

AN IDENTIFICATION OF CENTRAL THEMES IN THE GEOGRAPHY  
OF TROPICAL AFRICA; AND  
AN EXAMINATION OF THE TREATMENT OF TROPICAL AFRICA IN GEOGRAPHY  
TEXTBOOKS USED IN BRITISH COLUMBIA SCHOOLS

by

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## ABSTRACT

Supervisor: Professor Edward E. Owen

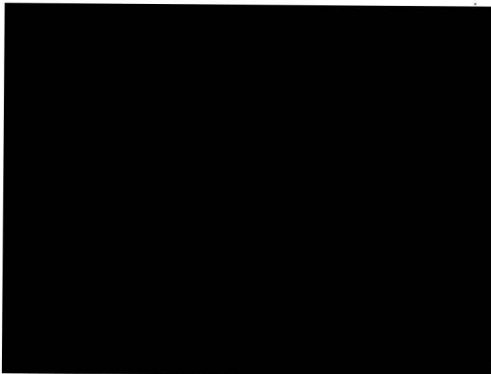
One of the major problems facing the world today is the conflict resulting from the disparity between the rich and the poor nations of the world. Before such a problem can be solved, there must be an understanding of the issues involved. Geography is one subject on the school curriculum which explicitly professes to foster such understanding. It is important, therefore, that the textbooks used in geography classes help in reaching this objective. The purpose of this project was to examine the treatment of one segment of the underdeveloped world -- tropical Africa -- in the geography textbooks used in the schools of British Columbia.

Specialists in tropical African geography were consulted, and a list of central themes which characterize the geography of the region was compiled. Those geography textbooks used in British Columbia schools which make reference to tropical Africa were then selected, and their treatments of the region were examined and discussed according to four main criteria: inclusiveness or comprehensiveness, balance, accuracy, and objectivity.

It was found that less than three per cent of all the material contained in the geography textbooks used in British Columbia makes any reference to tropical Africa. This figure is substantially lower than the region's population, area, and significance in present and future international affairs would warrant. The material that was relevant was found, on the whole, to be reasonably comprehensive and accurate. It was

unbalanced, however, in that physical and economic themes were heavily overstressed at the expense of important political and cultural themes. It also tended to be biased in that it looked at tropical Africa only from a Western, materialistic viewpoint, with little or no consideration of the perceptions of Africans themselves.

Examiners :



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## PROLOGUE

The study of geography is both profitable and delightful; but the writers thereof, though some of them exact enough in setting down Longitudes and Latitudes, yet in those other relations of Manners, Religion, Government, and such like, accounted Geographical, have for the most part miss'd their proportions. Some too brief and deficient satisfy not; others too voluminous and impertinent cloy and weary out the Reader, while they tell long stories of absurd superstitions, Ceremonies, quaint Habits, and other petty Circumstances little to the purpose, whereby that which is useful, and only worth observation, in such a wood of words, is either over slipt, or soon forgotten. . . .

John Milton

(circa 1665)

## CHAPTER I

## INTRODUCTION

The Problem

Two-thirds of the membership of the United Nations General Assembly consists of underdeveloped countries in Africa, Asia, and Latin America. Collectively referred to as the Third World, they are united by common social and economic problems, and generally speak with one voice on international issues. The ever-increasing inequalities between this group of countries and that consisting of the wealthy, industrialized nations are, according to many authorities (e.g. Myrdal, 1969), a basic cause of international tensions and a leading threat to international peace. This fact was borne out at the third United Nations Conference on Trade and Development, held in Chile in April, 1972, when Third World representatives bitterly attacked the wealthier states, one of them claiming that "the toil and resources of the poorer nations pay for the prosperity of the affluent peoples" (Victoria Times, 4 April, 1972, p. 1). Such antipathy makes it essential that greater understanding of the aspirations, problems, and ways of living in the underdeveloped world be fostered in our schools.

Geography is one subject that professes to do this (e.g. UNESCO, 1951, 1965). Whether it is successful depends largely on the quality of teaching. In Canada, however, there is some evidence that the know-

ledge and ability of a large proportion of geography teachers is inadequate. For example, Robinson (1967) points out that in geography departments of Canadian universities, "there are still relatively few geographers . . . with committed interests in foreign areas; we are thus not making our full contribution to concepts of 'world understanding' which we profess to foster." Further evidence of this nature is presented by Hodgetts (1968, p. 102), who, after a cross-country survey of social studies education in Canada, notes that because their subject matter is complex, Canadian social studies teachers tend to indulge in "fuzzy and superficial" thinking; and, without any deep involvement in what they are teaching, are not "motivated to read and keep up with the latest developments."

Teachers must, therefore, rely on readily-obtainable materials as sources of information. The main source is the prescribed textbook (Tomkins, 1965; Palmer, 1966; Hodgetts, 1968; Kelly, 1971).

Bearing this in mind, the principal textbook recommended for use in Grade VIII geography classes of British Columbia schools is worthy of investigation. This is because Grade VIII is the only secondary grade in which the tropical world is studied in any detail; and, as Mountjoy (1966) points out, the bulk of the underdeveloped countries of the world are found in the tropics.

A preliminary examination of the book (Carswell *et. al.*, 1968) reveals a number of biases, misconceptions, and factual errors. For example, in discussing the population distribution of Africa, the African

people as a whole are largely ignored, the only detailed discussion being concerned with the relatively meagre white population (pp. 172-3). A discussion of the historical development of tropical Africa includes such statements as: "Less than a hundred years ago this part of Africa was still practically unknown" (p. 176); Hance (1970) shows that at least 120 million people lived in Africa at that time, most of them within tropical Africa. Finally, a map (p. 187) labels Zambia "Malawi", contains inaccurately-named, badly located, and even non-existent places, and shows coal as being mined in an area where it does not exist.

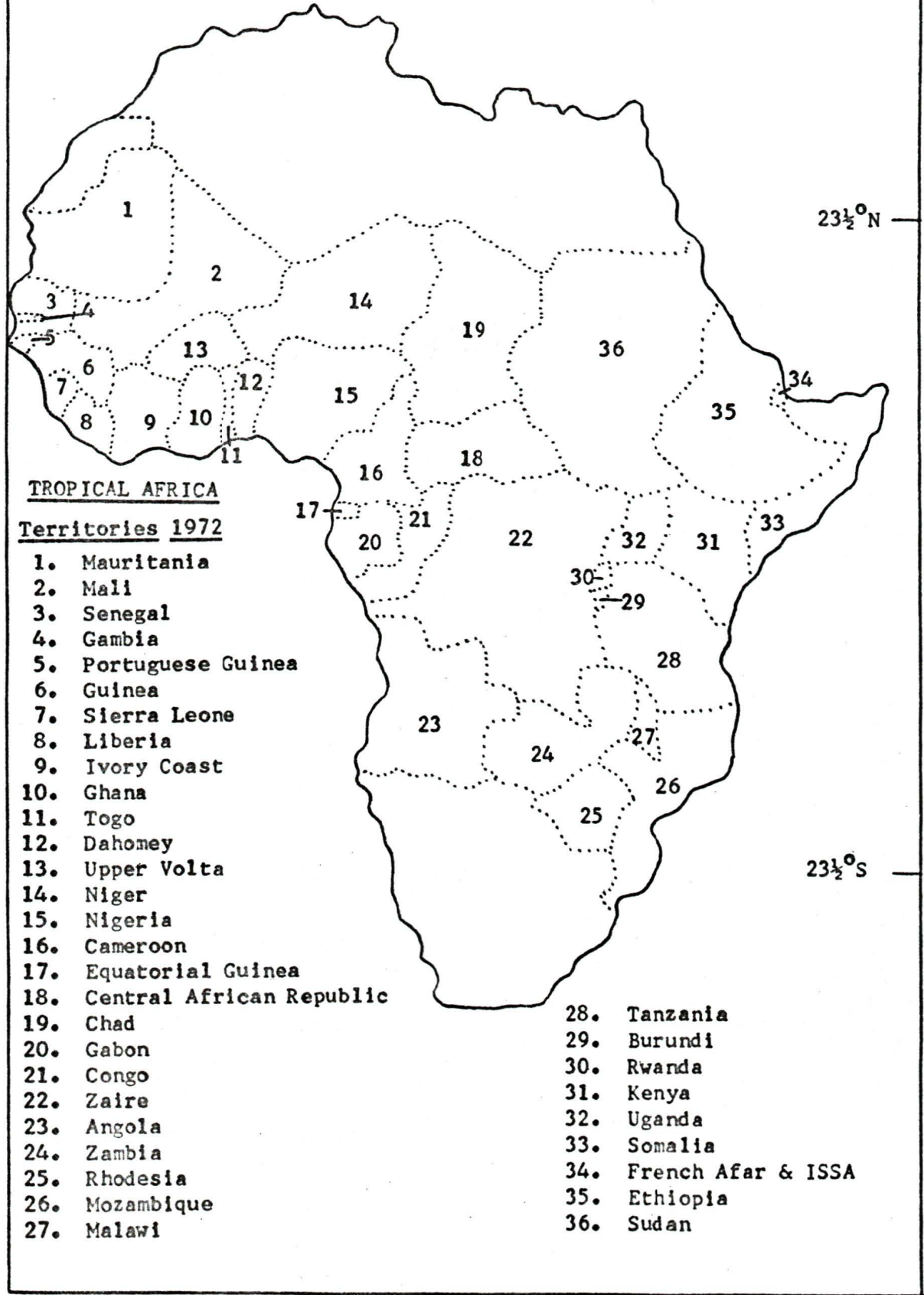
The problem central to this project, therefore, can be summed up in this way: it is important that underdeveloped countries be understood; Canadian teachers generally rely on textbooks for their information concerning these countries; it is thus essential that prescribed or recommended textbooks dealing with these countries be comprehensive, well-balanced, accurate, and objective; such qualities, however, may be lacking in the textbooks in use, as made evident in a preliminary investigation of the principal prescribed textbook.

#### The Scope and Benefits of the Study

Large-scale studies have been made of the treatment in school textbooks of Asia (e.g. American Council on Education, 1946) and Latin America (e.g. Gill & Conroy, 1968). This project will be confined to tropical Africa. This region consists of thirty-six separate territories (see Figure 1, p. 4), and has a population of approximately 250 million, more than two-thirds of Africa's total. Although there are regional

Figure 1

General Reference Map



variations, the average annual income per head in tropical Africa is \$110: about one-sixth of the world average, and substantially lower than in most countries of South-east Asia or Latin America (O'Connor, 1971, p. 13). In these terms, tropical Africa represents the underdeveloped world at its most extreme, and an understanding of its problems is, therefore, of paramount importance.

The first task of this project was to determine what constitutes an accurate image of contemporary tropical Africa. This was done in consultation with specialists in African geography, and a number of central themes which characterize tropical Africa were selected.

The second task was to estimate the amount of attention and emphasis devoted to tropical Africa in the geography textbooks used in the schools of British Columbia, and to compare this with tropical Africa's relative position in the world with regard to population and areal extent.

The final task was to analyze, in the light of the previously-established themes, those parts of textbooks used in British Columbia which deal with tropical Africa, and to evaluate them according to specified standards of inclusiveness or comprehensiveness, balance, accuracy, and objectivity.

The results of this study should assist teachers in their selection of textbooks, and make them aware of some of the strengths and weaknesses in the books they are using.

The provincial Department of Education should also be assisted in

their selection of textbooks for use in British Columbia's schools. Indeed, it is to be hoped that books found unacceptable in this study will be eliminated from the prescribed list until they have been adequately revised.

Finally, this study should make textbook authors and publishers more aware of the problems involved in dealing with tropical Africa, and in this sense should assist them in the creation of new materials which, according to contemporary specialists in the area of African geography, convey an accurate, objective, and well-balanced image of the region.

#### Limitations of the Study

This study should not be construed as a general evaluation of geography textbooks used in British Columbia. It is concerned solely with the treatment of tropical Africa in these books. Thus, although many of them may be educationally sound in terms of level of cognition, vocabulary level, learning theory, and general geographical principles, they may here be identified as inadequate as far as the content connected with tropical Africa is concerned. At the same time, the converse could be the case.

## CHAPTER II

### BACKGROUND OF THEORY AND RESEARCH

The purpose of this preliminary discussion is to outline how analyses of textbooks have been and can be carried out; to examine the results of studies similar in scope and objective to this one; and to outline what a good textbook on the geography of tropical Africa should consist of, so that the analysis of existing textbooks can be made with this ideal borne in mind.

#### Analyses of Textbooks

Most analyses of textbooks with the aim of improving international understanding have taken place in Europe, where UNESCO in particular has played a prominent role. UNESCO has established eight criteria for use in evaluating texts (McDiarmid & Pratt, 1971): (1) accuracy from the scientific point of view, (2) objectivity, (3) treatment of all countries with equal respect, (4) use of the latest reference material and statistics, (5) selection of essential facts and information for teaching, (6) choice of illustrations for geography books which reflect current stages of development, (7) scientific interpretation of the facts of history and social geography, and (8) elimination of all expressions deemed to convey hatred or contempt for other peoples or races.

An Anglo-American team, examining the treatment of Britain by

American and America by British textbooks, classified the distortions they found under the following headings (McDiarmid & Pratt, 1971): (1) bias by inertia -- the perpetuation of legends and half-truths and the failure to keep abreast of historical scholarship; (2) bias by omission -- the selection of information that reflects credit only on the writer's group; (3) bias in use of language -- the use of words with a favourable connotation to describe one group and words with an unfavourable connotation to describe another; and (4) bias by cumulative implication -- the tendency to give all the credit for positive developments to one side.

Research in the United States has tended to focus on the treatment of issues directly affecting the United States and minority groups within its borders. Marcus (1964) and Kane (1970) used the following criteria to evaluate textbooks dealing with minorities: (1) inclusion -- all necessary information in relevant portions; (2) validity -- accurate statements, not misleading or ambiguous; (3) balance -- both positive and negative aspects of the subject presented; (4) comprehensiveness -- all available information presented so that stereotyping is avoided; (5) concreteness -- the avoidance of editorializing, platitudes, etc.; (6) unity -- the presentation of material in a unified fashion, rather than fragmented into scattered references; and (7) realism -- frank treatment, with no avoidance of crucial issues.

A number of attempts have been made to use quantitative methods in the analysis of textbooks. Johnson (1969), for example, used word counts to determine degrees of emphasis on certain topics, so that they could be compared statistically with the degrees of emphasis recommended

by experts. Banks (1969) performed a chi-square analysis to show significant differences in "frequencies of theme units" concerning the Negro in American history textbooks at various grade levels. In Canada, McDiarmid and Pratt (1971) used a quantitative technique called "evaluative assertion analysis" in analyzing words and phrases in textbooks in order to establish whether minority groups in Canada received positive or negative treatment.

This review indicates that in order to analyze textbooks, certain criteria must be established, in the light of which the treatment of different topics can be examined and evaluated. It also shows that, provided the available data is measurable in objective terms, quantitative methods can be used. Certain of the criteria and methods described above were incorporated in this study.

#### Other Investigations of the Treatment of Third World Areas in School Textbooks

The treatment of Asia, Latin America, and Africa in school textbooks has been examined in other studies.

The Committee on Asiatic Studies of the American Council on Education (1946) examined 108 social studies textbooks widely used in American schools. It concluded that American textbooks contained relatively little material about Asia and Asiatic relations with the rest of the world. The data on these topics which did appear were neither well selected nor evenly balanced. In most of the textbooks studied, references to Asia were

so slight, so scattered, and so irregularly stated that pupils found it extremely difficult to assemble them in any coherent pattern. Many of the books contained some imperialistic bias. The fact that India was ordinarily dealt with only as a part of the British Empire, and the Phillipines only as a dependency of the United States indicated a set of assumptions which raised some misgivings. Asia's backwardness in industrial development was often implied to mean backwardness in every aspect of development. Most of the textbooks employed terms which were both loose and unwise. Such frequent expressions as "backward peoples of the Orient", "natives", "barbarians", and "uncivilized" were certain to produce unfavourable psychological effects upon the immature minds for whom these books were written. Textbooks contained numerous omissions -- omission not only of significant topics, pertinent illustrative details and cross references, but also omissions leading to distortion of truths, confusion, and imbalance. The pictures illustrated Asiatic backwardness but did not show any of the Asiatic achievements or contributions to world civilization.

Gill and Conroy (1968), as part of the Latin American Curriculum project at the University of Texas, made a similar study in connection with Latin America, and their conclusions, in spite of the twenty-year difference in publishing dates, were equally dismal. They noted that the textbooks studied fail in helping the pupil develop a balanced, comprehensive view of Latin America as "one of the most important cultural regions in the world." The books emphasize physical geography rather than the area's cultural or social background; they provide little in-

depth knowledge of any one region; they place emphasis on non-typical countries rather than present a realistic view; they are overly general about contemporary problems; and as they lose sight of Latin America in a world picture, there is an implication that it is not worthy of consideration.

The treatment of Africa in school textbooks has never been examined on the same scale, but a study by Nwokorie (1962) of the treatment of Africa in the school textbooks of the state of Georgia indicates that equally pessimistic assertions can be made. Nwokorie showed that very little information about Africa can be found in the books, but what is there is glaringly deficient in many aspects. The main fault, he felt, was that chapters "purporting to treat Africa and the Africans rather treat activities of foreign nations in the continent of Africa." Other faults included undue emphasis on the most primitive or the most exotic aspects of the landscape, rather than on "the more common level of living conditions"; and the use of many derogatory expressions, such as "backward", "barbarism", and "uncivilized". The main weakness of Nwokorie's study is that, after presenting excerpts from the textbooks and labeling them "myths" and "lies", he does not go on to show what a true picture of Africa is, and thus provide a standard for assessment.

These studies show that the treatment of the Third World in school textbooks deserves constant scrutiny and revision if a greater degree of world understanding is to be reached. Few, if any, such studies have taken place in Canada, and few studies have been made anywhere in the world on the treatment of Africa. This project is thus a preliminary

attempt to rectify this situation.

