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By Todd Litman (litman@vtpi.org)



A geography class at the multi-racial Hampton Institute in Virginia, 1899. Most geography textbooks at the time contained pseudoscientific racist narratives. (Frances Benjamin Johnston, <a href="https://bit.ly/3CUhEQ3">https://bit.ly/3CUhEQ3</a>)

#### **Abstract**

Geography textbooks introduce children to foreign lands and people. They are considered scientific and authoritative, and leave a durable legacy on our world views. This study analyzes descriptions of race and culture from typical British and North American grade school geography textbooks published between 1847 and 1955. It reprints selected texts and images, analyzes how their narratives changed over time, and discusses their impacts. Early books categorized race and culture using methods modelled after biological taxonomies, giving them a veneer of scientific objectivity. They identified various races (European [White], Asiatic [Yellow], African [Black], Malayan [Brown] and American Indian [Red]), which were categorized according to "stages of society" (savage, barbarous, half-civilized, civilized and enlightened). They were overtly *racist* (they claimed that White races are superior) and *colonialist* (they claimed that European imperialism was benevolent and beneficial). This allowed Whites to feel superior to other peoples and supported colonialist policies. Racist and colonialist narratives declined over time and later books promoted racial inclusivity and multiculturalism.

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Note to Readers: This document incorporates many images from old books, which creates challenges, and the results are often imperfect. Some images are copied from scanned originals posted on websites such as the University of Pennsylvania's <a href="Online Books Page">Online Books Page</a> and the U.S. <a href="Library of Congress">Library of Congress</a>, others are scanned from my personal collection. The original books often have marks and coloring (atlas owners were encouraged to hand-color maps, a practice apparently followed in schools), some images are blurred, and their resolution declines when published as PDF files. I provide transcripts of some key texts in this report. Readers who want clearer images can look up some of the original sources, or request higher resolution images from me (<a href="litman@vtpi.org">litman@vtpi.org</a>). Please let me know if you have questions, comments, or additions to this collection.

#### **Contents**

Introduction	3
Early Literature on Race and Colonialism	4
Geography Textbooks and Readers	5
Typical Examples of Geography Textbooks, 1840s-1960	6
Elementary Geography (1847)	ε
Mitchell's School Geography (1854)	
Smith's First Book in Geography (1855)	
Modern School Geography (1864)	
Natural Advanced Geography (1898)	
New Geography of the World (1904)	
A School Geography of the World (1907)	
School Geography of the World (1911)	
The British Empire Beyond the Seas (1912)	
Advanced Geography (1916)	
Ontario Public School Geography (1922)	
New Pictorial Atlas of the World (1931)	
An Approach to Geography (1934)	
Living Across the Seas (1934)	
Collier's World Atlas and Gazetteer (1938)	
The Teaching of the Social Sciences in a Changing World (1942)	
Seeing Our World (1955)	
. , ,	
Geography Readers	61
Analysis	63
Impacts on Individuals and Society	69
Criticism of Racist Geography Education	71
Conclusions	
A secretary Diblication of District Control of the	<del>-,</del> -
Annotated Bibliography	

#### Introduction

Old atlases and geography textbooks are time machines that let us see how previous generations perceived foreign lands and peoples. I find them fascinating and collect them – I own several dozen published from the 1790s to the present. For this study we selected typical examples of grade school textbooks from the 1840s to the 1950s that illustrate evolving narratives concerning race, culture and colonialism.

These books played important roles in defining students' understanding of foreign races and cultures, and therefore their lifelong attitudes toward other peoples and countries. They were considered authoritative and scientific. Imagine, for example, how a young person living in previous centuries would respond to an invitation to travel to a foreign land – Asia, Africa, Latin America or Australia – for a military, missionary, commercial or marital (e.g., women traveling to overseas fiancés) enterprise. Their knowledge of that far-off country, and therefore their decision to participate, and their attitudes and actions when they arrive, would be based largely on the short descriptions in their school geography textbooks. Similarly, imagine how children of foreign races and cultures perceived themselves and were perceived by fellow students and their teachers. Their identity and self-worth were molded, in part, by the authoritative voices of geography books.

Most readers should not be surprised to learn that many older geography books were overtly racist – they claimed that some races and cultures are superior to others – and overtly colonialist – they claimed that European imperialism was benevolent and benefitted colonized people overall – but few have seen their actual words and images. This study is novel because it reprints original text and images that described race and culture from typical geography textbooks between the 1840s and 1960s, and analyzes how this information changed over time.

