's, and notes the change from the former conception of Geography as an Arts subject to the more recent endeavours to shape it as a Science subject. In the past it would seem that in Germany Art and Folklore had an important influence. This was not so on this side, but in both countries there was considerable influence from History. More recent influences in Germany seem to have been from Sociology and to some extent from Politics, whereas in this country and the USA Mathematics, Physics and Econometrics are tending to dominate, (taking the 'Geo' out of Geography!)

What German teachers call 'Landscape Geography' would seem to coincide with our British term 'Regional Geography', and one is glad to find that over there it is not considered too old-fashioned as it is with trend-seekers on this side. It is particularly pleasing to read a quotation from RIEHL dating back as far as 1861: 'It (Geography) must associate itself with economic statistics' — a more balanced view than some expressed in English on either side of the Atlantic Ocean, which seek to use statistics and mathematical formulae for their own sake!

However, finally, I wonder if German teachers of Geography at school level, and Geography teachers from other countries who read this Journal, react to Pedagogy as I do and wish that ideas regarding the teaching of Geography could be expressed in more concise terms.

A.G. CLOOK, Torquay, UK

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SCHMIDT, P.R.: *Historical Archaeology — A Structural Approach to an African Culture*. 363 pp. Westport, Conn., Greenwood Press 1978. \$ 18.95.

This volume provides a fine example of the

potential interrelationship between oral historiography and African Iron Age archeology, based on study among the Bahaya, near Bukoba on the western shores of Lake Victoria. Here, archaeological evidence and <sup>14</sup>C dating shows that Iron Age settlement began during the 7th or 6th century B.C., one of the earliest iron-working sites in sub-Saharan Africa. Thorough study of the oral traditions of the Bahaya showed that places and objects are widely used as mnemonic devices, to call to memory various topics of those traditions. Of particular interest was that the landscape proved to be a collage of mythology, folklore, and local legends that had practical implications for archaeological exploration, testing, and excavation. Important points in mythical and religious space tended to coincide with iron-smelting, settlement, and ritual sites on the ground, as is carefully demonstrated for the Rugomore Mahe (Katuruska) site near Kemondo Bay. The second phase of occupation here coincides with relatively widespread Early Iron Age settlement in the areas west and north of Lake Victoria during the 1st millennium A.D.; the first occupation phase ca. 500 B.C. has no known counterparts and must represent one of a small number of isolated sites within virgin forest, probably prior to diffusion of some of the now-dominant cultigens, e.g. the banana. The dynastic and social order of the contact period was probably established during the 17th century and appears to coincide with Late Iron Age archeological expression.

Schmidt makes a reasonable case that the core of Bahaya oral tradition provides valuable archeological clues as well as a potential, allegorical model for the history of local resource exploitation. The case is argued with excellent data control and stated with restraint (excessive jargon and polemic overtones aside). But verification of 3 major settlement phases and at least one major social upheaval is difficult to reconcile with such unprecedented continuity of core traditions over 2500 years. In effect, Schmidt has presented a hypothesis and demonstrated a procedure, that must be carefully tested in other spatial and cultural contexts—lest the basic premise be uncritically applied to other African communities and spatially coincident archeological records. This is indeed a form of historical archeology, but Schmidt does not provide a sufficiently general framework to warrant the book's main title. If anything, he does his sensitive treatment of the complex issues an injustice by carrying his own epistemological arguments to the extreme.

Karl W. BUTZER, Chicago