The Ideal Geography Textbook on Tropical Africa

This can be ascertained by answering these questions: What is the nature of geography and how should it be taught? What aspects of tropical Africa should a geography textbook on this topic include?

The structure of geography has its foundation on the concept of place. Geography is that field of learning "in which the characteristics of particular places on the earth's surface are examined. It is concerned with the arrangement of things that distinguish one (place) from another. It is concerned with the connections and movements between (places)" (James 1966). Thus, a geographer does not study peoples, crops, customs, minerals, towns, or house types for their own sake, but because he perceives them as part of an interrelated complex that gives character to a place. "It is the place . . . that he wants to understand. No other social science does this" (Broek, 1965).

Traditionally, the approach has been to study places under certain established headings: Position, Relief, Climate, Vegetation, and Human Activities (e.g. Stamp & Kimble, 1954, analyzed in Chapter VI). However, this systematic approach often led to a mere listing of facts under each heading, with no attempt made to relate them to the "interrelated complex that gives character to a place." Facts learned thus had little meaning and were soon forgotten.

To understand the more modern approach to the study of places, the

concept of the place (here used interchangeably with the word "region") must be fully understood. Whittlesey (1954) defined the region as "a device for selecting and studying areal groupings of the complex phenomena found on the earth." In other words, it is an intellectual concept, created by the selection of features relevant to the interest of the geographer or to the problem in hand. Thus, contrary to the traditional approach, there are no set rules as to what aspects of a place, or region, should be studied. The geographer, teacher, or textbook writer concerned selects those phenomena for study which he feels are most relevant to the particular region. Minshull (1968) suggests that some central theme, or themes, arising from the special character of the region itself, be selected. Further facts and generalizations may then be chosen which contribute to an understanding of these central themes. Such arrangements of knowledge are, according to Ausubel (1967), more comprehensible, and more likely to be remembered.

Concerning those aspects of tropical Africa that should be included in a geography textbook, a number of recommendations have been made. Hicks and Beyer (1968), after a survey of the perceptions of Africa held by Grade VII and XII pupils in twenty-four states, revealed that pupils have outdated, stereotyped images of Africa in their minds, and claimed that topics such as cultural diversity or problems of modernization were obviously being passed over for lack of time, lack of teacher knowledge, and lack of instructional materials. As a result of these findings, Beyer (1969) compiled a resource and curriculum guide, in which he recommended three main guidelines for the selection of themes on tropical Africa: (1) The primary emphasis should be on contemporary Africa --

what it is today and what it is becoming; (2) Africa must be studied from the inside, on its own terms; and (3) the major focus of a study of tropical Africa should be on people rather than physical and/or institutional features.

Stein (1971) showed that concerned Africans themselves agree with Beyer's guidelines, claiming that the study of Africa should be such that stereotypes are avoided, cultural characteristics and values are emphasized, and the focus is on contemporary Africa and Africans.

It is clear, then, that geography textbooks on tropical Africa should be selective in their choice of themes, emphasizing those aspects which convey an unsteretyped, contemporary view of Africa and, in particular, its peoples.

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## CHAPTER III

## PROCEDURES

The discussion in the preceding chapter not only serves to illustrate the importance of examining the treatment of Third World areas in school textbooks, but also suggests how such examinations can be carried out. The following procedures were deemed appropriate for this particular project:

Selection of central themes: A review of recent literature in the geography of tropical Africa was made, in order to ascertain what themes are considered important by contemporary geographers. A list of these themes was compiled, such that, in their entirety, they presented a well balanced view of contemporary tropical Africa.

Ratification of central themes: The list of themes was sent to specialists in the geography of modern tropical Africa (see Appendix I, p.108). The specialists were selected on the basis of their recent writings in the field, and were chosen from North America, Great Britain, and Africa in order to allow for possible variations in socio-cultural perspectives. They were asked to indicate whether the themes, to their mind, were important to an understanding of modern tropical Africa. They were given the opportunity to add additional themes. Finally, they were asked to give a rank order for the themes based on what they considered to be most important (see Appendices II and III, pp. 110-11).

Ranking the ratified themes: A revised list of themes was made, consisting of those themes originally selected and then ratified by the specialists, as well as those added by the specialists. The ranks given to each of the themes by each specialist were then summed, and the mean rankings determined. By obtaining the mean rankings of the themes, and then grouping them into broad classes on the basis of these rankings, a general consensus among the specialists was arrived at. Thus, those themes whose mean rankings were in the top third of the list were allocated to Group I: Primary Themes; those in the middle third were placed in Group II: Secondary Themes; and those with the lowest rankings were placed in Group III: Tertiary Themes.

Selecting the textbooks for analysis: Lists of textbooks prescribed by the provincial Department of Education for use in British Columbia elementary and secondary schools were consulted. All books officially recommended for geography classes which contained references to tropical Africa were then selected for analysis. It was noted that some books were recommended for individual use by each student in the province, others were designated as optional and could be ordered as class sets, and still others were designated as supplementary readings, to be held in libraries. It was thus decided to discuss each category of book separately, bearing in mind the relative significance of each.

Determining the adequacy of the treatment of tropical Africa: In order to obtain an estimate of the proportion of emphasis and attention devoted to tropical Africa in the geography classes of British Columbia, the percentage number of books dealing with tropical Africa was computed.

In addition, the percentage number of pages dealing with tropical Africa within the textbooks selected for analysis was calculated. Using these figures, it was possible to obtain an estimate -- and it must be seen as no more than this -- of the relative amount of attention paid to tropical Africa in the geography curriculum followed by schools in British Columbia. This figure was compared with tropical Africa's world position in terms of areal extent and population.

Analysis of the textbooks: The analysis of each book consisted of four parts:

a. Inclusiveness or comprehensiveness: It was assumed that an acceptable image of contemporary tropical Africa was embodied in the themes ratified by the specialists. The number of these themes included in each book was first determined. There were thirteen central themes ratified, and so each book was rated according to the following scale:

Good:	10 - 13 themes included
Fair:	6 - 9 themes included
Poor:	0 - 5 themes included.

b. Balance (i.e. themes in relevant portions): The themes actually mentioned in each book were then determined, and ranked according to the degree of emphasis placed on each (as indicated by a "line count", each line being approximately fourteen words). The ranked themes were then allocated to three groups: the top third to Group I, the middle to Group II, and the bottom third to Group III. These groups were then compared with those of the specialists. If a theme was included in Group I of both the specialists' and the textbook list, it was said to

"match". The same applied to themes appearing in Groups II and III of each list. The number of matching themes was then calculated, and ratings for balance allocated in the following way:

Good:           10 - 13 themes matched  
 Fair:            6 - 9 themes matched  
 Poor:            0 - 5 themes matched.

c. Accuracy: Bearing in mind that all books should be one hundred per cent accurate, and that books with less accuracy should be modified or even eliminated from the prescribed list, text, maps, and pictures in each textbook were scrutinized for factual errors, and rated as follows:

Good: No factual errors apparent.  
 Fair: A few scattered errors (two or less per chapter).  
 Poor: More than two factual errors per chapter.

Factual accuracy was judged by comparing data in the textbooks with that in recently-published materials such as books and articles written by scholars in African geography, United Nations statistical yearbooks, and recently-published maps. Allowances were made for out-of-dateness, provided that the sources and dates of data actually presented were acknowledged by the textbook author.

d. Objectivity: The degree of objectivity was ascertained by answering the following questions:

- (i) Is there bias by inertia (i.e. perpetuation of legends and half-truths, or failure to keep abreast of current scholarship)?
- (ii) Is there bias by omission (i.e. a one-sided impression resulting from omission of available information)?

- (iii) Is there bias in use of language (i.e. a one-sided impression resulting from the use of words with particular connotations)? McDiarmid and Pratt (1971, p. 38) provide a scale which was used as a guide in judging this.
- (iv) Is there bias by cumulative implication (i.e. presentation of one-sided evidence which reflects favour for only one group of people)?

The books were again rated according to these criteria:

- Good: No bias apparent.  
 Fair: Scattered instances of bias (two or less per chapter).  
 Poor: More than two instances of bias per chapter.

Overall rating of textbooks: Having rated each treatment of Africa according to its inclusiveness, balance, accuracy, and objectivity, an overall rating of each treatment was then made. A "good" rating was allocated five points, a "fair" rating two points, and a "poor" rating no points. A maximum score for each treatment was thus twenty points (five for each section). A percentage score for each treatment was then calculated, and the treatment rated according to the following scale:

- Good: 70 - 100%  
 Fair: 55 - 69%  
 Unsatisfactory: 30 - 54%  
 Poor: 0 - 29%

Having rated each book in this way, the mean rating for each of the three categories of textbooks was calculated, as well as an overall rating for all of the books analyzed.

## CHAPTER IV

## CENTRAL THEMES IN THE GEOGRAPHY OF TROPICAL AFRICA:

## SELECTION AND GROUPING

Selection of the Central Themes

In order to select the themes which most typify the geography of the contemporary tropical African landscape, an extensive review of recent writings by professional geographers was first made. Two preliminary observations arising from this review seem warranted here.

The first is that a very large amount has been written about tropical Africa since 1965 by geographers, indicating that, although the interest in the region displayed by schools may be minimal, there is great interest in tropical Africa at the professional level. Teachers and textbook authors concerned with tropical African geography should therefore not lack up-to-date sources of information on the region.

The second observation is that the great bulk of this material is concerned with the overriding theme of change: social, political, and economic. It is this theme that permeates all of the other central themes selected.

The selected themes will be discussed in detail in the following chapter. They are:

1. The influence of the environment.
2. The influence of traditional practices and beliefs.
3. The colonial legacy.
4. The struggle to diversify economies and equalize regional development.
5. The development of agriculture.
6. The development of power and industry.
7. The diversification and development of trade and transportation.
8. The importance of minerals.
9. The problems of tribal, cultural, and racial diversity.
10. The distribution, movement, and growth of population.
11. The growth of towns: problems and consequences.

#### Comments of the Specialists

The above list of themes was sent to fourteen geographers specializing in tropical Africa. They were selected because of evidence that they had done recent research in tropical Africa, and were chosen from Canada, the United States, Great Britain, and Africa, in order to allow for differences in socio-cultural perspectives. Their names appear in Appendix I (p.108).

Altogether, twelve of the specialists, or 85.7 per cent of those to whom questionnaires were sent, responded. One of these was from Canada, two from the United States, five from Great Britain, and four from Africa.

The specialists were asked to indicate whether they agreed that the themes were important to an understanding of modern tropical Africa. They were given the opportunity to add more themes to the list. Finally, they were asked to supply a rank order for the themes based on what they considered to be most important. A copy of the letter and questionnaire that was sent to each of them is shown in Appendices II and III. (pp.110

-11) respectively. A copy of a reminding letter sent to late respondents six weeks later is shown in Appendix IV (p. 116).

The specialists generally agreed that all the themes listed were important. Professors Grove (Cambridge) and Kay (Rhodesia) both deleted Themes # 4 and # 7 (the struggle to diversify economies and equalize regional development; the diversification and development of trade and transportation), but Kay added that both should be included within a further theme which he added to the list; the influence of politics on development.

Professor Harkema (Zambia) deleted Theme # 2 (the influence of traditional practices and beliefs) which, he felt, could be brought in while discussing problems such as those of agricultural development. Professor McMaster (Edinburgh) deleted Theme # 9 (the problems of tribal, cultural, and racial diversity), as this too, he felt, could be covered under other headings.

As only one or two of the twelve respondents deleted any one theme, and all the others indicated that they considered it to be essential, it was decided to keep the original list intact, the only changes being additions rather than deletions.

There were several suggested additions. Professor Taylor (Carleton) found the notion of "agricultural development" too narrow, emphasizing that the rural development that is going on in tropical Africa involves an interrelated complex of social, cultural, and economic factors. He thus made "rural development" an additional theme, but as no other res-

ponent did this, it was decided to change Theme # 5 (the development of agriculture) to "Rural and agricultural development" rather than add the theme to the revised list.

Professor Taylor also added a theme entitled "the concept of developmental and growth aims as expressed by the people themselves rather than from the outside; indigenous developmental strategies and their implications." Professor Harkema agreed with this, noting, for example, that "Tanzania's philosophy of development differs from the Kenyan or Ivory Coast one with important consequences for the geography of the country." Harkema made these comments under the heading "The influence of politics," mentioning further that both internal and external political influences have led to numerous changes in the location of economic activities and development projects in countries such as Zambia. Others who felt political influences and problems should be added to the list were Professors Kay (as already noted), Church (London), Hance (Columbia), and Prothero (Liverpool). The addition was therefore considered appropriate.

Professors Taylor and Church both felt that problems of continuing economic dependence and their influence on development in tropical Africa were also worthy of consideration, and this theme too was added to the original list.

Other suggested additions were made by Professors Porter (Dar-es-Salaam) and Mabogunje (Ibadan). Porter felt that "pre-colonial cultural history" should be added, as well as "racism and liberation movements."

As no other respondent suggested either of these themes, they were not added to the list. However, they were borne in mind when the themes "the influence of traditional practices and beliefs" and "the problems of tribal, cultural, and racial diversity" were being considered. The latter theme was also seen to encompass Mabogunje's suggested addition: "The influence of Christianity and Islam."

The revised list of themes was therefore as follows:

1. The influence of the environment.
2. The influence of traditional practices and beliefs.
3. The colonial legacy.
4. The struggle to diversify economies and equalize regional development.
5. Rural and agricultural development.
6. The development of power and industry.
7. The diversification and development of trade and transportation.
8. The importance of minerals.
9. The problems of tribal, cultural, and racial diversity.
10. The distribution, movement, and growth of population.
11. The growth of towns: problems and consequences.
12. Political problems and influences.
13. Problems of dependence.

#### Ranking and Grouping the Themes

As mentioned in Chapter II (p.13), the selection of themes related to a particular region is essentially a matter of individual choice, depending on the characteristics peculiar to the region and the particular interests of the geographer. It would seem, therefore, that requesting geographers to rank themes is antithetical to this position, for it is unlikely that any one geographer would agree entirely with the rankings assigned to themes by a colleague. For this reason, some of the respondents expressed their displeasure at having to rank the themes. A few

others made no attempt to assign specific rankings (from one to thirteen) at all, instead indicating simply whether or not they were of primary, secondary, or tertiary importance.

The difference in type of response -- the specific ranking of each theme as opposed to the general classification of each theme -- was not seen to be a problem. The rankings given to each theme, regardless of the system used, were summed, and the mean ranking computed, as shown in Table I (p. 26). On the basis of these mean rankings, a new list was made, with the themes in their rank order. When the same process was repeated, considering only those responses in which specific rankings were allocated to each theme, a very similar list emerged: so similar that a Spearman correlation coefficient computed on the basis of the two lists came to .98 (  $p < .01$  ). The two lists and the calculations are shown in Appendix V (p. 117).

As described in Chapter III (p.16), the final ranked list was then divided into three broad groupings as follows:

Group I: Primary Themes

Influence of the environment.  
Influence of traditional practices and beliefs.  
Rural and agricultural development.  
Political problems and influences.  
The colonial legacy.

Group II: Secondary Themes

Problems of tribal, cultural, and racial diversity.  
Distribution, movement, and growth of population.  
Growth of towns: problems and consequences.  
The importance of minerals.

TABLE I  
Rankings Given by Specialists to Ratified Themes

THEME	Taylor	Porter	Kay	Harkema	Mabog.	Hance	Thomas	Church	Griff.	Proth.	Grove	McMas.	MEAN
1. Influence of environment	4	2.5	1	1	1	1	2	2	11	1	1	2	2.5
2. Influence of tradition	3	2.5	1		3	1	3	3	10	1	2	6	3.0
3. The colonial legacy	9	5	1	2	1	2	1	11	2	1	3	7	3.8
4. Diversification etc.	6	8	1		2	3	7	9	7	1	11	11	6.0
5. Rural & agricultural dev.	1	4	2	4	1	1	5	1	5	1	7	4	3.0
6. Power and industry	14	11	2	5	1	2	8	5	8	2	9	9	6.3
7. Trade and transportation	13	7	2	6	1	1	11	10	6	1	10	10	6.5
8. Minerals	12	9		7	1	2	10	4	4	2	6	8	5.4
9. Human diversity	5	6	2	8	4	2	4	6	1	1	4		3.9
10. Population	8	1	2	9	1	1	9	7	9	1	5	3	4.7
11. Towns	10	10	2	10	1	1	6	8	3	1	8	5	5.4
12. Politics	2		1	3		2		12		1			3.5
13. Dependence	11							13					12.0

Group III: Tertiary Themes

Struggle to diversify economies and equalize regional development.  
Development of power and industry.  
Diversification and development of trade and transportation.  
Problems of dependence.

A close comparison of this list with Table I (p. 26), which shows the rankings given each theme by each specialist, reveals that not one specialist would agree entirely with the classifications made. The fears of those opposing the request for rankings would therefore seem to be verified.

Differences result mainly from disparities in professional interests and cultural perspectives. Thus, although four of the twelve respondents would not place "The colonial legacy" in the Primary group, none of these are from Africa; indeed, those residing in Africa all place this theme high on their list, indicating that first-hand experience increases one's awareness of its significance. Then again, social geographers tend to rate social themes above economic themes, while the converse is the case with economic geographers, and so on.

Nevertheless, at no time do more than five of the twelve respondents indicate that a particular theme should be in a different group. In other words, each theme has, according to the majority of the specialists, been allocated to the most appropriate group.

The purpose of compiling these groups of themes was, as described in Chapter III, to aid in the assessment of the "balance" of the presentations

of tropical Africa in the textbooks used in British Columbia schools. There will naturally be some opposition to this method: if none of the specialists can agree completely with the groupings made, how can one expect school textbooks to present themes in this manner?

It is for this reason that the groupings compiled should be seen as no more than guidelines in the assessment of the balance of textbook presentations. No attempt will be made to evaluate balance in books which concentrate on only one or two major topics, such as population or production. In general presentations of tropical Africa, however, the groupings compiled will be referred to as a model of good balance, a method which is warranted by the fact that a majority of the specialists referred to are in agreement with the allocation of the various themes to the three groups.

The ratified themes will be discussed in more detail in the next chapter.