During this period the discourse evolved, reflecting generational transitions among anthropologists, geographers and educators, from supporting racism and colonialism to promoting more inclusive and multicultural messages. Recent publications described in this report reflect current efforts to correct biases in geography and history education. It is worth noting that these publications were also blatantly sexist, frequently using "man" in reference to people even late in the study period. That issue deserves future study.

This is important and timely research. Many people and individuals want to understand racial and cultural biases in order to redress racial and colonialist exploitation. Many educators are reassessing how schools teach issues related to race, culture and colonialism. This study uses excerpts from old geography books to explore the supposedly scientific information they presented about these issues. As far as I can determine, this information has not be previously assembled. This analysis should be of interest to anthropologists, geographers, teachers, and anti-racism advocates, and to anybody who wants to better understand their own (mis)understanding of race, culture and colonialism.

# **Early Literature on Race and Colonialism**

When strangers meet they often compete for social status, explicitly or implicitly claiming that, "I am smarter, more successful, prettier, or morally superior to you." Similarly, social groups often compete for social status, claiming "We are smarter, more successful, better looking or more responsible than your group." This dynamic has existed for a long time.

For example, the ancient Greek philosopher Aristotle believed that, due to their superior reasoning skills, Greeks were superior rulers. He categorized most non-Greeks as barbarians who can only live productively as slaves, and should be civilized and governed by Greeks colonists (Robinson 2011). These ideas were subsequently reinterpreted by philosophers such as Emanuel Kant and John Stuart Mill, and used to justify imperialism and slavery.

Such ideas were often applied when Europeans explored and colonized foreign nations. For example, European religious leaders debated whether African and American natives had a soul and would therefore deserved human rights, and whether colonialists had a right to conquer and enslave uncivilized nations. To portray foreign people's as barbaric, European experts cited their human sacrifices, cannibalism, and other "crimes against nature."

To his credit, Pope Paul III declared that American Indians should not to be enslaved or deprived of their liberty or property in a 1537 papal bull *Sublimis Deus*. However, the Spanish King disagreed. He confiscated all copies of the document before it could reach the Americas and prevailed upon the Pope to revoke it (Admin 2011).

The 1550-1551 debate in Valladolid, Spain attempted to determine the criteria by which Native Americans could be conquered and enslaved. The philosopher and theologian, Juan Ginés de Sepúlveda, cited Aristotle in arguing that Indians were brutes who should be servants to civilized peoples. He stated,

"For numerous and grave reasons these barbarians are obligated to accept the rule of the Spaniards according to natural law. For them it ought to be even more advantageous than for the Spaniards, since virtue, humanity, and the true religion are more valuable than gold or silver. And if they refuse our rule, they may be compelled by force of arms to accept it. Such a war is just according to natural law."

During subsequent centuries, Europeans explorers and scientists, including anthropologist and cultural geographers, collected information about foreign races and cultures, in part to classify them into a taxonomy of human physical and social progress. Carl von Linné's (Linnæus) book *Systema Naturæ* established the principles biological taxonomy – the systematic classification of plants and animals. The tenth edition published in 1758 included humans, categorized as primates, with four racial categories: blue-eyed white Europeans, kinky-haired black Africans, greedy yellow Asians, and stubborn but free red Native Americans.

These examples illustrate how academic descriptions of race and culture can affect how we treat other people and nations.

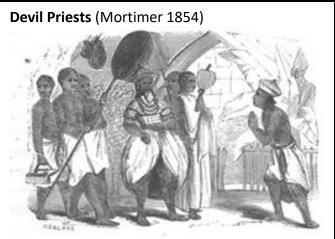
## **Geography Textbooks and Readers**

School geography textbooks are a unique and important form of literature. They are considered scientific and authoritative, and so can significantly affect people's lifelong understanding and attitudes about peoples and countries, including their own, their neighbors, and distant. Their influence was much greater before electronic communication became widely available, when access to information was limited. As Mindy Spearman (2012) describes:

For most of the nineteenth century in the United States, a young learner's first exposure to what we now call social studies came through the field of geography. Geography was—according to United States Commissioner of Education William Torrey Harris (1889–1906)—the most important subject after reading, writing, and mathematics. He lauded the way it gave students a "practical, real knowledge which will be useful later in life." This notion of practicality, coupled with the relative availability of pedaogical resources for teaching geography, made the subject more common-place in nineteenth-century grammar schools than history was. Moreover, suggestions from the Committee of Ten's Geography Conference in 1894 prompted educators to conceptualize the subject as a broader field than just physical geography; the report suggested that elementary geography include "astronomy, meteorology, zoology, botany, history, commerce, governments, races, religions, etc." Called "home geography" in the primary grades, this curriculum emphasized the use of resources in the local community to teach about the social world, in order to provide a foundation for future scholastic work in history, geography, and the then fledgling field of anthropology.

