

example, the language in chapter three is rather simplistic, that in chapter eight is suitable for a general adult readership, while the appendix on sound is complex and technical. This is the greatest problem with the book: its approach to its readership. It is meant as a guide to all music teachers in Zimbabwe but the level of knowledge among music teachers in this country differs greatly from school to school. In one institution, the music teacher may have a thorough grasp of Western music and is simply looking for a source book to provide detail relevant to the Zimbabwean context; in another school, the teacher may have a detailed knowledge of African music but have had little or no formal training in the subject. However, if there are areas in the book which are difficult to follow, one should remember that the book is meant as a complement to working with musicians who would describe and explain their work and perhaps provide assistance with the building of instruments.

But, all things considered, it is a pleasure to have, at last, a comprehensive, well-researched, scientifically accurate resource book on an important aspect of Zimbabwean music which is of practical use for most music courses in this country. Even so, we still need many more books like it.

*Kunzwana Trust*

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**African Traditional Religions in Religious Education: A Resource Book with Special Reference to Zimbabwe** Edited by G. ter Haar, A. Moyo and S. J. Nondo. Utrecht, Univ. of Utrecht, 1992, x, 224 pp., ISBN 90-393-0065-8, Z\$20,00.

This book is the result of a project on Religious Education carried out jointly by the University of Zimbabwe and the University of Utrecht over a period of seven years and is the last of a series of three publications issued by the project. It is intended to be a resource book in the hitherto neglected area of African Traditional Religions for use by teachers of Religious Education. This is in keeping with the avowed intent of Zimbabwe's Ministry of Education and Culture to adopt a multi-faith approach to religious studies. This book does not set out to be a text book but rather to serve as a resource book with a genuine multi-faith approach.

The editors contend that African Traditional Religions constitute the appropriate context against which other religions should be studied if religious concepts are to be communicated meaningfully to the people of Zimbabwe. To date, despite government policy that all Religious Education curricula adopt a multi-faith approach, the curricula remain, in fact, basically Christian in content. One of the reasons for this is almost certainly the lack of any other type of material available to teachers and curriculum development officers. The contention of the editors of this book that African Traditional Religions should form the background for the study of other faiths is 'a challenge to the churches' who, understandably, have tended to view multi-faith issues against a Christian background. I would also add that the editors' contention is a challenge to those possessing the

requisite knowledge to provide, in an accessible form, the materials needed for the recommended change. This book is a beginning: it is the first time relevant materials on African Traditional Religions have been made available to teachers of Religious Education in this country.

The book is divided into two parts. Part One is entitled 'Towards a multi-faith approach in religious education' and is composed of three chapters by different authors, and each of whom was involved in the project. The first chapter on 'African traditional religions in the religious history of humankind' provides a broad overview of the topic and forms a useful framework for multi-faith studies. The next chapter, 'African religions in religious education', is followed by 'Some general guidelines on teaching African traditional religions in religious education'. Part Two explores three important themes from African traditional religions — the ancestors, spirit possession, and healing — and focuses on practices found in Zimbabwe. Each chapter in Part Two presents a theoretical framework, case studies and gives the reader 'didactical guidelines'.

Teachers may, however, find this work disappointingly meagre as a resource book. Although extensive bibliographies are given (24 pages in all), much of this material is to be found in journals which are inaccessible to teachers in Zimbabwe. There is a certain amount of unnecessary repetition (particularly in chapters three and four). There is no index. This omission would have been less troublesome if the chapters in Part One had been given sub-headings as is the case with those in Part Two. As Chapter Two deals with important topics for teachers and pupils in the upper classes of secondary school it should have included 'didactic guidelines' which, together with the case studies, are most helpful in Part Two of the book. More case studies would have improved the book.

Despite these inadequacies this book should be very useful in theological colleges and teachers' colleges and should be most helpful to teachers of Religious Education in the upper classes of secondary schools as well as for ministers of religion throughout Zimbabwe. I hope that the University of Zimbabwe will produce more material in this important area.

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**Religion and Politics in Southern Africa** Edited by C. F. Hallencreutz and M. Palmberg. Uppsala, Scandinavian Institute of African Studies, Seminar Proceedings 24, 1991, 219 pp., ISBN 91-7106-312-9, US\$39.95.

This volume comprises extracts from a seminar in Uppsala in 1989. Taking part were politicians, churchmen and scholars from Southern Africa, and several scholars from northern Europe. The resulting volume is mixed in quality and varied in scope.

The volume starts with a politician talking about churches, and several church people talking about politics. The scenarios presented in this section have, by and large, been overtaken by events in South Africa, and provide material for academic analysis rather than comprising such analyses themselves. Included among these contributions is a review of