## CHAPTER V

## CENTRAL THEMES IN TROPICAL AFRICAN GEOGRAPHY:

## AN OVERVIEW

The Influence of the Environment

It is not surprising that the influence of the tropical African environment received top ranking from the specialists. Anyone who has been to Africa would agree with van der Post (1957, p. 105) when he claims that "the physical fact of Africa is by far the most exciting and interesting thing about it."

The most significant influence of the environment results from the fact that, in spite of the many changes that are taking place, the majority of the people in tropical Africa still depend directly upon the land for their livelihood (O'Connor, 1971, p. 1). This means that their way of life is "adapted to the vagaries of the climate and above all to the seasonality and uncertainty of the rainfall" (Grove, 1970, p. 16). The seasonal migrations of the Lozi people in western Zambia exemplify the changes in lifestyle that take place from one season to the next.

Although the environment offers many advantages, such as temperature conditions favourable for plant growth throughout the year, and an abundance of minerals and water power, it is also seen by many geographers as being an obstacle to development. Prothero (1969, pp. 163-5), using the example of Somalia, notes that "without taking an ultra-deter-

minist view of environmental influence, it is reasonable to emphasize that the essential poverty of conditions has severely limited the livelihood, not to mention the opportunities for economic development available...." McMaster (1969) shows that in East Africa, where agriculture is the mainstay of the economy, many environmental obstacles have had to be overcome: reclamation of tsetse-fly-infested areas and swamps, water control in dry or "unreliable" areas, the prevention of erosion, and problems associated with destruction of crops by wild animals. Mountjoy (1966, pp. 102-3) goes as far as to suggest that the monotony of weather in parts of the tropics is responsible for much ill-health and depression, which has attendant effects on the economy. He also stresses (pp. 58-61) that malnutrition and diseases caused by various pests constitute a great drag on development.

Environmental diversity in tropical Africa should also be considered. Hodder (1969), for example, sees trade as the leitmotiv of West African life and history, and points out that the internal trade of West Africa through the ages has resulted from environmental differences between north and south, determined mainly by climate. This diversity has presented problems in other areas. Barbour (1969, p. 88) shows that it has been difficult to establish adequate communications in many areas because of differences in relief. Using the example of Ethiopia, he says: "Not only do the difficulties of transport between plateau and coast weigh heavily on importers and exporters, but there is even considerable difficulty involved in moving from one part of the country to another, while Ethiopia's neighbours to the west and south, Sudan and Kenya, are

at all times difficult to reach by land...."

The influence of the environment, then, pervades the lifestyles and the problems of tropical Africa. It must be stressed, however, that environmental determinism is not the philosophy held by the author or any of the specialists consulted. That adjustment to the environment depends on cultural differences is very obvious throughout tropical Africa in the diverse nature of its lifestyles and peoples. The emphasis given to the environment here is simply a recognition of the fact that, at the present stage of development, many of the problems faced in tropical Africa are problems of the environment, and the way of life in most areas is still closely tied to nature.

#### The Influence of Traditional Practices and Beliefs

O'Connor (1971, p.7) points out that "If any generalization can be made about the diverse peoples of tropical Africa . . . it is that most appear remarkably willing to change, and especially to adopt European ideas, attitudes, and standards."

This is a generalization, however, and there are marked differences between one area and another. For example, attempts at "modernization" in Somalia have proved futile because of the "independent, proud, and reserved" nature of the people and the impermanence of their nomadic lives (Prothero, 1969, pp. 174-5, 190-1). In Ethiopia, ". . . policy decisions remain almost entirely in the hands of a hereditary ruler who shows little more intention today of surrendering the initiative to young civil servants

than he had in the past . . ." (Barbour, 1969, pp. 80-1).

De Gregori (1969, pp. 67-70) distinguishes between two types of traditional society existing in Africa, noting that development in any area largely depends on the societal type. One of these types displays "consummatory" values, and the other "instrumental" values:

Consummatory values are present in a system in which means and ends are so closely interrelated that technologically more effective means of achieving traditional ends will be rejected because they violate established ritual practices. Conversely, a system premised upon instrumental values is more receptive to change since it focuses upon ends and is willing to accept new, more effective means to achieve these ends.

Consummatory values are very common where the agricultural way of life has become intimately interwoven into the fabric of a society. In such areas, changes in agriculture "might presage deep repercussions on social groupings and ways of life" (Mountjoy, 1966, p. 67). For example, in many parts of tropical Africa, the white man's concept of the individual ownership of land has conflicted severely with the indigenous concept of tribal ownership and use.

It cannot be denied that strict adherence to tradition has been a hindrance to economic development in many areas. Mountjoy (1966, pp. 118-9) describes how people whose lives have been moulded by tradition and the agricultural seasons find it difficult to adjust to an alien way of life, and many modern industrial projects have thus been plagued by "a resistance to the tempo of factory work, the regular hours and

stereotyped regime," and "high rates of absenteeism and a large labour turnover" are, therefore, common.

African tradition, however, has much to contribute to the modern world and the concept of "progress" which the Western world has adopted. In the realm of agriculture, for example, indigenous agricultural systems have shown successful adaptations to soil and moisture deficiencies. Hodder and Harris (1967, p. 16) point out that "If the empirically acquired skills of traditional African agriculture can be successfully combined with modern techniques of water conservation and soil improvement these deficiencies can be largely overcome and productivity greatly increased."

Moreover, it is hoped that the contribution of African tradition will go beyond this materialistic level, and that it will play a part in the forming of a more humane world. The shocks and upheavals of the last fifty years have caused Africans to turn back to their own culture and their own past. From the study of past traditions, modern African thinkers have produced "a syncretic thought rich in varied contributions" (Balandier, 1969, p. 5). One aspect of this thought is a distinctively African brand of socialist theory and practice, marked by an attitude of give and take characteristic of many tribal traditions. Balandier notes that, in adopting this attitude,

African thought wishes to contribute to the humanizing of a world which is becoming standardized and mechanized at an accelerating rate. It is trying to help maintain differences which are no longer an obstacle to understanding, but the necessary condition of any civilization professing to be alive and serve mankind. Herein lies its greatness.

Rural and Agricultural Development

African socialism has come to play a prominent role in the policies of African governments, particularly as these apply to the development of rural areas. As the great majority of the population in tropical Africa continues to live in rural villages, it is only natural that political formulations or creeds reflect the aspirations and needs of this rural population (Elliott, 1969, p. 115). Thus, in Kenya political revolution was born of land hunger. In Tanzania, Ujamaa is above all else a policy for the villages. In Zaïre (the former Congo) one of the focal points of political debate has been the carving up of the former European land holdings. In Zambia, the guiding principles of President Kaunda, which he has called the philosophy of Humanism, are based on what he calls the "village type of spirit", or "our traditional mutual aid society" (Faber, 1968, pp. 25-6).

Kaunda could well be quoted further, for his ideals concerning rural development are typical of many others found in tropical Africa:

I do want to see economic life grow in the country on the basis of co-operatives . . . . This is the surest way in which we can bring back the village type of spirit of co-operation that is so desirable in the reconstruction of this country . . . . Government is vitally interested in participating actively in the economic life of the country. But even this is not sufficient -- all our people must be brought into this and it is here where the co-operative movement comes in. . . . I want (our people) to participate fully in everything that we are planning and doing. How can it be done? To be effective we must think in terms of the smallest unit in our social and political organization -- the village.

As Professor Taylor pointed out, rural development involves not only an increase in productivity, but also a host of social and political factors. Nevertheless, it is agricultural development which African leaders are stressing, for it is realized that this is the key to development in other spheres. If industry is to develop, ". . . the farmer should produce more in order to feed the growing population engaged in secondary and tertiary activities and he should be able to do this with a reducing labour force, for successful industrial development necessarily attracts labour from agriculture" (Mountjoy, 1966, p. 78).

Agricultural development has, however, been very slow up to the present time (Hodder and Harris, 1967, p. 19). Not only have problems of land reform had to be faced: several dramatic failures in large-scale schemes of agricultural development have also occurred. The British Groundnut Scheme in East Africa, the Niger Project in Nigeria, and the Poultry Scheme in Gambia are some notorious examples.

Nevertheless, changes in the traditional pattern of agriculture are continually taking place. O'Connor (1971, ch. 2) describes a number of these. He notes that, as pressure on the land rises and it has to be used more intensively, the practice of "shifting cultivation" is declining. The increasing stabilization has led to the introduction of new techniques which permit greater intensification of land use, such as the application of fertilizers, the development of new varieties of crops, irrigation, and mechanization. Structural changes have also taken place, notably in Zaïre (the creation of paysannats), Kenya (the consolidation of formerly fragmented holdings; resettlement in the White Highlands),

and Tanzania (the growth of co-operatives). Commercialization of agriculture, and the growth of cash crops, have been slowly increasing, and numerous state farms, ranches, and plantations have been established.

### Political Problems and Influences

Development of any kind is bound to be retarded if the administration overseeing it is inefficient and disunited. As a number of the consulted specialists noted, the problem of establishing a fair and effective administration has been a crucial one in most tropical African countries. Because of the insensitivity and lack of foresight displayed by the colonial powers, Africans at independence were badly prepared to run their countries. Their lack of experience has not been helped by the necessity in many countries to reshuffle Cabinets at frequent intervals, in order to prevent power blocs from forming. The consequences of not doing this have been made only too clear in the countless coups, assassination attempts, and changes of government that seem to typify the tropical African political scene.

This political inefficiency and instability (some of the causes of which will be elaborated upon in the next two sections) have done much to hold back development in tropical Africa. At the same time, many of the developments that have taken place have had socio-political causes. For example, to develop a spirit of nationalism in tribally-diverse countries, transportation and communication networks have had to be established which link all areas to the various capitals, thus helping to engender a

"state-idea" in previously isolated parts of the country. In addition, industrial, agricultural, and social developments have had to occur in seemingly unsuitable areas in order to convince the people living there that the fruits of Independence apply to everyone in the country, regardless of tribe.

External political influences have also been felt in many areas, the most conspicuous example being in southern Africa. Sanctions against Rhodesia since the unilateral declaration of independence in 1965 have brought about many changes in the economic infrastructure of that country. The country that suffered the most as a result of these sanctions was not, however, Rhodesia (which is surrounded on three sides by sympathetic and helpful regimes), but Zambia, to the north (Hall, 1969). Entirely dependent on trade with and transportation through Rhodesia and South Africa up to 1965, Zambia was now forced to change the orientation of its trade almost overnight. The result has been the construction of an oil pipeline, a tarred road, and (in process) a railway to the port of Dar-es-Salaam in Tanzania, as well as the formulation of new trade agreements with countries such as Japan.

The fact is that in the developing countries of tropical Africa, governments prescribe to a high degree where and how development should take place. Thus, in such countries, "political arguments are relevant locational factors in geography" (Harkema, 1972, p. 27).

Mention should also be made here of the not inconsiderable trends to co-operation and integration among the countries of Africa (Church,

1970). Politically, Pan-Africanism is still a potent force, as African countries are united in their hatred of white supremacy in southern Africa and "neo-colonialism" on the part of developed countries. Several attempts at establishing economic integration on a pattern similar to that of Europe are also being made, as typified by the East African Economic Community.

### The Colonial Legacy

It cannot be denied that, without the heritage left by the colonial powers, tropical Africa would be even more underdeveloped than it is today (Myrdal, 1969, pp. 55-7):

The colonial governments built roads, ports, railways, etc. -- or provided conditions of political security and economic profitability without which they would not have been built by private business concerns. Even when, as was usually the case, these enterprises were motivated primarily by the colonial governments' own interests and those of their settlers and business groups, they represented important advances towards creating the conditions for general economic development . . . . The colonial governments established law and order and a regular civil service, took measures for elementary sanitation and, in some cases, for popular and higher education on a limited scale.

Tropical African nations have this heritage as a basis for their policies, including their economic development policies. However, the self-interest of the colonial powers resulted in certain characteristic problems which must be overcome before effective development can begin.

The main one is the existence of enclaves, referred to by O'Connor as "islands of prosperity", which produced primary goods for export and which, therefore, attracted settlers and capital. These are in marked contrast to the vast undeveloped areas, characterized by subsistence activities, which surround them.

Another problem is that "enforced bi-lateralism" in trade (Myrdal) ". . . is firmly entrenched in the whole business set-up," and it is therefore difficult to break away from established patterns of trade.

Yet another problem, that of racial antagonism, can also be attributed to the colonial heritage. As Myrdal (p. 58) nicely sums it up,

The capital, enterprise and skilled labour a metropolitan country sent to a dependent country tended for natural reasons to form enclaves, cut out and isolated from the surrounding economy but tied to the economy of the home country. Their economic relations with the indigenous populations were restricted to their employment as unskilled labour. Racial and cultural differences, and the very much lower level of wages and modes of living made strict segregation a natural consequence even within the enclaves themselves.

This segregation kept the white population largely ignorant of the aspirations and rising antagonisms of the indigenous peoples. It was this ignorance and insensitivity, combined with an increasing fear of losing all that had been gained, which caused the racial tension characterizing the independence struggles of tropical Africa, and distrust that still exists between races today.

All of these problems will be elaborated upon in connection with subsequent themes.

Problems of Tribal, Cultural, and Racial Diversity

The main cause of the political instability mentioned in a previous section is what Kaunda calls "that wasting disease"; tribalism (Hall, 1969, ch. 13). It was tribal jealousy and rivalry, for example, that caused the bloody Nigerian and Congo (Zaire) civil wars, numerous political assassinations (such as that of Tom Mboya), and the recent political turmoil in Zambia. Where governments consist of more than one political party, more often than not the parties are grouped along tribal lines.

Tribalism was never a rampant force during the colonial era, but the fact that tribal rivalry exists within many countries is a part of the colonial legacy. The original boundaries of present African countries were sketched out in Europe by statesmen who had never been to Africa. The areas that were marked out formed no separate entities geographically, and the tribes who lived within them were neither distinct from the populations who surrounded them, nor united ethnically or linguistically with each other. "It is this legacy which has contributed so much to the grave problems of social cohesion and national identity in many of the new states of Africa" (Faber, 1968, p. 4).

The problems of tribal diversity in Africa are augmented by increasing problems of cultural diversity. The different religious groupings and practices in Nigeria (Hodder, 1969, pp. 415-8) and the Sudan (Barbour, 1969, p. 82), for example, are a continuing source of unrest. Cultural differences have also resulted from the formation of different

socio-economic classes since Independence, a development which has also worked against national unity (Faber, 1968, pp. 4-5).

Racial diversity is a further feature of the tropical African landscape. The continuing presence of white supremacist regimes in southern Africa is bound to result in guerrilla warfare, if not full-scale battle, for many years to come, and Rhodesia has often been called "the Vietnam of the future". O'Connor (1971, p. 6) notes further that antagonism has also been felt towards the numerous Asian settlers, who, in East Africa, continue to dominate commerce, at least in the towns.

#### Distribution, Movement, and Growth of Population

Unlike many other underdeveloped regions of the world, tropical Africa as a whole is not characterized by pressure of population upon the land. About six per cent of the world's population lives in fifteen per cent of the world's land area (O'Connor, 1971, p. 3), giving an average density of twelve people per square kilometre. However, this figure masks great variations from place to place.

It is possible that, in such sparsely settled areas as the Sahara wastes, the savannas of much of the Central African Republic, Zambia, and eastern Angola, and some rainforest areas of the Congo Basin and Gabon, economic development is actually hindered by underpopulation. On the other hand, areas such as eastern Nigeria, Rwanda and Burundi are suffering from over-population, at least in relation to their present economies (O'Connor, p. 4).

O'Connor shows that the annual growth rate of the population in tropical Africa is about 2 1/4 per cent, a similar figure to that of south Asia. Because of the lower initial density of population, the implications of this increase are not as serious in most parts of tropical Africa as they are in Asia. However, as Mountjoy (1966, ch. 3) points out, the recent spurt in growth will lead to a disproportionately large segment of population which will be unproductive for many years, and will hence be a drain on the economy. Living standards in many areas are thus likely to drop still further unless there is a drastic change in the nature as well as the scale of economic activity, or unless the population growth is arrested.

There are local contrasts in the rate of population increase, and these are caused mainly by migration (O'Connor, p. 5). The massive movements of people characteristic of tropical Africa in the past were largely halted in the colonial era (Kay, 1967, p. 57), and the main direction of migration today is from the rural areas to the towns, where employment opportunities are sought. This includes migration within territorial boundaries as well as migration to other countries (such as to the gold mines of South Africa), although the latter has decreased in recent years (O'Connor, p. 6).

#### Growth of Towns: Problems and Consequences

The rural-urban migration referred to above "is undoubtedly one of the most wide-spread processes taking place in tropical Africa today"

(O'Connor, 1971, p. 159). It has led to the growth of towns which double in size every ten to twelve years. This phenomenon naturally has many consequences, and presents many problems.

The attraction to the towns is the result of their influence, which has always been far out of proportion to their population. This is because most of them were established during the colonial era, and are part of the "islands of prosperity" that developed at that time. Thus, as Hance (1970, p. 209) notes,

African cities . . . are to an unusual degree the centers of modernization on the continent. They are the intellectual and social capitals, the seats of government, the main foci of political activity of all sorts, and the economic capitals of their respective countries. In the economic sphere they are the major transport centers, the main assembly and break-of-bulk points, the great markets, and the major financial nodes, and they contain the vast bulk of the newer market-oriented manufacturing establishments as well as a considerable share of the raw-material oriented plants.

A few examples illustrate this predominance. Dakar, with about sixteen per cent of the population of Senegal, accounts for seventy per cent of the country's commercial workers, over fifty per cent of employees in transportation, administration, and other services, and eighty per cent of those in manufacturing; it consumes about ninety-five per cent of total electricity consumed in the country. Lagos, although it is only one of many urban centres in Nigeria and contains only about one per cent of its population, accounts for about forty-six per cent of electricity consumed, fifty-six per cent of the country's telephones, twenty

per cent of its newspapers, thirty-seven per cent of its hospitals, and thirty-eight per cent of vehicle registrations (Hance, p. 210).