Numerous geography textbooks with many authors were published during the Nineteenth and Twentieth centuries, but their narratives about race, culture and colonialism were amazingly consistent, often repeating similar concepts, wording and images for decades, as illustrated later in this report. You can see for yourself; many old geography textbooks are available free on the Internet, providing access to original sources. The University of Pennsylvania's *Online Books Page – Geography Textbooks* (<a href="https://bit.ly/3PC3W72">https://bit.ly/3PC3W72</a>) and the Library of Congress (<a href="www.loc.gov">www.loc.gov</a>) contain dozens of such books, categorized by type and time period.

In addition to textbooks there are "readers" which contain stories about foreign lands intended for children. For example, James Johonnot's, *A Geographical Reader* (1882) and Ellsworth Huntington, *Asia; a Geography Reader* (1912) include first-hand accounts by Western travellers of visits to foreign countries. Their descriptions are often condescending and racist. For example, Mrs. Favell Lee Mortimer's exceptionally racist and colonialist books, *Far Off; Or, Asia and Australia Described* (1852) and *Far Off; Or, Africa and America Described* (1854), depict the savage and inferior ways of foreign natives, and celebrate Christian missionaries' efforts to civilize them.



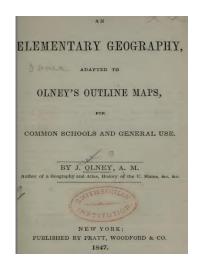
# Typical Examples of Geography Textbooks, 1840s-1960

This section includes texts and images from old geography textbooks, presented from oldest to newest.

# Elementary Geography (1847)

J. Olney (1847), *Elementary Geography*, Pratt, Woodford & Co. (New York); at the Library of Congress, 94 pages; at <a href="https://bit.ly/3MOYgGU">https://bit.ly/3MOYgGU</a>. This book was designed to be a study guide and reference for a set of atlases and so contains no illustrations or maps. The table below contains excerpts.

Because of the poor quality of the scanned images I transcribed the key text (green background).



## Table 1 Elementary Geography

#### 7. ZONES.

Q. What are Zones?

A. Divisions of the earth's surface formed by the Tropics and Polar circles.

34. The word Zone means a belt, or girdle, because it passes round the earth.  $\phantom{a}$ 

Q. How many Zones are there?

A. Five, viz. one torrid, two temperate, and two frigid zones.

35. The Torrid Zone embraces that part of the earth's surface which lies on both sides of the Equator, between the Tropic of Cancer and the Tropic of Capricorn.

This is called the torrid zone, on account of its great heat. Snow and ice are never seen there except on the tops of the highest mountains. It is noted for its productions, both animal and vegetable. This is the home of the lion, tiger, giraffe, hippopotamus and elephant. The forests are clothed in perperual verdure, and often the ripe fruit and opening blossom hang side by side on the same tree. The inhabitants are of a dark complexion, indolent, and effeminate. They live usually in slightly built dwellings.

36. The Temperate Zones embrace those parts of the earth's surface which lie between the Tropics and Polar Circles.

The zone which lies between the Tropic of Cancer and the Arctic Circle is called the North Temperate Zone. The other, between the Tropic of Capricorn and the Antarctic Circle, the South Temperate Zone.

These zones are called *Temperate*, because the climate is mild and pleasant. The people have fair complexions, and in the northern temperate zone, they are noted for industry, intelligence and energy, and for having ever led the way in human improvement and civilization.

## **ZONES (p. 15)**

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The Frigid Zones embrace those parts of the earth's surface which lie between the Polar Circles and the Poles. They are called frigid, from the intense cold which prevails there for the greater part of the year. Vegetation is confined to mosses, a few stunted trees, shrubs and grasses. Only the hardiest animals, as the reindeer, whitebear, musk ox, and a few others, can find subsistence in these icy regions. The inhabitants are few in number, of low stature, swarthy complexions, and are noted for their ignorance and stupidity.

Questions. How many zones are there? What part of the earth's surface does the Torrid Zone embrace? The North Temperate? North Frigid? In which zone are we? In which zone are the people most industrious, intelligent and persevering?

#### 9. THE NATIONS OF THE EARTH.

Q. Do all the nations of the earth resemble each other?
 A. They do not. They differ in their complex-

#### INTRODUCTORY LESSONS.

17

ion, in the language they speak, in their dress, their food, and in their manners and customs.