The rapid increase of population in such towns -- a higher rate than anywhere else in the world -- creates serious problems when economic opportunity cannot keep pace (O'Connor, 1971, ch. 8). Urban unemployment has led to rapid increases in the incidence of crime, and lack of adequate housing has led to the growth of ugly shanty towns on the outskirts of many cities.

On the other hand, urbanization in tropical Africa has many social and economic advantages (Mountjoy, 1966, pp. 74-5). The agglomeration of people makes it easier and cheaper to provide "social, educational, police, sanitary and health facilities, as well as to install such services as piped water, main drainage, gas and electricity." Mountjoy believes that the main benefit of these improved facilities and opportunities will be "a fall in birth rates, as has happened in the West." For a start, the lesser toll on young children makes it "unnecessary for eight children to be born in order to rear four." In addition, parents come to realize that "the smaller the family the greater the opportunities they can offer their children and the easier their own passage up the social ladder." Mountjoy concludes (p. 58) that "this is precisely a state of affairs urgently to be attained in the world's under-developed lands."

### The Importance of Minerals

In many countries of tropical Africa, the primary product on which the economy depends is a mineral. In Zambia, over ninety-five per cent of the value of all exports is derived from the sale of copper. Nigeria's leading export is oil. In Liberia, it is iron-ore. Both diamonds and copper are the mainstay of Zaïre's economy (Church, 1970; O'Connor, 1971).

Mining is playing an ever-increasing role in the economies of several countries, as further developments take place. Gabon has the world's largest worked deposit of manganese, its mines having come into operation since 1962 (Church, 1970). Sierra Leone now has the most valuable diamond production, and diamonds are also becoming important in the Central African Republic. Guinea and Ghana are producing bauxite, and tin is now mined in both Nigeria and Zaïre.

The importance of mining in the economic development of each country cannot be assessed only in terms of its direct contribution to the national income and to exports. Most successful mining enterprises pay large sums in royalties and taxes to the governments, thus providing much-needed funds for their development programmes. In addition, mining industries have often contributed directly to an expansion of transport facilities, power production, manufacturing, and internal trade.

The contribution of mining is sometimes limited by the fact that mining developments are still controlled by foreign-owned companies not vitally concerned with national development. Some governments have, as

a result, felt compelled to nationalize the industry, especially where the national economy is dependent on it, as in Zambia.

#### The Struggle to Diversify Economies and Equalize Regional Development

The colonial heritage, as already mentioned, included mono-economies based on the production of primary goods for export (e.g. cotton in the Sudan; groundnuts in Niger and Senegal; copper in Zambia; sisal in Tanzania; etc.); and the presence of "islands of prosperity" surrounded by "seas of poverty" (e.g. the Zambian Copperbelt; Katanga Province in Zaïre; the "White Highlands" of Kenya; coastal Ghana and Ivory Coast; and the mining areas of Gabon, Liberia, and Mauritania).

The disadvantages of such a legacy are now being felt. Complete dependence on limited external markets for one or two products leaves countries completely subject to the vagaries of world prices and the economies of foreign nations. This situation has naturally led to attempts to develop more diverse economies, largely through industrialization. However, the progress achieved in this sphere has merely tended to aggravate the problem of regional disparities. As Myrdal (1969) has shown, the process of "circular causation" dictates that one form of development assists another in certain areas (e.g. only where incomes are high are markets large enough to permit industrial development), while the very lack of development hinders economic growth in others (e.g. investment in such areas would yield less than a maximum possible return, and is therefore difficult to attract).

There is no obvious answer to this dilemma, and an examination of the development plans of tropical African nations in the 1960's shows that the problem has generally been shelved, except in a few countries such as Zambia and Tanzania (O'Connor, 1971, ch. 10).

### The Development of Power and Industry

Power schemes and industrial establishments have developed since the 1950's, largely in an effort to give economies a sounder base. Relatively little of the immense water power potential in Africa has yet been tapped, although massive projects such as Kariba, Volta, and Kainji are examples of what could be developed if the demand warranted it. As industrial demand increases, new developments are taking place which will have major effects on the economies of their hinterlands. These include the Caborra Bassa scheme on the Zambezi River in Mozambique; and the Kafue River project in Zambia, developed to decrease dependence on the Rhodesian-based source of power at Kariba (Church, 1970). However, the developments taking place continue to confirm and entrench the "islands of prosperity" mentioned earlier.

Power schemes are closely allied to industrial development, and industries which have been established since the colonial era are again almost always found in areas where development has already taken place; near capitals, or at least near the largest available markets. Thus, in general terms industrial development has had little obvious effect on populations (O'Connor, 1971, ch. 5).

Generally, two major categories of industry have developed. The first involves the processing of primary products before exporting (e.g. copper refining, oil refining, cotton processing, and so on). The second involves the manufacture of local or imported raw materials for which there is local demand, such as cement or cigarettes.

Industrial development is often seen as the panacea for the economic ills of underdeveloped nations, and indeed, as Mountjoy (1966, ch.4) shows, it does offer many benefits. What is too often forgotten, however, is that it cannot take place without previous, or at least simultaneous, improvements in agriculture. This has already been stressed in a previous section of this chapter.

#### The Diversification and Development of Trade and Transportation

As Myrdal (1969) pointed out, another characteristic of the colonial legacy was "enforced bi-lateralism" in trade. Since Independence, trade links with the former colonial rulers have continued, but in an effort to establish a wider economic base, some diversification has taken place. The United States, Japan, the Soviet Union, China, and additional West European countries are high on the list of new trading partners. At the same time, political principles have led to a sharp decline in trade with Rhodesia and South Africa, two prominent partners of many tropical African nations before 1965. It seems likely that future emphasis will be placed on attempts to develop trade between tropical African countries, largely through organizations such as the East African Economic

Community. However, this will be difficult, as there can be little interdependence between countries with similar colonial economies (O'Connor, 1971, ch. 9).

Although there have been many individual improvements, general patterns of transportation have remained as they were in the colonial days. Routes at that time were generally determined by economic circumstances, and were geared toward the export of goods to Europe. As they were developed to serve the prosperous areas of their respective countries, they continue to contribute to the economic predominance of these areas (O'Connor, 1971, ch. 7).

Changes in transportation patterns that are taking place are largely the result of political circumstances. In efforts to improve internal cohesion, communications with previously isolated and remote areas are being developed. In Zambia, for example, tarred highways to previously isolated northern, eastern, and western regions have been constructed. Other routes are being built because of external political pressures, such as those described in the section on "Political Problems and Influences."

#### Problems of Dependence

The efforts of tropical African countries to diversify their trade relationships indicates that they are as anxious to achieve economic independence as they were to achieve their political freedom. They realize,

however, that they will be dependent on the aid of the developed world for many years to come. A major unifying force in tropical Africa, in fact, is the fear that this dependence will lead to a form of neo-colonialism, in which they will be subjected, like pawns, to the whims of the "super-powers" in the "Cold War" (Church, 1970). For this reason, most tropical African governments are almost fanatical in their insistence on complete non-alignment. They are happy to accept aid from any country, as long as they can be sure that their political integrity remains unharmed. Aid "with no strings attached" -- in other words, no subsequent interference in the country's affairs on the part of the donor -- is the type of assistance which they invariably specify.

This seems reasonable on the surface, but it can lead to a dilemma when a prospective donor is anxious to ensure that its assistance will be made effective, and not squandered on a "prestige symbol" not vital to the recipient's development. Is the donor "interfering" when it makes this precondition? Such questions are a part of the complexity which characterizes tropical Africa.

## CHAPTER VI

## ANALYSIS OF THE TEXTBOOKS

Having formulated a conception of how tropical Africa should be treated in school textbooks, it remains to discuss the treatment in the textbooks actually in use in the schools of British Columbia.

Selection of the Textbooks

The Textbook Catalogue and the List of Prescribed Texts, 1971-72, were obtained from the Curriculum Resources Branch of the provincial Department of Education. The titles of all geography textbooks listed in these documents were noted, and each of the books was then examined in the Curriculum Library of the Faculty of Education, University of Victoria. Any book containing references to tropical Africa was selected for analysis.

It was noted that the listed textbooks were divided into three major categories. Category "A" might be called "prescribed", as texts in this category are meant for "each pupil in each class" taking the appropriate course. Category "B" might be called "optional", as there are many options available, each option in the category being "provided in sets: one text per pupil in the largest group receiving instruction at any one

time . . . ." Finally, Category "C" might be called "supplementary", as books in this class are recommended for teacher use only, or as holdings in the school libraries. It is clear that most pupils in British Columbia are more exposed to textbooks in Category "A" than to the others, and it is thus of utmost importance that these books be of a satisfactory standard. Next in importance are those in Category "B"; most pupils are exposed to some, though not all, of these. It is unlikely that many pupils consult books in Category "C", but as these are used by teachers as sources of information, they too are worthy of investigation.

A complete list of the selected textbooks is shown in the first section of "Literature Cited" (p.103).

#### Adequacy of the Treatment of Tropical Africa

It was noted that, of the 104 geography textbooks listed by the Department of Education, twenty-six, or twenty-five per cent, contain more than fleeting reference to tropical Africa. Table II (p. 53) shows the relative number of pages within these twenty-six books which contain references to tropical Africa: slightly less than ten per cent. Using these figures, it was possible to estimate the relative amount of attention paid to tropical Africa in the school geography curriculum of British Columbia: 9.97 per cent of twenty-five per cent of 104 books is equal to 2.59 per cent of the total curriculum.

It must be stressed again that this is only an estimate, based on

TABLE II

Number of Pages Referring to Tropical Africa in Textbooks Analyzed

Book	Total No. of Pages	No. of Pages on Tropical Africa	Per cent
Carswell <u>et. al.</u> , <u>Man in the tropics</u>	361	62	17.2
Taylor <u>et. al.</u> , <u>Southern lands</u>	294	35	11.9
Moore, <u>The world and man</u>	440	16	3.6
Young & Lowry, <u>Course in World Geog.</u> (2)	221	13	5.9
Young & Lowry, <u>Course in World Geog.</u> (3)	253	8	3.2
Hodgkin & Lock, <u>The Sudan</u>	96	96	100.0
Devereux & Morgan, <u>Mapwork with pictures</u>	39	25	64.1
Eiselen & Uttley, <u>Africa</u>	158	84	53.2
Hildebrand & Wooley, <u>Lands of the east...</u>	389	47	12.1
Stone & Inch, <u>Geographic fundamentals</u>	469	26	5.5
McCaffray & Hunt, <u>Land, climate, &amp; man</u>	438	28	6.4
Grime, <u>Landscapes of the world</u>	314	12	3.8
Freedman, <u>Population: The vital revol.</u>	274	14	5.1
Trewartha, <u>A geography of population</u>	186	14	7.5
Smith, <u>Population and production</u>	163	22	13.5
Lloyd <u>et. al.</u> , <u>The geographer's world</u>	450	37	8.2
Smythe <u>et. al.</u> , <u>Elements of geography</u>	466	11	2.4
Long & Roberson, <u>World problems</u>	216	19	8.8
Hull, <u>Frontiers of geography</u>	300	7	2.3
Hull, <u>Geography of production</u>	344	33	9.6
Philbrick, <u>This human world</u>	500	38	7.6
Chatterton, <u>Canada and other lands</u>	266	14	5.3
Stavrianos & Andrews, <u>Sub-Saharan Africa</u>	80	80	100.0
Stamp & Kimble, <u>The world</u>	711	23	3.2
Bradley, <u>World geography</u>	583	18	3.1
Clarke, <u>Population geography</u>	164	33	20.0
	<hr/>	<hr/>	<hr/>
	8,175	815	9.97
	<hr/>	<hr/>	<hr/>

the debatable assumption that the number of prescribed textbooks and pages which these contain is an indication of the total geography curriculum.

Before using this figure to label the treatment of tropical Africa in the schools of British Columbia as inadequate, certain facts should be borne in mind. First, the fact that the geography curriculum in British Columbia does devote half a year to the consideration of tropical Third World areas indicates that curriculum developers are aware of the significance of these regions, and should be commended for this; in Canada, such a course is an exception rather than a rule. Second, the fact that not one university in British Columbia offers a regional geography course on tropical Africa, while there are several courses on Latin America and South Asia, indicates that teachers are more likely to be familiar with the latter areas than with Africa, and will undoubtedly stress these. Therefore, the fact that tropical Africa is considered at all is praiseworthy.

Nevertheless, 2.59 per cent is a very low figure, especially when compared to the relative population (six per cent of the world's total) and area (fifteen per cent of the earth's land area) of tropical Africa. Africa is the world's second largest continent, and by the turn of the century will be second only to Asia in population (Philbrick, 1963). Through its Commonwealth ties, Canada is really just as closely akin to tropical Africa as it is to Latin America and South Asia, and it is a known fact that many African Commonwealth countries look to Canada as a source of leadership and understanding. Therefore, although it is

commendable that tropical Africa is studied at all, present international circumstances suggest that much more attention be paid to this region in future.

### The Analysis

The relative amount of attention paid to tropical Africa having been ascertained, each of the twenty-six selected books was then examined in detail, and graded according to the standards of inclusiveness, balance, accuracy, and objectivity specified in Chapter III (pp. 17-19). A summary of the themes included in each book, and the amount of space devoted to them, is shown in the table in Appendix VI (p.118 ). Table III (p. 56) summarizes the ratings given to each book analyzed.

#### Category A: Prescribed Textbooks

Of the twenty-six books containing reference to tropical Africa, only one fell into this category. It is logical to conclude, therefore, that, on the whole, pupils in British Columbia are likely to learn more about Africa from this book than from any other. It is thus crucial that this book be of a very high standard. Unfortunately, this is not the case.

#### Carswell et. al., Man in the Tropics, 1968 (Grade VIII):

Inclusiveness: The book contained reference to all but three of the thirteen major themes, as shown in Appendix VI (p.118 ). Rating:

Good (five points).

TABLE III  
 Ratings Given to Textbooks Analyzed  
 (See Chapter III, pp. 17-9, for definition of ratings)  
 N.B.: N/A = not applicable.

Category	BOOK	Inclusiveness	Balance	Accuracy	Objectivity	OVERALL
A	Garswell, <u>Man in the tropic.</u>	Good	Fair	Poor	Poor	UNSATISFACTORY
B	Taylor, <u>Southern lands</u>	Good	Poor	Good	Fair	FAIR
	Moore, <u>The world and man</u>	Good	Fair	Fair	Poor	UNSATISFACTORY
	Young, <u>Course in world...</u>	Good	Fair	Good	Poor	FAIR
	Young, <u>Course in world...</u>	N/A	N/A	Fair	Poor	POOR
	Hodgkin, <u>The Sudan</u>	Good	Fair	Good	Fair	GOOD
	Devereux, <u>Mapwork...</u>	Good	Fair	Fair	Good	GOOD
	Biselen, <u>Africa</u>	Good	Fair	Fair	Fair	UNSATISFACTORY
	Hildebrand, <u>Lands of...</u>	Good	Fair	Fair	Poor	UNSATISFACTORY
	Stone, <u>Geographic fund.</u>	Fair	Poor	Fair	Poor	POOR
	McCaffray, <u>Land, climate...</u>	Good	Fair	Fair	Fair	UNSATISFACTORY
	Grime, <u>Landscapes of...</u>	Fair	Poor	Poor	Fair	UNSATISFACTORY
	Freedman, <u>Population</u>	N/A	N/A	N/A	Good	GOOD
	Trewartha, <u>Geog. of pop.</u>	N/A	N/A	N/A	Good	GOOD
	Smith, <u>Pop. and prod.</u>	Good	N/A	N/A	Good	FAIR
	Lloyd, <u>The geog. world</u>	Good	Poor	Poor	Fair	UNSATISFACTORY
	Smythe, <u>Elements of geog.</u>	Fair	Poor	Poor	Fair	POOR
	C	Long, <u>World problems</u>	Good	Fair	Fair	Poor
Hull, <u>Frontiers of geog.</u>		N/A	N/A	Poor	Fair	POOR
Hull, <u>Geog. of product.</u>		N/A	N/A	Good	Good	GOOD
Philbrick, <u>This human...</u>		Good	Poor	Good	Good	GOOD
Chatterton, <u>Canada...</u>		Poor	Poor	Poor	Poor	POOR
Stavrianos, <u>Sub-Saharan...</u>		Good	Fair	Fair	Good	GOOD
Stamp, <u>The world</u>		Fair	Fair	Poor	Poor	POOR
Bradley, <u>World geog.</u>		Good	Fair	Poor	Poor	UNSATISFACTORY
Clarke, <u>Population geog.</u>		N/A	Fair	Good	Good	GOOD

Balance: Almost fifty per cent of the text was devoted to a description of the physical environment. This led to an under-stressing of other important themes: political problems received negligible attention, and the colonial legacy none at all. Six of the ten themes dealt with matched the specialists' groupings which, according to the scale outlined in Chapter III, gives the treatment of Africa in this book a fair rating for balance (two points).

Accuracy: In spite of the fact that the book was published in 1968, when most tropical African countries had attained their political independence, the information given reveals that out-of-date sources had been consulted. For example, concerning West Africa, it states that "Some governments have adopted the view that ultimately the Africans there will govern themselves . . ." (p. 172). Concerning the Kariba Dam, which has been supplying power to Rhodesia and Zambia since 1958, it says, "Hydro-electric power . . . will become increasingly available from the Zambezi River where it flows through the Kariba Gorge" (p. 189). Discussing the Congo (Zaire), independent since 1960, at which time there was a mass exodus of white settlers, it notes that ". . . more authority has been assumed by the Africans" (p. 226). Other factual errors appear to result from either misinformation or carelessness. Referring to a photograph of a Rhodesian farm, for example, it says: "Notice the volcanic cones in the background" (p. 186); no volcanoes are found that far south, and the hills in the photograph, far from being conic in shape, are actually rocky outcrops referred to in Rhodesia as "kopjes". Portuguese Guinea is referred to as Port Guinea (p. 209), and there are

out-of-date place names on a map on page 217. One major example of inaccuracy is shown on a map entitled "Rhodesia: Minerals" (see Figure 2, p. 60). The title is misleading, as only one Rhodesian "mineral" is mentioned: coal at Wankie. Most minerals shown are those in Zambia, labelled "Malawi" on the map. One of these is coal, located at a place called "Nega-Nega" on the line of rail; actually, coal never existed at that location, and the place name is non-existent. Further inaccuracies include the labelling of Botswana as "Botswanaland", the exclusion of one of the world's largest man-made lakes at "Kariba Gorge", and the naming of Victoria Falls at some unspecifiable locale. Other place names open to question are "Broken Hill" (which became "Kabwe" at the beginning of 1968) and "Nkana" (which is the name of the mine found in the town of Kitwe). In other words, the book is fraught with errors, and its rating for accuracy (according to the scale set forth in Chapter III) is poor (no points).