- 39. The various nations are divided into five races, viz. The European,—The Asiatic,—The Malay,—The African,—and The American.
- 40. 1. The European race has regular features and a fair complexion. It includes the Europeans and their descendants in America, Turks, Tartars, Arabians, Persians, Hindoos, Abyssinians, Egyptians and Moors.
- The Asiatic race has a yellow complexion, and includes the Chinese, Japanese, the Siberian tribes, Laplanders, Greenlanders, and Esquimaux Indians.
- The Malay race has a brown complexion, and includes the inhabitants of Malay, the Asiatic islands and New Zealand.
- 4. The African race has a black complexion and includes the Negroes
- The American race has a copper colored complexion, and includes all the Indians of America, except the Esquimaux.

## THE NATIONS OF THE EARTH (p. 16)

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- 4. The African race has a black complexion and includes the Negroes of Africa.
- 5. The American race has a copper colored complexion, and includes all the Indians of America, except the Esquimaux.

#### 10. STATE OF SOCIETY.

- Q. With respect to their social state, into how many classes may men be divided?
- A. Into four, viz. the savage, half-civilized, civilized and enlightened. See symbols on the map of the world.
- 41. 1. In the savage state, men usually live by hunting and fishing. Their wants are few, and they live almost like beasts, in miserable huts, dens, and caverns. They are generally blood-thirsty and revengeful,—as the American Indians.
- 2. In the half-civilized state, men subsist by pasturage and a rude kind of agriculture. Some, however, live in tents, and wander from place to place with their flocks and herds; others live by piracy and robbery as—the Arabs and Malays.
- In the civilized state, men are acquainted with many of the arts and sciences, and subsist by agriculture, manufactures and commerce, as—the Chinese.
- 4. In the enlightened state, men are noted for intelligence, enterprise and industry. The arts and sciences are carried to a high degree of perfection, and all the arrangements of society are in a highly improved form,—as in the United States, France, &c.

#### STATE OF SOCIETY (p. 17)

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51. Greenland is one of the coldest countries on the globe, a region of ice and snow. It has but two seasons,—a winter of nine months, and a summer of three. Nothing grows there, but a few mosses, stunted shrubs and grasses. The principal animals are white bears, reindeer, and dogs. The Greenlanders are similar to the Esquimaux Indians. They are of a dwarfish size, good natured, but dull, indolent and extremely fitthy. The hunting of the seal constitutes their chief business and amusement. Greenland is probably a vast island. It belongs to Denmark.

Between what bodies of water is Greenland? A. B. D. What large island East of Greenland? 1.

52. Iceland is a cold, rough and barren island, noted for its volcano and hot springs, called Geysers. The people are moral, industrious, able to read and write,—kind, contented and happy. They prefer their own country to all others. Iceland is considered as belonging to Europe, and is subject to Denmark.

#### Greenland and Iceland (p. 26)

Greenland is one of the coldest countries on the globe, a region of ice and snow. It has but two seasons,—a winter of nine months, and a summer of three. Nothing grows there, but a few mosses, stunted shrubs and grasses. The principal animals are white bears, reindeer, and dogs. The Greenlanders are similar to the Esquimaux Indians. They are of a dwarfish size, good natured, but dull, indolent and extremely filthy. The hunting of the seal constitutes their chief business and amusement.

Iceland is a cold, rough and barren island, noted for its volcano and hot springs, called Geysers. The people are moral, industrious, able to read and write,—kind, contented and happy. They prefer their own country to all others. Iceland is considered as belonging to Europe, and is subject to Denmark.

What singular race of people inhabit the whole northern coast of America, from the gulf of St. Lawrence to Behring's strait? The Esquimaux Indians.

60. The Esquimaux in appearance, character and habits, resemble the Greenlanders. They are small, ignorant, filthy and stupid, but are a harmless, gentle and cheerful race. They live on fish, seals and sea fowl, and any thing else they can obtain for food. They are by no means particular in regard to their diet. They have a fine kind of dogs which are trained to draw their sledges, or sleds, over the snow. See the picture on the map. In winter they live in huts made of cakes of ice, or frozen snow. These are of a circular form, and are not only commodious, but even comfortable. When we look at the regions inhabited by the Esquimaux, the climate, the productions, &c. we feel that their condition would be improved by a removal to almost any other country on the globe, and yet, when any of them have been carried to England, or France, and treated with the greatest kindness, they have pined to go back.

#### Esquimaux Indians (p. 30)

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#### What can you say of the countries and nations of Asia?