Objectivity: The book contains numerous instances of bias. Examples of bias by inertia include the contrasting of "European-owned bungalows" with the "rows of brick houses for the Africans" in Zambia (p. 180), where such segregation rapidly waned after Independence in 1964. They also include this statement concerning the mineral-rich Congo Basin, where modern cities like Kinshasa and Lubumbashi are found: ". . . the Congo Basin typifies the old idea of 'Darkest Africa'" (p. 215). Bias by inertia, as well as in use of language and by cumulative implication, can be seen in this statement: "All this development, so different from the traditional way of life, has meant the extension of education and

social services. With these has arisen the demand for greater powers of self-government . . . . This is a problem common to a great deal of Africa . . ." (p. 188). Is the demand for self-government really a "problem"? Instances of bias by omission, as well as the cumulative implication that whites are the only race worthy of note in Africa, abound in such statements as "David Livingstone . . . discovered the Victoria Falls" (p. 175), "Less than a hundred years ago this part of Africa was still completely unknown" (p. 176), and ". . . tea is grown in Malawi in big European-managed plantations . . ." (p. 173). The fears of Hicks and Beyer (1968) that children acquire the image of Africa as a land of teeming jungles, hostile natives, and dangerous animals would hardly be allayed on reading this text: bias in use of language is made manifest in phrases such as ". . . the people were suspicious and hostile" (p. 207), "African tribesmen" (p. 179) and the "infested" bush (p. 179). In short, the book cannot be called objective, and must be rated poor for this section (no points).

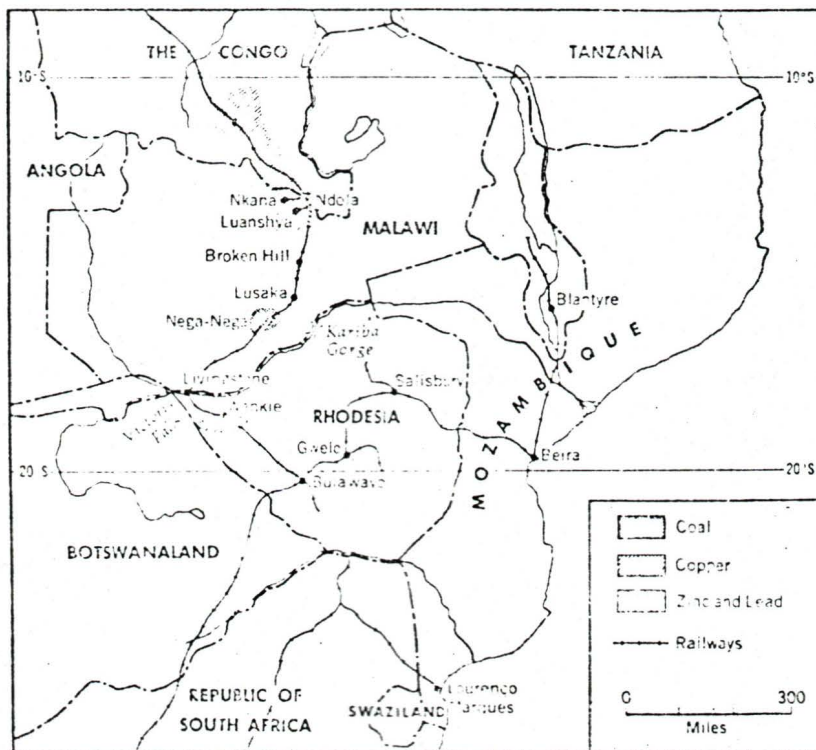
The points accumulated by the book in the analysis thus totalled seven out of a possible twenty, or thirty-five per cent. According to the scale noted in Chapter III (p.19), it must therefore receive an overall UNSATISFACTORY rating: a serious state of affairs, considering the exceptional influence that this book is likely to have on pupils in British Columbia.

Category B: Optional Textbooks

Twenty of the twenty-six books fell into this category. Not every

Figure 2

Figure 184. Rhodesia: Minerals



Source: Carswell et. al., Man in the Tropics, p. 187.

pupil in British Columbia becomes exposed to the majority of these books, but most pupils have contact with at least some of them. They are discussed here in the order in which they appear in the official lists, beginning with the elementary level books and proceeding toward those used in the higher grades.

Taylor et. al., Southern Lands, 1967 (Grades V-VI):

Inclusiveness: The only one of the thirteen themes ratified by the specialists which was not referred to in this book was "The Struggle to Diversify Economies and Equalize Regional Development": not a surprising omission for a book at this level. Rating: Good (five points).

Balance: Once again, the overwhelming emphasis on the discussion of the physical environment led to lack of balance in the treatment of other themes. Cultural topics such as traditions and human diversity were very understressed, as was the discussion of political change. As in Carswell et. al., trade and transportation received more attention than they warrant. Altogether, only four of the themes dealt with matched the specialists' groupings. Rating: Poor (no points).

Accuracy: There were no obvious factual errors. Rating: Good (five points).

Objectivity: This book displayed tendencies similar to those in Man in the Tropics: the over-concern for white men in Africa is seen in statements like "Dr. David Livingstone . . . discovered Lake Nyasa" (p. 245) and "Today there are few white men in this part of Africa; it

is still an African land" (p. 265). Disastrous European efforts to farm, and the valuable African contribution to knowledge of soil conservation in the tropics (see Chapter V, pp. 32-33) are ignored in this paternalistic statement: "This country belongs to the Africans. So they must be taught not to damage the soil . . ." (p. 244). The stereotype of tropical Africa mentioned by Hicks and Beyer is conveyed in statements like "Zambia is a wild part of Africa . . ." (p. 242), and, in this caption to a photograph, "Northern Nigeria: Students -- young and old -- learn to write on the sandy floor of the village hall" (p. 215).  
 Rating: Fair (two points).

This book therefore accumulated twelve points out of a possible twenty, or sixty per cent. Its overall rating is thus FAIR.

Moore, The World and Man, 1966 (Grade VIII):

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Inclusiveness: This book referred to all but three of the major themes, as shown in Appendix VI (p. 118). Rating: Good (five points).

Balance: The exclusion of two important themes -- politics and urbanization -- led to a lack of balance which was enhanced by the overstressing of trade and transportation. There were six "matching" themes.  
 Rating: Fair (two points).

Accuracy: The book is sometimes inconsistent as a result of updating in some sections and not in others. For example, "Northern Rhodesia" and "Southern Rhodesia" are given for "Zambia" and "Rhodesia" respectively,

when the correct names had already been mentioned in a previous section. Another error, one very commonly made, was the statement that rainfall in the savannas is "of the intense, convectional type" (p. 268). As Grove (1970, p. 13) correctly points out, most rain in the savannas is caused by ". . . the horizontal convergence of moist westerlies and dry easterlies (trades) . . . uplift due to relief and convection are of secondary importance." Rating: Fair (Two points).

Objectivity: The chief fault of the book is omission. All the photographs, for example, depict scenes of primitiveness and poverty, with none offsetting this bias by displaying any of the modern developments seen today in tropical Africa. Mention is made of the "generally inferior methods of the native farmers" in Rhodesia (p. 274), but the contribution of traditional African methods to modern farming techniques in Africa (see Chapter V, pp. 32-33) is ignored. The word "native" is generally used in a derogatory way, as in the just-quoted phrase, as it is meant to refer to primitive Negro peoples even in Rhodesia, where many white farmers are also "natives". The cumulative implication of the book, in fact, is that Africa is peopled by primitive, helpless souls, completely at the mercy of the environment, and dependent on the expertise of outsiders for their survival. Rating: Poor (no points).

This book is therefore given nine points out of twenty, or forty-five per cent. Its overall rating is UNSATISFACTORY.

Young and Lowry, Course in World Geography, Book II, 1967 (Grade VIII):

Inclusiveness: This book includes all of the major themes except two,

both of which are tertiary (see Appendix VI, p. 118 ). Rating: Good (five points).

Balance: The colonial legacy, and political problems and influences, are not given the attention they deserve, and trade and transportation are again overrated. There are six "matching" themes. Rating: Fair (two points).

Accuracy: There are no obvious factual errors. Rating: Good (five points).

Objectivity: The book falls into the common trap of overstressing the contribution of white men to Africa's development, and ignoring the efforts of the indigenous peoples. It has nothing but praise for the white contribution, and ignores the exploitation and insensitivity displayed by white colonists (see Chapter V, pp. 38-9) which have left some bitter memories in the minds of many Africans. The bias, in other words, is by cumulative implication. For example: ". . . the greater part of Kenya's exports comes from the farms and plantations of the tiny European population" (p. 64); "After whom is Rhodesia named? Many stories are told of his courage. Try to find one of them" (p. 136); "Many of Kenya's new leaders . . . were educated in Britain or America; and they have inherited a system of roads, railways, schools, hospitals, plantations and industries built up by British settlers and businessmen. Most of the latter, and many of the white government officials, have stayed on to continue their work . . . . Yet there are not enough of them to develop this big country unaided" (p. 65). Rating: Poor (no points).

The total accumulation of points for this book is thus twelve out of twenty, or sixty per cent. Its overall rating is FAIR.

Young and Lowry, Course in World Geography, Book III, 1967 (Grade VIII):

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Inclusiveness: This book does not attempt to discuss Africa except in passing, and an evaluation of its "inclusiveness" would therefore not be justified.

Balance: Because of the fleeting treatment, an evaluation of the book's "balance" would also be unjustified.

Accuracy: One error was noted, in spite of the brief treatment: maps showing copper and zinc production (pp. 210, 212) name "Rhodesia" instead of "Zambia". Rating: Fair (two points).

Objectivity: When Africa is mentioned in this text, it is always as an example of extreme primitiveness and poverty, usually in contrast to the advanced West. For example, a photograph (p. 162) shows naked "Latuko tribesmen" scratching at the ground with sticks, trying to loosen the soil. This is contrasted with a photograph on the opposite page, depicting a white English farmer ploughing with a tractor. The Congo Basin is shown as the home of the primitive Pygmies and "Baluba tribesmen", while the mines and cities of the region are not mentioned. There is bias, in other words, by both omission and cumulative implication. Rating: Poor (no points).

The point accumulation for this book is two out of ten, or twenty per cent, and its overall rating is therefore POOR.

Hodgkin and Lock, The Sudan, 1963 (Grade VIII):

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Inclusiveness: This book discusses all of the major themes except population and (as is only natural for this particular country) minerals.

Rating: Good (five points).

Balance: The colonial legacy and political influences are again understressed, while trade and transportation once more receive too much weight. There are six "matching" themes. Rating: Fair (two points).

Accuracy: There are no obvious factual errors. Rating: Good (five points).

Objectivity: There is bias by omission in that a description of the colonial legacy ignores the problems inherited; an ironic omission in that the recently-ended civil war in the country has often been attributed to this heritage. In fact, the cumulative implication of the book is that the Sudan can thank only the British for its present state of development. Bias in use of language is seen in the comparison of the "courageous" Gordon with the "fanatical" Mahdi (p. 9), and in the description of the "fuzz-haired tribesmen from the Red Sea Hills" (p. 67).

Rating: Fair (two points).

Generally speaking, this is the best of the books so far discussed, coming to grips with most, though not all, of the vital problems affecting tropical Africa today. Its point total is fourteen out of twenty, or seventy per cent, giving it an overall rating of GOOD.

Devereux and Morgan, Mapwork with Pictures, Book III: Africa, 1965

(Grade VIII):

Inclusiveness: Maps and photographs in this booklet deal with eleven of the thirteen themes, as shown in Appendix VI (p.118 ). Rating: Good (five points).

Balance: Political and cultural themes are again understressed in favour of physical and economic factors. There are six "matching" themes. Rating: Fair (two points).

Accuracy: There are a few spelling errors on the maps (e.g. "Mulfulira" for "Mufulira" on page 31), while several maps are out of date with publication dates not supplied. For example, the map on page 31 distinguishes between "European" and "African" hospitals in Zambia, where such segregation, in law at least, ceased to exist in 1964. Rating: Fair (two points).

Objectivity: There are no obvious instances of bias. Rating: Good (five points).

This very useful booklet therefore accumulates fourteen points out of a possible twenty, or seventy per cent. Its overall rating is GOOD.

Eiselen and Uttley, Africa, 1969 (Grade VIII):

Inclusiveness: This book refers to every one of the major themes. Rating: Good (five points)

Balance: Economic themes (trade and transportation; mining) are again overstressed at the expense of the political themes. There are six "matching" themes. Rating: Fair (two points).

Accuracy: Although there are few genuine errors in the book, a number of statements, as a result of overgeneralization, are very misleading, and could be construed as inaccuracies. For example, the statement that ". . . geographers classify the continent as a plateau" (p. 10) hides the physical diversity of Africa; and the caption to a picture of a hilly, even mountainous, Uganda scene, "From this picture . . . explain why geographers classify much of Africa as a plateau" (p. 10) can only add to the confusion. Describing migrants to Africa, the book states that "Still others came to divide Africa into colonies . . ." (p. 3). This is again misleading, as most of the actual divisions were made over planning tables in Europe. A photograph and description of the Victoria Falls, on the border between Rhodesia and Zambia, is included in a chapter on South Africa, and in fact is mentioned as a leading South African tourist attraction. Although the book does describe the actual location of the Falls, its inclusion in the "wrong" chapter could again be misleading. Yet another misleading statement is that concerning David Livingstone: "Everywhere he won the devotion of the African peoples" (p. 13). This contradicts the account of an authority on the subject (Seaver, 1957, pp. 563-4): "By the tragic irony of fate this white man who had come among the natives of Central Africa with the avowed intent of delivering them from slavery was regarded by them as a potential foe." Rating for accuracy: Fair (two points).

Objectivity: The old, stereotyped image of brave white men opening up a "mysterious continent" (p. 13) peopled by primitive, helpless natives is once again conveyed, through omission, use of language, and cumulative implication. A section on the history of Africa omits to mention the ancient kingdoms and civilizations of the region, beginning instead with the white man's penetration of the continent. The usual statements concerning white explorers are made: Livingstone "discovered the great Zambezi River and followed its course for hundreds of miles. During his journeys he found and named spectacular Victoria Falls. Everywhere he won the devotion of the African peoples" (p. 13). A detailed rationale of the distribution of the white population is made, again stressing climatic factors; reasons for the existence of millions of Africans elsewhere are not given. Developments by the white man, such as Kariba Dam, are said to have met with opposition based on "legends" and "superstition" (p. 124); political reasons for opposing the dam are ignored. The lifestyles of modern Africans are obviously not considered significant enough to discuss, but "Three small groups of primitive Africans deserve mention. Each group numbers only a few thousand . . ." (p. 18).  
 Rating for objectivity: Poor (no points).

Total accumulation for this book is thus nine out of twenty, or forty-five per cent: an UNSATISFACTORY rating.

Hildebrand and Woolley, *Lands of the Eastern Hemisphere*, 1967 (Grade VIII):

Inclusiveness: In its treatment of one representative country -- Nigeria -- this book includes reference to all of the thirteen themes ratified by

the specialists. Rating: Good (five points).

Balance: The same criticism made of previous books analyzed applies here: cultural and political themes are understressed while physical and economic themes are given pre-eminence. Again, only six themes "matched" the specialists' groupings. Rating: Fair (two points).

Accuracy: A few errors exist. A map (p. 165) has the name "Sahara Desert" printed where the Atlas Mountains should be located. It explains that nights are much cooler than days in Northern Nigeria because ". . . much of the warm air of the day rises after the sun sets" (p. 171): the fact that warm air is constantly rising before the sun sets, and that rapid cooling results from the escape of warm air due to lack of cloud cover at night, is not mentioned, an omission which could lead to confusion. Rating: Fair (two points).

Objectivity: This book, like many others, rationalizes the European population distribution by referring to the climatic features that white people are assumed to prefer. No mention is made of the effect on this distribution of the existence of minerals etc., nor are reasons given for the distribution of the black population. Bias in use of language is evident in such phrases as "The natives must scramble up the trees to cut off the clusters of nuts" (p. 192), and "Hordes of shrieking women pick their way through the crowds. . ." (p. 195). In fact, the national and religious preferences of the authors are made clear in statements such as these: ". . . not many people tried to cross the desert, nor did many journey inland from the southern coast through the thick rain forest.

Even the British did not arrive . . . until the latter part of the last century" (p. 207); ". . . there can be strength in diversity, as we in Canada know" (p. 212); "Although pagan religions are common among the Yoruba and Ibo, Christian missionaries have had some successes, particularly among the Ibo. However, almost all Northern Nigerians are Moslems . . ." (p. 182). Rating for objectivity: Poor (no points).

The overall rating for this book, which has nine points out of twenty, or forty-five per cent, is thus UNSATISFACTORY.

Stone and Inch, Geographic Fundamentals, 1963 (Grade IX):

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Inclusiveness: This book discusses two of the themes -- environment and tradition -- in some detail, and five others are briefly referred to.

Rating: Fair (two points).

Balance: The overemphasis on two themes leads to lack of balance, especially as political themes are largely ignored. Only three of the seven themes "match" the specialists' groupings. Rating: Poor (no points).

Accuracy: The Niger River is said to be "the only route to pierce (Africa) in places," but is relatively unimportant because it does not have "large populations and industrial regions to serve" (p. 447). In fact, Nigeria is one of the most densely populated and highly developed countries in Africa. Rating: Fair (two points).