132. A. Siberia is the largest, China the most populous, Hindostan the most fertile, and Arabia the most barren. The Chinese are the most industrious nation, the Hindoos the most mild, the Tartars the most warlike, the Arabians the most barbarous, and the Persians the most learned.

#### Asia (p. 83)

What can you say of the countries and nations of Asia? A. Siberia is the largest, China the most populous, Hindostan the most fertile, and Arabia the most barren. The Chinese are the most industrious nation, the Hindoos the most mild, the Tartars the most warlike, the Arabians the most barbarous, and the Persians the most learned.

#### How is Africa situated for commercial pursuits?

133. A. It is more favorably situated than any other grand division of the globe. Placed almost in the centre of the world, it enjoys an easy communication with Europe, Asia and America. It is surrounded on all sides by navigable waters, of easy access, and abounds in all the necessaries and luxuries of life. Its coasts have been sailed round for centuries and even surveyed and yet we know but little more of the interior than did the ancients three thousand years ago. It is the least known, the least civilized, and the least important of the five grand divisions of the globe.

#### Africa (p. 85)

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This table shows selected text in original and easier-to-read formats.

## Mitchell's School Geography (1854)

S. Augustus Mitchell (1854), *Mitchell's School Geography: A System of Modern Geography*, Cowperthwait, Desilver & Butler (Philadelphia), 336 pages (<a href="www.loc.gov/item/05040779">www.loc.gov/item/05040779</a>); at <a href="https://bit.ly/3pSxG53">https://bit.ly/3pSxG53</a>.

This textbook describes current knowledge of the world. It identifies five races of men (European or Caucasian [White], Asian or Mongolian [Yellow], American [Red], Malay [Brown], and African or Negro [Black]); and five "stages of society" (savage, barbarous, half-civilized, civilized and enlightened), based on their progress in knowledge, learning, refinement and mechanical arts. Western countries, particularly "The United States, Britain, France, Switzerland and some of the German states," are considered enlightened.

Title Page and "Stages of Society" Illustration Figure 1 STAGES OF SOCIETY. MITCHELL'S SCHOOL GEOGRAPHY. Barbarous. THIRD REVISED EDITION. A SYSTEM OF MODERN GEOGRAPHY. COMPRISING A DESCRIPTION OF THE PRESENT STATE OF THE WORLD. AND ITS FIVE GREAT DIVISIONS, AMERICA, EUROPE, ASIA, AFRICA AND OCEANICA, WITH THEIR SEVERAL EMPIRES, KINGDOMS, STATES, TERRITORIES, ETC. EMBELLISHED BY NUMEROUS ENGRAVINGS. ADAPTED TO THE CAPACITY OF YOUTH, ATLAS OF TWENTY-EIGHT MAPS, BRAWN AND ENGRAVED TO ACCOMPANY THE WORE. BY S. AUGUSTUS MITCHELL. Civilized and enlightened. - Half-civilized. PHILADELPHIA: (8) THOMAS, COWPERTHWAIT & CO.

Since this book was published in Philadelphia, it is unsurprising that it ranks the United States among enlightened countries. This cover page includes a plate (left) illustrating the "Stages of Society" which include "savage," "barbarous," "half-civilized," "civilized" and "enlightened." Positioning this image on the title page indicates that the rating of societies is considered a critical concept. Note that the image was colored, apparently by students, a common practice for maps and atlases at that time.

Figure 2 "Races of Men" Descriptions (p. 40-41)

40 GEOGRAPHICAL DEPINITIONS. GEOGRAPHICAL DEFINITIONS. 291. What is the frontier of a country? A. They are five, the European or Caucasian, Asiatic or A. Those parts which lie near the border or boundary, the Mongolian, American, Malay, and African or negro. outside portions. 293. Thus we say, the Northern frontier, the Southern frontier, &c., according as the parts are situated to the North, South, East, or West. 209. How may they be classed in regard to their colour? A. Into the White, Yellow, Red, Brown, and Black races. 300. What nations does the European or White race include? 293. What are the maritime parts of a country? A. The nations of Europe, Western Asia, the North of A. Those parts which border on the sea coast, Africa, with all the white inhabitants of America and other 301. What nations does the Asiatic or Yellow race include? A. All the nations of Asia east of the Ganges river, (excepting the Malays of Malacca.) 302. What other nations belong to this race? A. The Finns and Laplanders of Europe, and the Esquimaux of America, also belong to the Asiatic race. 303. What part of the earth does the American or copper-coloured A. The whole of the American continent, except those parts occupied by the descendants of Europeans, with the Esquimaux and Negroes, 304. What nations does the Malay or Brown race include? A. The people of Malacca and Malaysia, with those of Polynesia and New Zealand. 305. What part of the earth does the African or Black race inhabit? A. All Western, Central, and Southern Africa, with a considerable part of Madagascar and Australasia. RACES OF MEN. 306. A large number of this race are found in both North and South America, where they are chiefly in a state of slavery. 294. Man is the most perfect of the works of God, being created in his own image, and formed by his wisdom, to subdue and exercise dominion over all the earth. 307. The European or Caucasian is the most noble of the five ruces of men. It excels all others in learning and the arts, and includes the most powerful nations of ancient and modern times. The most valuable institutions of society, and the most important and useful inventions have originated with the people of this race. 295. From whom has the whole human race descended? A. From our first parents, Adam and Eve. 296. What does the human race present? Which is the most noble of the five races of men? A. Several varieties, differing greatly from each other in In what does it excel all others? colour, form, and features. What does it include? 297. What is the cause of the varieties in the human race? What has originated with the people of this race? A. It is probably owing to a difference in climate, food, and To which of the races of men do the greater part of the people of mode of life, and no doubt partly to causes which we do not the United States belong ? To which race do you belong ? 298. What are the various races of mankind?

These pages describe the races of men, which include European or Caucasian (White), Asian or Mongolian (Yellow), American (Red), Malay (Brown), and African or Negro (Black). It asks students, "Which is the most noble of the five races of men?" (to reaffirming the supremacy of Whiteness), to "To which of the races of men do the greater part of the people of the United States belong?" (to racialize the United States as White) and "To which race do you belong?" (to racialize themselves).

The boxes on the following page provide transcripts of this text.

#### Races of Men (pp. 40-41)

Man is the most perfect of the works of God, being created in his own image, and formed by his wisdom to subdue and exercise dominion over all the earth.

From whom has the whole human race descended?

A. From our first parents, Adam and Eve.

What does the human race present?

A. Several varieties, differing greatly from each other in colour, form, and features.

What is the cause of the varieties in the human race?

A. It is probably owning to a difference in climate, food and mode of life, and no doubt partly to causes that we do not understand.

What are the various races of mankind?

A. They are five: the European or Caucasian, Asiatic or Mongolian, American, Malay, and African or Negro.

How may they be classed in regard to their colour?

A. Into the White, Yellow, Red, Brown and Black races.

What nations does the European or White race include?

A. The nations of Europe, Western Asia, the North of Africa, with all the white inhabitants of America and other regions.

What nations does the Asiatic or Yellow race include?

A. All the nations of Eastern Asia (except the Malays of Malacca).

What other nations belong to this race?

A. The Finns and Laplanders of Europe, and the Esquimaux of America.

What constitutes the Copper-coloured or Red race?

A. The Indians of America.

What nations does the Malay or Brown race include?

A. The people of Malacca and Malaysia, with those of Polynesia and New Zealand.

What part of the earth does the African or Black race inhabit?

A. All Western, Central and Southern Africa, with a considerable part of Madagascar and Australasia.

A large number of this race are found in both North and South America, where they are chiefly in a state of slavery.

The European or Caucasian is the most noble of the five races of men. It excels all others in learning and the arts, and includes the most powerful nations of ancient and modern times. The most valuable institutions of society, and the most important and useful inventions, have originated with the people of this race.

Which is the most noble of the five races of men?

In what does it excel all others?

What does it include?

What has originated with the people of this race?

To which of the races of men do the greater part of the people of the United States belong?

To which race do you belong?

Figure 3 "Stages of Society" Descriptions (p. 42-43)

42 GEOGRAPHICAL DEFINITIONS.

----- 26 ------

#### STAGES OF SOCIETY.

308. Nations live in various stages of society, and their condition is found to depend materially on the progress they have made in knowledge, learning, and refinement, and in their skill in the mechanic arts.

309. How may nations be divided according to their habits of life and state of improvement?

A. Into five classes, viz: savage, barbarous, half-civilized, civilized, and enlightened.

310. How do men live in the savage state?

A. By hunting, fishing, and on the spontaneous productions of the ground. They are generally clad in the skins of wild animals, and reside in miserable huts, or dens, and caves in the earth.

311. What is the general character of savage nations?

A. They are bloodthirsty and revengeful, often eat the flesh of the enemies they take in war, and treat their women as slaves.



312. What degree of knowledge do they possess?

They possess little or no knowledge of agriculture, or the mechanic arts, and are

Habitations of the Kamtschatdales

ignorant of reading, writing, and a regular form of government.