Objectivity: The stereotype of Africa described by Hicks and Beyer is conveyed by this book, through generalizations such as this one: "no

vehicle can penetrate the jungle trails followed by the natives of equatorial Africa" (p. 440). A description of traditional African life begins this way: "In (the highlands of East Africa) live the Masai" (p. 300). No other groups are mentioned, nor are relative population figures. Readers of the book are therefore led to conclude that the Masai typify African peoples in this area: a completely erroneous impression. Rating for objectivity: Poor (no points).

The overall rating for this book, which has four points out of twenty, or twenty per cent, is POOR.

McCaffray and Hunt, Land, Climate, and Man, 1963 (Grade IX):

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Inclusiveness: The human and political themes -- human diversity, population, and political problems and influences -- are not mentioned in this book, but ten other central themes are referred to. Rating: Good (five points).

Balance: The exclusion of the above themes leads to an overemphasis on themes such as urbanization and dependence. Rating: Fair (two points).

Accuracy: A few erroneous impressions result from the omission of certain information. For example, the rift valley is said to exist ". . . along the Upper Nile River in Africa" (p. 166) -- a correct statement, but one which fails to convey the true extent of the valley. Then again, the savanna regions are said to receive "convection rain as the sun appears to swing directly overhead . . ." (p. 229) -- true, but misleading,

as most rainfall results (as noted on p. 63) from convergence. Rating: Fair (two points).

Objectivity: This book displays instances of bias common to many others. Through omission and cumulative implication it presents an image of Africa as a land of wild animals and poverty-stricken, primitive people whose only hope for advancement lies in the presence of white inhabitants. For example, it notes that because of climatic and soil conditions, "hoe cultivation, herding, and hunting are to be the chief occupations of savanna regions for some time to come" (p. 230) -- for all, that is, except white farmers, whose successes and way of life are described in detail (p.235). It would seem that the only problem white farmers in Rhodesia face are those connected with their African labour: "Most of the Africans have difficulty in settling down in one place and every year a very large number move off to another part of the country. Even improved conditions and higher wages are of no avail in inducing these people to stay" (p.235). Perhaps an examination of the human and political themes excluded from the book would give the authors insight into the reasons for this "problem". The human side of Africa appears to be of minor interest to them, however, as shown in the description of a journey from Nairobi to Lake Victoria (p. 231); the travelogue abounds with tales of wild game and exotic vegetation, but the people and their lifestyles are not mentioned. The closest the book gets to the political theme is in this statement: "Both the French and British methods (of administration) have now resulted in the emergence of newly independent states capable of administering their own affairs" (p. 412). One must assume, it would seem, that

subsequent problems have been self-imposed, and have nothing to do with the failure of colonial powers to prepare their subjects adequately.

Rating for objectivity: Poor (no points).

This book thus accumulates six points out of twenty, or thirty per cent, and its overall rating is UNSATISFACTORY.

Grime, Landscapes of the World, 1966 (Grade IX):

Inclusiveness: This book discusses in fair detail the physical environment and problems of rural and agricultural development, and touches briefly on five other major themes. Rating: Fair (two points).

Balance: The exclusion of six major themes, and the heavy stress on environmental factors, leads to a lack of balance. Five of the themes "match" the specialists' groupings. Rating: Poor (no points).

Accuracy: There are no obvious factual errors. Rating: Good (five points).

Objectivity: Again, white people in modern Africa are given undue emphasis, considering the population figures. For example, the usual rationale for the distribution of European population is given (i.e. climate), while none is supplied for the distribution of indigenous peoples. A description of the work of the white Rhodesian government in rural development is given, and concludes with the note that ". . . many of the methods are spreading to other parts of the savanna" (p. 145), a statement with which Messrs. Nyerere and Kaunda would hardly agree.

Rating: Fair (two points).

This book's overall rating, with nine points out of twenty (forty-five per cent) is UNSATISFACTORY.

Freedman (Ed.), Population: The Vital Revolution, 1964 (Grade XI):

Inclusiveness: As this book is concerned with one major topic, it would not be fair to evaluate its inclusiveness, although it can be mentioned in passing that it does touch on nine of the major themes.

Balance: For the same reasons as in the previous category, evaluation of the book's balance would be unjustified,

Accuracy: There are no obvious factual errors. Rating: Good (five points).

Objectivity: This is a well-documented, objectively-written book.

Rating: Good (five points).

With ten points out of ten, or one hundred per cent, the overall rating for this book is GOOD.

Trewartha, A Geography of Population: World Patterns (Grade XI):

Inclusiveness: As with Freedman's book, an evaluation of this book's inclusiveness would not be justified.

Balance: Not applicable.

Accuracy: There are no obvious factual errors. Rating: Good (five points).

Objectivity: This is a scholarly, well-documented piece of work. Rating: Good (five points).

Having the same total as Freedman's book, this text is also rated GOOD.

Smith, Population and Production, 1971 (Grade XI):

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Inclusiveness: This book touches on ten of the major themes, excluding only the colonial legacy, urbanization, and, surprisingly, human diversity. Rating: Good (five points).

Balance: Because this book does not pretend to discuss in detail more than is indicated in its title, it would not be fair to evaluate its balance.

Accuracy: One error was noted: concerning the savannas of the Central African Republic, it states (p. 145): "In the . . . hot, dry season all vegetation withers and agriculture is impossible." Although partially true, this statement hides the fact that some plants thrive at this time of year, and that agriculture is successfully carried on in many savanna regions during this season -- provided appropriate measures of water conservation etc. are taken. Rating: Fair (two points).

Objectivity: In every reference to Africa, the region is used to exemplify poverty or primitiveness, with no counterbalancing mention of modern

developments being attempted. Rating: Fair (two points).

The total accumulation of points being nine out of fifteen, or sixty per cent, the overall rating for this book is FAIR.

Lloyd et. al., The Geographer's World, 1968 (Grade XII):

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Inclusiveness: This book refers to all of the major themes except political problems and influences. Rating: Good (five points).

Balance: An underemphasis of the cultural and political themes, and overemphasis on mining, power, and industry leads to a poor rating for balance (no points). Only five of the themes discussed "match" the specialists' groupings.

Accuracy: One overgeneralization may be construed as erroneous: concerning the East African highlands, the book states that "the altitude causes a reduction in temperature, leading to a lessening of convectional rainfall. This in its turn results in grassland rather than forest" (p. 345). Grove (1970, p. 25) points out that many other factors -- burning, soils, drainage, etc. -- also cause these variations in vegetation. Rating: Fair (two points).

Objectivity: Through its use of language and the omission of available and significant items of information, the book manages to imply, as do many others, that Africa is a primitive death trap, except where white people have made their mark. Not only are many parts of Africa "steeped in barbarism" (p. 317), they could also, at least until quite recently,

be called "The White Man's Grave" (p. 322). This is understandable, of course, because "It is difficult to lift people from the Middle Ages to the mid-twentieth century in a decade or so" (p. 333). Development should occur, however, because Europeans have "brought to the tropics their skills, capital, and trading links with Europe" (p. 349). Nevertheless, the region has a long way to go, as two photographs show: lush Ontario farmland is depicted opposite a picture of a half-naked African scratching the crusty soil with a primitive hoe (pp. 200-201). Rating for objectivity: Poor (no points).

The overall rating for this book, with seven points out of twenty (thirty-five per cent) is UNSATISFACTORY.

Smythe, et. al., Elements of Geography, 1964 (Grade XII):

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Inclusiveness: Although the environment and tradition receive major emphasis, six other themes are also touched upon. Rating: Fair (two points).

Balance: The almost exclusive emphasis on only two of the themes leads to a lack of balance. Four of the themes dealt with match the specialists' groupings. Rating: Poor (no points).

Accuracy: The book overgeneralizes far too much for a Grade XII text. It states, for example, that "Temperatures are hot all year long in the savannas because of the low latitude" (p. 259), thus ignoring the important effect of altitude. It continues: ". . . monthly mean temperatures are considerably higher than those of the equatorial regions" (p. 259),

which is not the case in all months of the year. The book's description of the savanna vegetation is also overgeneralized, ignoring the variations that occur, for example, as one moves towards the Equator.

Rating: Fair (two points).

Objectivity: The general picture of tropical Africa presented by this book is similar to the stereotype described by Hicks and Beyer (1968). The region is described as "the world's largest natural zoo" (p. 260), peopled by tribes such as the "fierce Fang", who are "formidable warriors" (p. 241), and the inevitable Pygmy, who has "reached a stage of development equivalent to that existing in Western Europe some fifty thousand years ago" (p. 238). Primitive or not, who could believe that this description refers to a human being (pp. 238-9): "Being agile, he is adroit at climbing, a highly desirable skill in his forest environment. Moving noiselessly from tree to tree he is very difficult to locate. Because he dislikes water and cannot swim, he usually crosses rivers by swinging across on a rope made from lianas . . . ." He ". . . is a simple creature of the forest." The great engineering feats that have taken place in Africa are ignored, while statements such as this (p. 402) are given prominence: "It is still common for travellers to have to rely on human transport in the jungles of Africa." Rating for objectivity: Poor (no points).

With a total of four out of twenty, or twenty per cent, the overall rating for this book is thus POOR.

Long and Roberson, World Problems, 1969 (Grade XII):

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Inclusiveness: This book refers to all of the major themes except two primary ones: the colonial legacy, and political problems and influences.

Rating: Good (five points).

Balance: The balance suffers as a result of the exclusion of the two important themes, only six of the themes "matching" the specialists' groupings. Rating: Fair (two points).

Accuracy: The occasional error results from overgeneralization. For example, in a paragraph describing problems of overgrazing and efforts to overcome them (p. 178), it refers constantly to "the Africans", implying that the statement applies to the entire population. The great human diversity of Africa is thus neglected. Rating: Fair (two points).

Objectivity: Once again, although individual statements are essentially not incorrect, their cumulative implication is that Africa is an unhealthy, poor, primitive continent in which all credit for development must be given to the white man. The contributions of indigenous peoples or the efforts of newly independent governments are never mentioned, although such information was available at the time of the book's publication. For example, it is noted that "the British government has paid large sums to move oil, which normally is not transported by air, into Zambia" (p. 144), but it is not pointed out that such action was made necessary by the predicament of the British government over Rhodesia. Similarly, a picture of a primitive river ferry in Nigeria is compared with one of

San Francisco's Golden Gate Bridge (p. 126), but it is not indicated that there are many magnificent bridges in Africa. The reason given for the hopeful future of the Congo Basin is not, as one might expect, that it has an abundance of minerals and water power potential, but that it "has been open to European influence for many years" (p. 176). Similarly, European farming on the savannas is given as an example of what can be done in such regions (p. 179), a description which many Africans who remember the "Groundnut Scheme" in Tanzania, or the "Poultry Scheme" in Gambia, might find rather amusing. Rating for objectivity: Poor (no points).

With nine points out of twenty (forty-five per cent) accumulated, therefore, the book's overall rating is UNSATISFACTORY.

Hull, *Frontiers of Geography*, 1964 (Grade XII):

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Inclusiveness: As the book refers only in passing to tropical Africa, its inclusiveness cannot justifiably be evaluated.

Balance: For the same reasons, its balance will not be evaluated.

Accuracy: In spite of the brief treatment, the book manages to fit in the usual deterministic explanation of the distribution of European settlement in Africa, mentioning only climatic factors. It notes that the "favourable areas for British people in tropical Africa were the White Highlands of Kenya and the developed ground near Salisbury in Southern Rhodesia" (pp. 70-1). Seventy thousand white people in Zambia (who outnumber the whites of Kenya by quite a large margin), not to mention many thousands of white people in other parts of tropical Africa, are likely

to refute that statement. Rating: Poor (no points).

Objectivity: The book's exclusive concern for the white people of Africa makes its objectivity suspect. Rating: Fair (two points).

With two points out of ten, or twenty per cent, the book's overall rating is POOR.

Hull, A Geography of Production, 1968 (Grade XII):

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Inclusiveness: This book deals systematically with economic themes, and references to tropical Africa are made only in passing. Its inclusiveness will therefore not be evaluated.

Balance: For the same reasons, the book's balance cannot be judged.

Accuracy: There are no obvious errors. Rating: Good (five points).

Objectivity: The book is a well-documented, factual account. Rating: Good (five points).

The overall rating for this book, with ten points out of ten (one hundred per cent) is GOOD.

Philbrick, This Human World, 1963 (Grade XII):

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Inclusiveness: This book refers to all of the themes except power and industry and problems of dependence. It is refreshing in that, as its title indicates, it deals at length with human and cultural themes.

Rating: Good (five points).

Balance: So much has happened in Africa since the time of the book's publication that many contemporary problems are understressed, such as political problems and influences, rural and agricultural development, urbanization, and so on. Only four of the themes dealt with match the specialists' groupings. Rating: Poor (no points).

Accuracy: The book is out of date, but it is well documented.

Rating: Good (five points).

Objectivity: It is very carefully and objectively written. Rating: Good (five points).

With a total of fifteen points out of twenty, this scholarly, interesting piece of work has an overall rating of GOOD.

#### Overall Rating of Optional Textbooks

The strongest attribute of the books in Category B was their inclusiveness. As shown in Table III (p. 56), twelve of them received "good" ratings, another three "fair" ratings, and none of them were rated "poor". The mean number of points awarded in this category was 4.4 out of a possible five.

On the other hand, the main weakness of these books was their balance, the most common pitfall being the neglect of human and political themes in favour of the physical and economic. Thus, as Table III (p. 56) shows, no books received a "good" rating, only eight were rated

"fair", while six books gained no points at all in this category. The mean number of points awarded for balance was 1.14 out of five.

The books in this category were generally quite accurate, only one of them receiving a "poor" rating, while eleven were "fair" and eight were "good" (see Table III, p. 56). The number of points awarded for accuracy averaged 3.1 out of five.

Objectivity was generally a weak attribute, as far too many books looked at Africa strictly from a Western or materialistic point of view. Ten of the books were rated "poor" in this category, while five received "fair" and another five "good" ratings. The mean number of points awarded was thus 1.75 out of five.

The total point accumulation of these mean rankings is thus 10.39 out of a possible twenty, or 51.95 per cent. According to the criteria set forth for this study in Chapter III (p. 19) the overall rating of the books in Category B must therefore be UNSATISFACTORY.

#### Category C: Supplementary Textbooks

This category consists of books which are generally no longer used as texts in the classrooms of British Columbia schools, or which at least are considered inappropriate for classroom use. Instead, they are kept as library holdings or as additional sources of information for teachers. It is unlikely, therefore, that many pupils have direct contact with them. Indirectly, however, it is possible that pupils are exposed to the material in them, and it is thus appropriate that they

be investigated. A total of five books in this category deal with tropical Africa, and they are discussed here in the order in which they appear in the Textbook Catalogue.

Chatterton, Canada and Other Lands, 1955 (Grades V-VI):

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Inclusiveness: As shown in Appendix VI (p.118 ), this book refers to only five of the major themes. Rating: Poor (no points).

Balance: The bulk of the material deals with traditional practices and the physical environment. Little else is considered important. Only two of the themes match the specialists' groupings. Rating: Poor (no points).

Accuracy: In spite of the brief treatment, the book abounds with inaccuracies. A common one is the constant and often contradictory use of the word "jungle", an inappropriate term for tropical Africa at the best of times. Note these statements: "It is in these lands that the jungle grows" (p. 229); "Jungles are found only where it is very hot and wet throughout the year" (p. 236); "These jungle animals live in the tall grasslands" (p. 236). Is a jungle a type of plant? Does it consist of grasslands? If it is thick vegetation, might not cooler climates have "jungles" in them? Elementary pupils must be very confused by this account. Other mistakes include these: the equatorial forests are "hotter than the hottest days of summer in Canada" (p. 229); ". . . some equator lands are on high plateaus. They have cool or cold climates" (p. 229). Had the author checked readily available temperature figures,

he might have noted that summer temperatures on the Prairies (over 90°F) are much warmer than the constant 80°F of the equatorial forests, and that "high plateau" centres such as Nairobi could hardly be described as "cool or cold". The author also has a rather imaginative conception of international trade: "If the African wants our goods he must trade things we need for them. If he has nothing we want he cannot buy from us" (p. 235). More imaginative still is his idea of communications in the Congo (p. 234): "There are no telephones, telegraphs, or radios in the Congo villages, but the people can send messages quickly with drums." The height of absurdity is reached, however, when the author begins to generalize about other areas (pp. 241-2): "There are many other hot, wet lands where the weather is like that in the Congo. The people may have brown or reddish skins, but they live in the same way as the African jungle people." Rating for accuracy: Poor (no points).

Objectivity: As the book is full of statements such as those quoted above, it is clear that it is guilty of pure bias by inertia. The picture of Africa it presents is of a teeming jungle (with no variation), peopled by ignorant savages and ravaged by dangerous animals and "soldier ants." Rating: Poor (no points).

This book thus fails to accumulate a single point, and its overall rating is POOR.

Stavrianos and Andrews, Sub-Saharan Africa, 1964 (Grades VIII-IX):

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Inclusiveness: Although intended as a history textbook, this covers every one of the major themes. Rating: Good (five points).

Balance: This book comes closer than any other to a "good" rating for balance. However, being a history text, it naturally stresses historical themes; according to the criteria described in Chapter III, it must be given a fair rating (two points), as eight of the themes dealt with match the specialists' groupings.

Accuracy: There are a few geographical errors, perhaps pardonable in a history text. For example, it notes that ". . . the entire area (around the Kariba Dam) is being rapidly developed for industry" (p. 9). This is certainly not the case, as power lines carry the power many hundreds of miles to the nearest industrial centre. Then again, there are overgeneralizations such as this one: "All trees in the savanna zone are deciduous, that is, they shed their leaves during the dry season" (p. 12). Finally, there are understatements such as this one: "Even in these areas (the savannas), however, some shifting cultivation is practiced" (p. 13). Rating: Fair (two points).

Objectivity: The book is very carefully written, with great pains taken to present the African point of view. Rating: Good (five points).