313. What nations are examples of this class?

A. The nations of Australia, or New Holland, and New Guinea, most of the Indian tribes of North and South America, and the Kamtschatdales or people of Kamtschatka.

314. In what manner do barbarous nations live?

A. By agriculture and the pasturage of cattle, sheep, &c.

315. They understand a few of the most simple arts, and are acquainted with reading and writing only to a very limited extent.

#### GEOGRAPHICAL DEFINITIONS.

43

316. What nations are examples of this class?

A. The roving tribes of Tartary, Arabia, Central Africa, and the people of Abyssinia.

\_\_\_\_ 27 \_\_\_\_

317. How are the half-civilized nations distinguished?

A. They understand agriculture and many of the arts tolerably well, have written languages, with some knowledge of learning and books.

318. They have also established laws and religion, some little foreign commerce, but are very jealous of strangers, and treat their women generally as slaves.

319. What nations may be considered as belonging to the half-civilized class?

A. China, Japan, Birmah, Siam, Turkey, Persia, &c.

320. How are civilized nations distinguished?

A. The arts and sciences are well understood, and the inhabitants derive their subsistence principally from agriculture, manufactures, and commerce.

321. What is the condition of the great body of the people in some civilized states ?

A. They are very ignorant and superstitious, and there is likewise a vast difference between the condition of the upper and lower classes of society.

322. What countries rank among the civilized nations?

A. Russia, Spain, Portugal, Greece, Mexico, &c.

323. What is the character of enlightened nations?

A. They are noted for the intelligence, enterprise, and industry of their inhabitants; among them also the arts and sciences are carried to a high state of perfection.

324. How are they otherwise noted?

A. Females are treated with politeness and respect, the principles of free government are well understood, and education and learning are more general than among other nations.

325. What nations belong to this class?

A. The United States, Great Britain, France, Switzerland, and some of the German States,

44 GEOGRAPHICAL DEFINITIONS.

Waterloo Bridge.

326. Enlightened and civilized nations are distinguished by the number and variety of their public buildings, and works of national utility; of these, colleges, hospitals, libraries, bridges, canals, rail-roads, &c., are amongst the most prominent.

The text rates societies from savage to enlightened based on their perceived progress at knowledge, learning, refinement and the mechanical arts. Western countries, particularly "The United States, Britain, France, Switzerland and some of the German states," are categorized as enlightened.

Non-whites are considered inferior based on claims that they "treat their women as slaves" and "are very jealous of strangers".

The boxes below repeat the text of these pages in easier-to-read format.

#### Stages of Society (pp. 42-44)

Nations live in various stages of society, and their condition is found to depend materially on the progress they have mad in knowledge, learning and refinement, and their skill in the mechanical arts.

How may nations be divided according to their habits of live and state of improvement?

A. Into five classes, vis: savage, barbarous, half-civilized, civilized, and enlightened.

How do men live in the savage state?

A. By hunting, fishing, and on the spontaneous production of the ground. They are generally clad in the skins of wild animals, and reside in miserable huts, or dens, and caves in the earth.

What is the general character of the savage nations?

A. They are bloodthirsty and revengeful, often eat the flesh of enemies they take in war, and treat their women as slave.

What degree of knowledge do they possess?

A. They possess little or no knowledge of agriculture, or the mechanical arts, cannot read or write, and are without a regular form of government.

What nations are examples of this class?

A. The nations of Australia, or New Holland, and New Guinea, most of the Indian tribes of North and South America, and the Kamtschatdales or people of Kamtschatka.

In what manner do barbarous nations live?

A. By agriculture and the pasturage of cattle, sheep, &c. They understand a few of the most simple arts, and are acquainted with reading and writing only to a limited extent.

What nations are examples of this class?

A. the roving tribes of Tartary, Arabia, Central Africa, and the people of Abyssinia.

How are the half-civilized nations distinguished?

A. They understand agriculture and many of the arts tolerably well, possess written languages, and have some knowledge of books. They have also established laws and religion, some little foreign commerce but are very jealous of strangers, and treat their women generally as slaves.

What nations can be considered as belonging to the half-civilized class?

A. China, Japan, Birmah, Siam, Turkey, Persia, &c. How are the civilized nations distinguished?

A. The arts and sciences are well understood, and the inhabitants derive their subsistence principally from agriculture, manufactures, and commerce.

What is the condition of the great body of the people in semi-civilized states?

A. They are very ignorant and superstitious, and there is likewise a vast difference between the conditions of the upper and lower classes of society.

What countries rank among the civilized nations?

Russia, Spain, Portugal, Greece, Mexico, &c.

What is the character of the enlightened nations?