In my opinion, this is the best of the twenty-six books analyzed. It covers all of the themes ratified by the specialists, and gives themes such as the colonial legacy and the influence of politics the attention they warrant. Its factual errors are of minor significance to the treatment as a whole, and the authors are particularly careful to discuss the problems from an objective viewpoint. With fourteen points out of twenty, or seventy per cent, the overall rating for this

book is GOOD.

Stamp and Kimble, The World, 1954 (Grades VIII-XII):

Inclusiveness: Typical of regional geography textbooks produced in the early fifties and before, this book refers, very sporadically, to nine of the major themes. Rating: Fair (two points).

Balance: The references, sporadic as they are, add up to a fair balance (two points), as seven of the themes match the specialists' groupings. The physical environment is heavily overstressed (see Appendix VI, p.118 ), as are the lists of ports and products which make up the "trade and transportation" theme. Political problems and influences, not surprisingly for a book written at that time, receive no mention.

Accuracy: Apart from the countless errors which result from out-of-date-ness, there are a few other inaccuracies, most of which result from the colonial mentality that Europeans had in the fifties. For example, the book refers to the "Portuguese port of Beira" (p. 678). Few countries other than Portugal today recognize Mozambique as being a genuine part of that country. Another statement reflects a common error: "The opening up of Africa commenced with the discoveries of great explorers like Livingstone who discovered the Victoria Falls in 1855" (p. 669). Many outsiders -- the Arabs, the Portuguese, the Dutch -- had penetrated Africa long before the nineteenth century; besides, Livingstone can hardly be said to have "discovered" the Victoria Falls. Concerning transportation, the authors note: ". . . in recent years motor cars have been used" (p. 679). They can be assured that cars sped along the roads of tropical

Africa long before 1954! Another statement is open to question: "The principal town of Sudan is Khartoum . . ." (p. 691). It is true that this city, established by the British as a capital, is the administrative centre; the largest city, however, is Omdurman, a town not even mentioned in the book. Rating for accuracy: Poor (no points).

Objectivity: Some of the statements quoted above indicate a strong pro-British, or at least strong pro-colonial power, bias. Further instances of bias confirm this. The only historical events mentioned in the book are those concerning "discoveries" by British explorers. The only West African countries discussed are the British colonies and Liberia (an American "Negro Republic"). The indigenous peoples of Africa are described only in derogatory terms. Ethiopia, for example, is referred to as the "wild and undeveloped country of Abyssinnia" where "the people are very backward." The only people of the Congo Basin mentioned are the few thousand Pygmies, "amongst the least civilized human beings." Rating for objectivity: Poor (no points).

With a point accumulation of four out of twenty, or twenty per cent, the overall rating for this book is POOR.

Bradley, World Geography, no publishing date given (Grade VIII-IX):

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Inclusiveness: This book refers to eleven of the major themes, as shown in Appendix VI (p. 118). Though the quality of its references is open to question, the book must be rated good for inclusiveness (five points).

Balance: The dependence of tropical Africa on the outside world is given

disproportionate attention, as is mining. There are no "matching" themes. Rating: Fair (two points).

Accuracy: No publication date is mentioned in the book, and inaccuracies resulting from out-of-dateness must therefore be considered countable errors. These include statements such as ". . . a few colonies have become more or less independent" (p. 459) and "The great majority of African lands are not independent even in name" (p. 462). It is in the field of race relations and politics, however, that the book strays farthest from the truth. Referring to the "Belgian Congo", for example, it notes that "nowhere in Africa do Negroes (more than 13 million) and white men (less than 100,000) live together in greater comfort and peace" (p. 462). This is contradicted somewhat in a later reference to the presently war-torn Mozambique: "And not even in the Belgian Congo do the large majorities of the native Negroes have less resentment for the small minorities of white Europeans who govern them" (p. 462). Of Rhodesia, it notes that ". . . its people are nearly as free politically as their neighbours in the completely self-governing Union of South Africa" (p. 466). It ends with the observation that "Africa affords many examples of true partnership between the European and the native" (p. 470). It does admit that all has not been perfect: referring to the Mau Mau uprising in Kenya, in which far more blacks were killed than whites, it notes that ". . . the resentment of the native Negroes for the white colonists has led to fierce uprisings and bloody massacres" (p. 467). Further inaccuracies result from the staunchly deterministic viewpoints of the author. Of the British colonies, the book states that they "all lie

within 35 degrees of the Equator. This means that they all have climates which are in large measure hostile to Europeans" (p. 466). There is hope for Ethiopia, however: "Since much of its area has a healthful, invigorating climate, Ethiopia has a good chance of becoming a prosperous modern nation in the future" (p. 460). Rating for accuracy: Poor (no points).

Objectivity: The above statements indicate an unrealistic view of Africa. Still others show that Africa is looked at, with condescension, from a strongly materialistic, pro-white viewpoint. "British East Africa", for example, "is much more than an unpleasant mixture of wild beasts, wild men, and tropical diseases" (p. 467). However, "the natives could not hope to rise out of their poverty, ignorance, and disease without the help of the civilization of the Europeans" (p. 470). "Most of . . . Africa, as a matter of fact, has had no history of importance to the rest of the world. It has been walled off from the great centres of civilization almost as completely as if it had been on the moon . . . . Even today, Africa is still in many ways a 'dark continent' -- mysterious, forbidding, and lonely among the lands of the earth" (p. 458). "Tangled jungles, trackless rain forests and savannas, hostile natives, dangerous beasts, and deadly diseases still rule immense areas of land" (p. 459). A few "native people" such as Emperor Haile Selassie show that not all Africans are "ignorant savages" (p. 460). However, it is only the white man who can develop Africa. In Liberia, for example, "American money has made most of the improvements which this poor equatorial land can boast" (pp. 459-60). As for the arid areas bordering the Sahara, "All these dependen-

cies are made up largely of desert lands and are inhabited by nomadic peoples. They are of relatively little value or importance," and can therefore be "dismissed" (p. 462). The "Belgian Congo", furthermore, is "as remote a country as anyone could imagine" (p. 462). Clearly, the history of Africa begins only with European exploration (p. 459), and the only segment of the population worthy of discussion is the white one (p. 466). Rating for objectivity: Poor (no points).

It is difficult to conceive that this textbook continued to be the major geography text at the junior secondary level in British Columbia until as recently as two years ago. With a point total of seven out of twenty, or thirty-five per cent, it has an overall rating of UNSATISFACTORY. This, however, is a higher rating than it really deserves, and its all too recent demotion from Category A to Category C can only be described as merciful.

Clarke, Population Geography, 1968 (Grade XI):

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Inclusiveness: Dealing as it does with a specific theme, this book's inclusiveness cannot be evaluated.

Balance: Not applicable.

Accuracy: There are no obvious factual errors. Rating: Good (five points).

Objectivity: The book is well-documented and scholarly. Rating: Good (five points).

Accumulating ten points out of a possible ten, this book is thus rated GOOD.

### Overall Rating of Supplementary Textbooks

As with the optional texts, inclusiveness was the strongest attribute of the books in this category. One of them received a "poor" rating, while there were two "good" ratings and one "fair", for a mean point accumulation of 3.0 out of five.

The balance of these books was generally fair, the only "poor" rating being given to a book written in 1955 (See Table III, p.56). The mean point total was 1.5 out of five.

It is in accuracy and objectivity that these books are generally weakest, three of them being rated "poor" in both categories. Their early dates of publication can be cited to help explain this. On the other hand, one of the books -- that by Stavrianos and Andrews -- was exemplary in its objective treatment. The mean point totals awarded for these categories were 1.4 out of five for accuracy, and two out of five for objectivity.

With a mean point total of 7.9 out of twenty, or 39.5 per cent, the overall rating for books in Category C is thus UNSATISFACTORY.

### Overall Rating of the Textbooks

Table IV (p. 96) shows the points awarded to each book analyzed, as well as the mean ratings for inclusiveness, balance, accuracy, and objectivity. The table shows that, on an overall basis, the standard of inclusiveness and accuracy in the books might be considered reasonable.

Of the twenty books evaluated, fifteen were rated "good" and another four "fair" for inclusiveness. Only one received a "poor" rating. Nine of the twenty-six books evaluated for accuracy contained no obvious errors, and in twelve more only a few errors could be found. Of the five books rated "poor" for accuracy, three were published in the fifties and thus could not be expected to be as accurate as the others. It is unfortunate that this excuse cannot be applied to the one book in Category A.

The table shows that the weakest attribute of the books is their balance, that is, the degree to which the various themes presented are stressed. The mean rankings given to the themes by the specialists (see Table I, p. 26) indicate that political influences and problems, which have largely resulted from the colonial legacy, are an important part of that interrelated complex of factors that give tropical Africa its unique character. It is this theme more than any other that is neglected by the textbooks analyzed. Lack of balance also results from the overemphasis on the physical environment. The table in Appendix VI (pp.118-23) shows that this theme makes up more than twenty-six per cent of all the material covered in the texts. It is true that the specialists gave this theme top ranking, but one would expect that within the broad groupings of themes -- primary, secondary, and tertiary -- there would be some homogeneity in the amount of attention paid to individual themes. Appendix VI (p.118) shows, however, that after the environment, tradition makes up 15.5 per cent of the total, rural and agricultural development 11.9 per cent, and politics and the colonial legacy only 3.2 and 6.0 per cent

respectively: an obvious lack of balance.

The books also have a weak overall rating for objectivity, more than half of them receiving a "poor" rating in this category. The main fault lies in the tendency to look at Africa only from a materialistic, Western perspective, with no attempt being made to understand the perception that Africans themselves have of their region. Thus, the history of Africa is almost always seen to begin in the nineteenth century, when Europeans first began to make their mark on the continent. Climatic features are almost always discussed in terms of the assumed preferences of white people. African lifestyles are often looked at condescendingly, and discussed in a derogatory fashion; they are also compared unfavourably with the high material standards of the West. The ideas and contributions of the African people themselves to such problems as public policy and rural development (some of which are described in Chapter V) are seldom, if ever, mentioned. With such rampant bias existing, it is unlikely that pupils in geography classes of British Columbia schools will acquire a true understanding of the problems that confront tropical Africa today, or of the perceptions of the African peoples.

The mean number of points awarded, out of five, was as follows: inclusiveness 4.15; balance 1.26; accuracy 2.65; and objectivity 1.73. The overall point accumulation was thus 9.79 out of twenty, or 48.95 per cent. According to the criteria laid out in Chapter III (p. 19), the treatment of tropical Africa in the geography textbooks used in the schools of British Columbia may be regarded as UNSATISFACTORY.

TABLE IV  
Points Awarded to Textbooks Analyzed,  
with overall rating

<u>Category</u>	<u>Book</u>	<u>Inclusive- ness</u>	<u>Bal- ance</u>	<u>Accu- racy</u>	<u>Objec- tivity</u>
A	Carswell, <u>Man in the tropics</u>	5	2	0	0
B	Taylor, <u>Southern lands</u>	5	0	5	2
	Moore, <u>The world and man</u>	5	2	2	0
	Young, <u>Course in world geog. (2)</u>	5	2	5	0
	Young, <u>Course in world geog. (3)</u>	-	-	2	0
	Hodgkin, <u>The Sudan</u>	5	2	5	2
	Devereux, <u>Mapwork with pictures</u>	5	2	2	5
	Eiselen, <u>Africa</u>	5	2	2	0
	Hildebrand, <u>Lands of the east. hem.</u>	5	2	2	0
	Stone, <u>Geographic fundamentals</u>	2	0	2	0
	McCaffray, <u>Land, climate, etc.</u>	5	2	2	0
	Grime, <u>Landscapes of the world</u>	2	0	5	2
	Freedman, <u>Population</u>	-	-	5	5
	Trewartha, <u>Geog. of population</u>	-	-	5	5
	Smith, <u>Population and production</u>	5	-	2	2
	Lloyd, <u>The geographer's world</u>	5	0	2	0
	Smythe, <u>Elements of geography</u>	2	0	2	0
	Long, <u>World problems</u>	5	2	0	0
	Hull, <u>Frontiers of geography</u>	-	-	2	2
	Hull, <u>A Geography of production</u>	-	-	5	5
	Philbrick, <u>This human world</u>	5	0	5	5
C	Chatterton, <u>Canada and other lands</u>	0	0	0	0
	Stavrianos, <u>Sub-Saharan Africa</u>	5	2	2	5
	Stamp, <u>The world</u>	2	2	0	0
	Bradley, <u>World geography</u>	5	2	0	0
	Clarke, <u>Population geography</u>	-	-	5	5
	TOTAL	83	24	69	45
	Mean	4.15	1.26	2.65	1.73
	TOTAL of means:	9.79			
	Overall rating =	9.79 out of 20			
	=	48.95% (UNSATISFACTORY)			

## CHAPTER VII

## SUMMARY AND CONCLUSIONS

The Purpose of the Study

A major problem confronting the world today is the disparity, not only in wealth and technology but also in lifestyles, interests, and aspirations, between the countries of the "developed" and the "undeveloped" worlds. Cultural diversity in itself is not a problem, and in fact is something to be encouraged, as it adds to the richness of our experience. When disparities, however, lead to resentment and conflict, then solutions must be found; and they will only be found when both sides have acquired a sympathetic appreciation of the opposing culture.

Geography is one subject taught in schools which explicitly professes to foster in the minds of pupils an understanding of world problems such as these. It is important, therefore, that geography classes in the West develop in pupils a sympathetic appreciation of the problems confronting the contemporary Third World. The degree to which this is achieved is largely dependent on individual teachers, but perhaps just as important is the quality of the textbooks used.

The purpose of this study was to examine the treatment in the school geography textbooks used in British Columbia of one significant part of the Third World: tropical Africa.

### Summary of Basic Findings

It was first noted that, of all the material contained in geography textbooks used in British Columbia schools, less than three per cent actually makes reference to tropical Africa.

The material that is relevant was analyzed and discussed in terms of four major categories: inclusiveness, balance, accuracy, and objectivity. It was found that, in an overall way, books reach a fair standard of inclusiveness and accuracy. The major weaknesses lie in their lack of balance and objectivity. Africa's physical features are fully discussed, as are her economic activities. Sadly neglected are important themes which are essential to an understanding of contemporary tropical Africa: the colonial legacy, political problems and influences, and problems of tribal, cultural, and racial diversity. In addition, many textbooks are biased in that they view Africa only in terms of what it means to the West, or at least to the white man. According to these books, the history of Africa only begins in the nineteenth century, and the only parts of Africa with a worthwhile future are those which have climates tempered by altitude, and which are therefore suitable for white settlement. The rest of the region is characterized, it would seem, by teeming jungles, ignorant savages, and dangerous beasts: a land of primitiveness and poverty, in comparison to the luxurious West.

### Implications

It should be stressed here that some of the books analyzed were found

to be accurate, objective, and relatively well-balanced accounts. Hodgkin and Lock's The Sudan, for example, and Stavrianos and Andrews' Sub-Saharan Africa, show that some quite satisfactory books are at least being referred to. These books display a few thought-provoking characteristics: they have both been written by two people working in collaboration; each of these people has first-hand knowledge of the region; and each book deals with a relatively restricted area. The implications of these features are obvious: books dealing with limited areas, written by more than one person, each of whom is intimately acquainted with the area about which he is writing, has the greatest chance of including all of the relevant material, of being well-balanced, and of being accurately and objectively written.

Books dealing with a wide range of topics and areas are less likely to be as successful, especially if written solely on the basis of information from out-dated, second-hand sources. It is these books which are likely to retain the condescending colonial attitudes of the forties and fifties; which are likely to point out that states "may achieve their independence" six years after they have already done so; and which are likely to neglect those themes essential to an understanding of the contemporary tropical African landscape.

The high proportion of biased and unbalanced textbooks currently in use are not likely to engender a "sympathetic appreciation" of the problems confronting tropical Africa today. Indeed, pupils in British Columbia, when they are told that the majority of Africans are "ignorant savages" who depend on the white man to raise their "level of civilization", are more likely to develop sympathy and support for the minority regimes

of southern Africa. If this does happen, relationships with the Third World are hardly likely to improve, and the objective of geography as an instrument of world understanding would not have been met.

### Recommendations

The findings of this study and their implications make the following recommendations seem warranted:

#### 1. Preparation of Teachers

It was noted in Chapter I that Canadian social studies teachers rely heavily on school textbooks as sources of information. It was suggested that a likely reason for this is lack of knowledge in certain areas. Robinson (1967) shows that regional geography has in the past been understressed in Canadian university geography programmes, in spite of the vital contribution that it can make to world understanding. It is likely, therefore, that Canadian geography teachers are not adequately prepared to teach about many regions of the world. It is thus recommended that prospective geography teachers in British Columbia be given the opportunity to take university-level courses on all of the regions about which they will be required to teach. One of these regions is tropical Africa.

#### 2. Reassessment of the Total Geography Curriculum

It was suggested that, in the light of tropical Africa's areal extent, population, and significance in present and future world affairs, the treatment of the region in the geography curriculum of British Columbia schools

is inadequate at the present time. The precise amount of attention that should be paid to this region is, however, difficult to determine without full consideration of the overall objectives and priorities of the present programme. It is therefore recommended that the geography curriculum presently in use in British Columbia be reassessed, bearing in mind the vital importance of engendering in pupils an understanding of Third World areas, including tropical Africa.

### 3. Criteria for the Selection of Textbooks on Tropical Africa

It is recommended that future textbooks, dealing with tropical Africa, which are recommended for use in British Columbia schools, should be selected on the basis of the following criteria:

#### (i) Balance

They should include discussions not only of physical and economic themes, but also of political and cultural themes. The latter are not being given the attention they warrant at the present time, although they are important parts of the interrelated complex that gives modern tropical Africa its unique character.

#### (ii) Objectivity

Too many books currently in use look at Africa only from a Western viewpoint. The following question should thus constantly be borne in mind when future textbooks are being selected: "Will this book engender in the minds of its readers an appreciative understanding of Africa and its peoples?"

#### (iii) Authorship

In future textbook selections, priority should be given to books dealing with limited areas that are written by people having an intimate

knowledge of that area. As yet, such materials have not been produced by Africans themselves. When these do become available, however, they should be carefully considered by textbook selectors, as it is these texts which are most likely to present the indigenous African point of view. In the absence of such materials, texts written by people with at least an intimate knowledge of the area should be given preference, as it is this type of book which is most likely to be relevant, well-balanced, accurate, and objective.

#### 4. Supplementary Materials

It is important that pupils acquire, as much as is possible, a feeling for the atmosphere of tropical Africa. This would be difficult if only scientifically-inclined textbooks were to be used. It is therefore recommended that additional materials, such as African fiction and poetry, slides, films, tapes, and records, be made available to supplement textbooks selected for use, provided these materials -- especially the pictorial ones -- meet at least those standards of objectivity set forth in this project. Such materials could engender in pupils a more appreciative understanding of African perceptions and problems than would be possible using textbooks alone.

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## APPENDICES

## I

Specialists to whom Questionnaires Were Sent

1. Professor I. S. Smith,  
University of Alberta, Edmonton
2. Professor D. R. F. Taylor,  
Carlton University, Ottawa
3. Professor B. E. Thomas,  
University of California, Los Angeles.
4. Professor W. A. Hance,  
Columbia University, New York
5. Professor R. J. Harrison Church,  
London School of Economics and Political Science
6. Professor I. L. Griffiths,  
University of Sussex, Brighton
7. Professor D. N. McMaster,  
University of Edinburgh
8. Professor R. M. Prothero,  
University of Liverpool
9. Professor A. T. Grove,  
University of Cambridge
10. Professor A. L. Mabogunje,  
University of Ibadan
11. Professor K. M. Barbour,  
University of Ibadan
12. Professor G. Kay,  
University College of Rhodesia, Salisbury
13. Professor R. C. Harkema,  
University of Zambia, Lusaka

14. Professor P. W. Porter,  
University College of Dar-es-Salaam.

## II

Letter Sent to Specialists

Dear Sir:

I am presently engaged in an examination of the treatment of tropical Africa in the geography textbooks which are currently in use in the elementary and secondary schools of British Columbia. In order to help in the analysis of these textbooks, I have identified, after a review of recent literature on Africa, certain central themes which, I feel, essentially convey the unique character of the region.

In order to check the reliability of the themes I have identified, I am requesting your assistance as well as that of a few other specialists on African geography in Europe, North America, and in Africa. Accordingly, I would be grateful, sir, if you would spare a few minutes of your time to examine the enclosed list of themes, and carry out the instructions placed at the head of this list.

You will notice that many of these themes are closely interrelated, and that it is often difficult to distinguish between them. For the purpose of this analysis, however, I have found it necessary to separate them.

I realize that I am asking you to generalize and over-simplify far more than you would probably like, and that the themes which I have tried to convey in the space of a single sentence are probably not adequately defined for your purposes. However, I hope you will recognize the reasons for these limitations, and assist me as well as you can.

I would be grateful if you could use the enclosed self-addressed envelope and return the list to me by the end of March.

Please allow me to thank you in advance for your help in this matter.

Yours faithfully,

Stephen A. Smith

(M.A. Candidate)

## III

Questionnaire Sent to SpecialistsCentral Themes in Tropical African GeographyInstructions

1. If you agree that any of the following themes are central to an understanding of modern tropical Africa, please place a tick (✓) in the space provided.
2. If you feel that any theme is not important, eliminate it from the list by drawing a line through it.
3. Finally, please rank the themes in your revised list, in the order in which you feel they should be stressed. For example, if you yourself were asked to summarize the unique character of modern tropical Africa in one chapter of a book, or in a single lecture, which themes would you emphasize and which would you only mention or even ignore? Please state the order of your preference (1, 2, 3, 4, etc.) in the spaces provided.

No.	Theme	Tick ( ✓ )	Rank in order: 1, 2, 3, etc.
1.	<u>The influence of the environment</u> (Without being deterministic, it cannot be denied that the natural environment -- climate, relief, pests and diseases, etc. -- has had a major influence on population distribution, settlement patterns, types of human activity, etc.)		

No.	Theme	Tick ( ✓ )	Rank in order: 1, 2, 3, etc.
2.	<u>The influence of traditional practices and beliefs</u> (Closely related to the first theme, as they have often evolved as a result of natural environmental influences, traditional practices have played a major role in shaping current attitudes and values, which in turn have often had spatial consequences, e.g. general failure of "modernization" attempts because of pastoral traditions in Somalia.)		
3.	<u>The colonial legacy</u> (Colonial powers generally determined the nature of present economies, and began the process of industrial and modern agricultural development; however, they also left problems, such as racial antagonisms, mono-economies, and political boundaries unrelated to tribal distributions.)		
4.	<u>The struggle to diversify economies and equalize regional development</u> (Major problems facing independent governments have been those of increasing development in previously undeveloped areas, to decrease dependence on the "islands of prosperity left by colonial powers; and to diversify both agricultural and industrial development, to decrease the risk involved in relying on only one or two exportable items.)		
5.	<u>The development of agriculture</u> (Attempts to change from subsistence to commercial agricultural production have had many spatial consequences: irrigation schemes, resettlement schemes, land reclamation schemes, etc.)		
6.	<u>The development of power and industry</u> (Independent countries have been anxious to modernize economies through rapid industrialization; this has been dependent on an adequate power supply, which has led to development of hydro-electric power schemes, etc.)		

No.	Theme	Tick ( ✓ )	Rank in order: 1, 2, 3, etc.
7.	<u>The diversification and development of trade and transportation</u> (Closely related to # 4, independent countries have been anxious to increase the number of their exportable items, and the number of trading partners; this has often led to the development of more transportation facilities, such as ports, railways, roads, etc.; internal trade and transportation have also been encouraged in efforts to develop internal cohesion.)		
8.	<u>The importance of minerals</u> (Many countries are far more highly developed and richer than they would otherwise be because of the presence of exploitable minerals; in some cases, mining production dominates the economy, e.g. Zambia.)		
9.	<u>The problems of tribal, cultural, and racial diversity</u> (Largely a part of the colonial legacy, the threat to the internal cohesion of tropical African nations of tribal (e.g. Nigeria, Congo), cultural (e.g. Sudan) and racial (e.g. Rhodesia, Angola, Mozambique) diversity is obvious, and this has determined many policies with spatial consequences, e.g. redefining of internal boundaries, new communication and trade patterns, etc.)		
10.	<u>The distribution, growth, and movement of population</u> (Varying densities of population reflect different ways of life, e.g. extensive versus intensive farming, and have helped to determine, in many cases, the spatial distribution of economic development; population is increasing at a rapid rate, particularly in developed areas, which has attendant problems; and population movement, e.g. seasonal or rural-urban, is a dominant feature of the tropical African landscape.)		

No.	Theme	Tick ( ✓ )	Rank in order: 1, 2, 3, etc.
11.	<p><u>The growth of towns: problems and consequences</u> (Some towns existed before the colonial era, e.g. Ibadan, but most were developed by colonial powers; they are related to the "islands of prosperity" in various countries, and their dominance of the economy and culture of their countries is far out of proportion to their size; they therefore attract many from rural areas, which has often led to housing shortages, the break-up of traditional cultures, and various related problems; this has in turn led to policies related to the development of rural areas, e.g. "back to the land" campaigns.)</p>		
12.	<p>ADDITIONAL THEMES</p>		
13.			

No.	Theme	Tick ( ✓ )	Rank in order: 1, 2, 3, etc.
14.			
15.			
	Thank you.  <u>S. A. Smith</u>		

## IV

Reminder Sent to Late Respondents

Dear Sir:

I refer to my letter of March 17, 1972, in which I requested your assistance in compiling a list of themes which are central to an understanding of modern tropical Africa.

I appreciate that you may have been very busy or may have overlooked my original request. If you could spare a few moments to complete the questionnaire, a copy of which is enclosed, I would be most grateful.

If you feel that it is impossible to rank the themes listed, it will suffice to indicate whether or not you feel they are of primary, secondary, or tertiary importance. You can do this by noting number 1, 2, or 3 in the appropriate space.

If you have already forwarded your response, please ignore this reminder. I hope that you can give this matter your kind attention.

Yours sincerely,

Stephen A. Smith

(M.A. Candidate)

V

Calculation of Spearman Rank Order Correlation Coefficient:

<u>Ranked Themes of All Respondents</u>	v.	<u>Ranked Themes of Those Who Assigned Specific Rankings</u>
1. Environment		1. Environment
2. Tradition		2. Tradition
3. Rural and agricultural dev.		3. Rural and agricultural dev.
4. Politics		4. Human diversity
5. Colonial legacy		5. Politics
6. Human diversity		6. Colonial legacy
7. Population		7. Population
8. Towns		8. Towns
9. Minerals		9. Minerals
10. Diversification etc.		10. Diversification etc.
11. Power and industry		11. Power and industry
12. Trade and transportation		12. Trade and transportation
13. Dependence		13. Dependence

<u>Rank</u>	<u>Rank</u>	<u>d</u>	<u>d<sup>2</sup></u>
1	1	0	0
2	2	0	0
3	3	0	0
4	6	-2	4
5	4	1	1
6	5	1	1
7	7	0	0
8	8	0	0
9	9	0	0
10	10	0	0
11	11	0	0
12	12	0	0
13	13	0	0
			<u>6</u>

$$r_s = 1 - \frac{6 \sum d^2}{n^3 - n}$$

$$= 1 - 0.0165$$

$$= .98 \text{ (p } < .01)$$

VI  
Number of Lines Devoted to Each Theme in Textbooks Analyzed

THEME	Carswell et.al., Man in the tropics	Taylor et.al., Southern lands	Moore, The world and man	Young & Lowry, Course in world Geog. (2)	Young & Lowry, Course in world Geog. (3)
Environment	475	321	72	126	19
Tradition	68	69	137	49	30
Agriculture	210	105	82	50	33
Politics	5	54	NIL	14	NIL
Colonial legacy	NIL	92	7	32	NIL
Human diversity	21	77	23	50	NIL
Population	53	29	10	14	NIL
Towns	27	133	NIL	40	NIL
Minerals	19	30	3	3	NIL
Diversification	NIL	NIL	4	NIL	NIL
Power and industry	22	57	2	3	NIL
Trade and transport.	93	90	7	14	NIL
Dependence	NIL	11	NIL	NIL	NIL
Pre-colonial history	6	NIL	NIL	NIL	NIL
Standard of living	NIL	NIL	NIL	NIL	NIL
Racial characteristics	NIL	5	NIL	NIL	NIL
Illiteracy	NIL	NIL	NIL	NIL	NIL
Cultural diffusion	NIL	NIL	NIL	NIL	NIL
Education	20	10	NIL	NIL	NIL
Forestry	NIL	NIL	NIL	NIL	NIL
Fishing	NIL	NIL	NIL	NIL	NIL
Tourism	NIL	NIL	NIL	NIL	NIL
Importance of Africa	NIL	NIL	NIL	NIL	NIL

/continued

VI (CONTINUED)				
Number of Lines Devoted to Each Theme in Textbooks Analyzed				
THEME	Hodgkin & Lock, <u>The Sudan</u>	Devereux & Morgan, <u>Mapwork with</u> pictures	Eiselen & <u>Uttley, Africa</u>	Hildebrand & Woolley, <u>Lands of the eastern</u> hemisphere
Environment	315	10	613	214
Tradition	379	8	304	151
Agriculture	268	10	297	69
Politics	28	1	61	5
Colonial legacy	30	3	95	19
Human diversity	77	1	150	54
Population	NIL	4	83	55
Towns	92	6	89	48
Minerals	NIL	6	97	6
Diversification	3	NIL	62	24
Power and industry	8	4	90	89
Trade and transportation	317	10	266	78
Dependence	39	NIL	25	7
Pre-colonial history	NIL	NIL	94	5
Standard of living	NIL	NIL	NIL	NIL
Racial characteristics	NIL	NIL	NIL	NIL
Illiteracy	NIL	NIL	NIL	NIL
Cultural diffusion	NIL	NIL	NIL	NIL
Education	NIL	NIL	18	17
Forestry	NIL	NIL	21	NIL
Fishing	NIL	NIL	17	11
Tourism	NIL	NIL	NIL	NIL
Importance of Africa	NIL	NIL	10	NIL

VI (CONTINUED)					
Number of Lines Devoted to Each Theme in Textbooks Analyzed					
THEME	Stone & Inch, Geographic fundamentals	McCaffray & Hunt, Land, climate, and man	Grime, Landscapes of the world	Freedman, Population: The vital revolution	Trewartha, A Geography of population
Environment	275	280	136	10	32
Tradition	208	52	12	20	7
Agriculture	NIL	177	83	3	NIL
Politics	6	NIL	NIL	21	NIL
Colonial legacy	NIL	50	9	NIL	23
Human diversity	9	NIL	NIL	2	20
Population	11	NIL	7	345	114
Towns	NIL	42	NIL	16	35
Minerals	10	2	7	7	NIL
Diversification	NIL	11	NIL	7	19
Power and industry	NIL	7	NIL	NIL	NIL
Trade and transport.	9	4	9	NIL	NIL
Dependence	NIL	22	NIL	NIL	NIL
Pre-colonial history	NIL	NIL	NIL	NIL	NIL
Standard of living	NIL	12	NIL	NIL	NIL
Racial characteristics	6	NIL	NIL	NIL	NIL
Illiteracy	NIL	NIL	NIL	NIL	14
Cultural diffusion	NIL	NIL	NIL	NIL	NIL
Education	NIL	NIL	NIL	NIL	NIL
Forestry	NIL	20	1	NIL	NIL
Fishing	NIL	4	NIL	NIL	NIL
Tourism	NIL	NIL	NIL	NIL	NIL
Importance of Africa	NIL	NIL	NIL	NIL	NIL

/continued

VI (CONTINUED)					
Number of Lines Devoted to Each Theme in Textbooks Analyzed					
THEME	Smith, Population and prod- uction	Lloyd et.al., <u>The Geograph- er's world</u>	Smythe et.al., <u>Elements of Geography</u>	Long & Robertson, <u>World problems</u>	Hull, <u>Frontiers of Geography</u>
Environment	35	201	150	93	2
Tradition	19	45	152	63	NIL
Agriculture	22	96	27	46	NIL
Politics	3	NIL	4	NIL	NIL
Colonial legacy	NIL	95	16	NIL	25
Human diversity	NIL	4	14	3	NIL
Population	15	2	NIL	4	NIL
Towns	NIL	5	NIL	5	NIL
Minerals	2	40	3	3	NIL
Diversification	6	12	NIL	3	NIL
Power and industry	15	40	NIL	7	NIL
Trade and transportation	17	34	2	2	11
Dependence	4	35	NIL	5	NIL
Pre-colonial history	10	NIL	NIL	NIL	NIL
Standard of living	NIL	NIL	NIL	3	NIL
Racial characteristics	NIL	NIL	42	4	NIL
Illiteracy	NIL	NIL	NIL	NIL	NIL
Cultural diffusion	NIL	NIL	NIL	NIL	NIL
Education	NIL	NIL	NIL	NIL	NIL
Forestry	3	28	NIL	NIL	NIL
Fishing	6	14	NIL	NIL	NIL
Tourism	NIL	8	NIL	NIL	NIL
Importance of Africa	NIL	NIL	NIL	NIL	NIL

/continued

VI (CONTINUED)  
Number of Lines Devoted to Each Theme in Textbooks Analyzed

THEME	Hull, <u>A Geog- raphy of production</u>	Philbrick, <u>This human world</u>	Chatterton, <u>Canada and other lands</u>	Stavrianos & Andrews, <u>Sub- Saharan Africa</u>	Stamp & Kimble, <u>The world</u>
Environment	51	172	57	172	242
Tradition	62	72	111	386	3
Agriculture	150	48	8	21	41
Politics	27	20	NIL	205	NIL
Colonial legacy	59	145	NIL	185	21
Human diversity	NIL	98	3	352	19
Population	NIL	3	NIL	37	6
Towns	NIL	13	NIL	39	11
Minerals	57	33	NIL	20	10
Diversification	NIL	22	NIL	28	NIL
Power and industry	32	NIL	NIL	20	NIL
Trade and transportation	11	86	32	2	45
Dependence	7	NIL	NIL	58	NIL
Pre-colonial history	NIL	NIL	NIL	296	3
Standard of living	NIL	NIL	NIL	56	NIL
Racial characteristics	NIL	NIL	NIL	NIL	NIL
Illiteracy	NIL	NIL	NIL	NIL	NIL
Cultural diffusion	NIL	15	NIL	69	NIL
Education	NIL	NIL	NIL	NIL	NIL
Forestry	10	NIL	NIL	4	NIL
Fishing	NIL	NIL	NIL	NIL	NIL
Tourism	NIL	NIL	NIL	NIL	NIL
Importance of Africa	NIL	NIL	NIL	17	NIL

/continued

VI (CONTINUED)				
Number of Lines Devoted to Each Theme in Textbooks Analyzed				
THEME	<u>Bradley, World Geography</u>	<u>Clarke, Population Geography</u>	TOTAL	<u>Per Cent</u>
Environment	74	16	4163	26.7
Tradition	NIL	6	2413	15.5
Agriculture	10	NIL	1856	11.9
Politics	40	NIL	494	3.2
Colonial legacy	23	5	934	6.0
Human diversity	14	15	1006	6.4
Population	12	82	886	5.7
Towns	5	19	615	3.9
Minerals	18	NIL	376	2.4
Diversification	NIL	NIL	201	1.3
Power and industry	2	NIL	398	2.5
Trade and transportation	13	NIL	376	2.4
Dependence	15	NIL	218	1.4
Pre-colonial history	14	NIL	428	2.7
Standard of living	NIL	NIL	71	0.5
Racial characteristics	3	NIL	60	0.4
Illiteracy	NIL	NIL	14	0.1
Cultural diffusion	NIL	NIL	84	0.5
Education	NIL	NIL	65	0.4
Forestry	NIL	NIL	87	0.6
Tourism	NIL	NIL	8	0.1
Importance of Africa	5	NIL	32	0.2
			15613	

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