A. They are noted for the intelligence, enterprise, and industry of their inhabitants; among them the arts and sciences are carried to a high state of perfection.

How are they otherwise noted?

A. Females are treated with politeness and respect, the principles of free government are well understood, and education is more general than among other nations.

What nations below to this class?

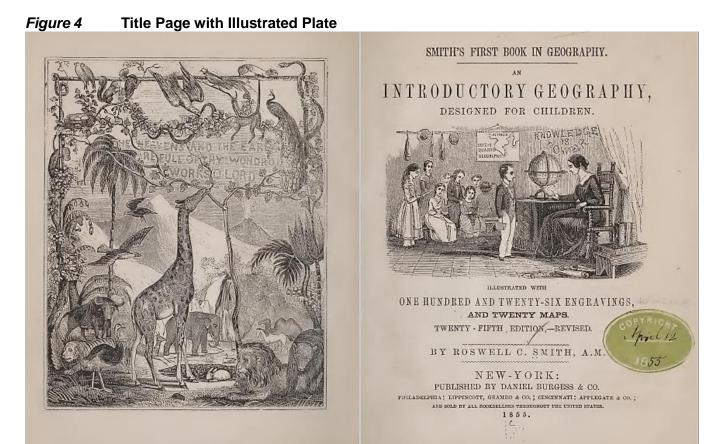
A. The United States, Great Britain, France, Switzerland and some of the German States. Enlightened and civilized nations are distinguished by the number and variety of their public buildings and works of national utility; of these colleges, hospitals, libraries, bridges, canals, railroads, &c. are amongst the most prominent.

# Smith's First Book in Geography (1855)

Roswell C. Smith (1855), Smith's First Book in Geography: An Introductory Geography, Designed for Children, Daniel Burgess & Co. (Philadelphia), 186 pages; at <a href="www.loc.gov/item/05028352">www.loc.gov/item/05028352</a> and <a href="https://catalog.hathitrust.org/Record/011607952">https://catalog.hathitrust.org/Record/011607952</a>. This textbook includes general geographic concepts, with descriptions of countries and peoples, many based on racist stereotypes. It reflects a United States perspective, highlighting its cultural and political advantages. It's assessments of foreign cultures are often racist, but sometimes positive. For example, "The Chinese Empire is inhabited by an ingenious people, whose chief articles of exportation are tea and silks." (p. 135)

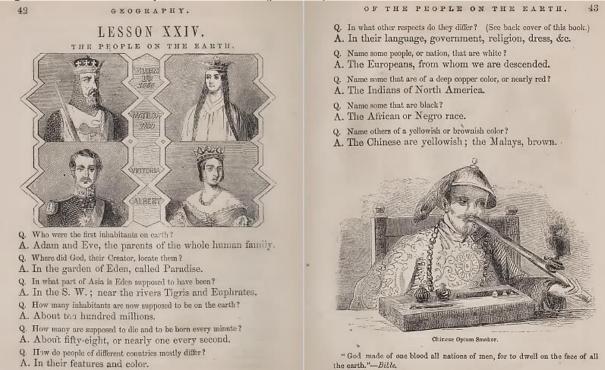
## The Committee of the Ward Schools, New York states that:

They are satisfied that, of all the works upon this branch of science, this is the best. The author's aim seems to have been, to make a simple, comprehensive, and useful treatise for beginners, and they think he has happily succeeded. The questions are judiciously arranged, and the answers give the general and important divisions of the globe, with the particular localities of all important places, together with a knowledge of the state of Society, habits and customs of the different races of men.



This textbook includes descriptions of countries and peoples, many based on limited knowledge and racist stereotypes. It reflects a United States perspective, highlighting its cultural and political advantages.

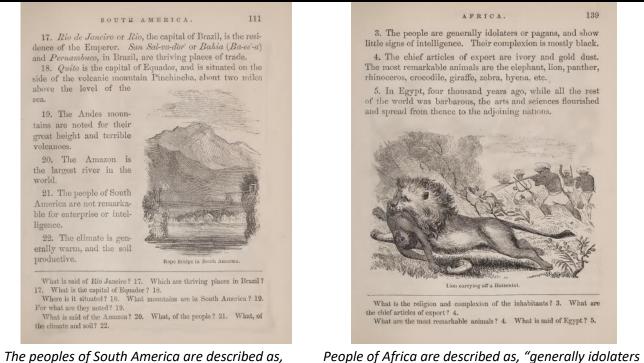
**Figure 5** The People of the Earth (p. 42-43)



This textbook teaches literal interpretation of the Christian bible.

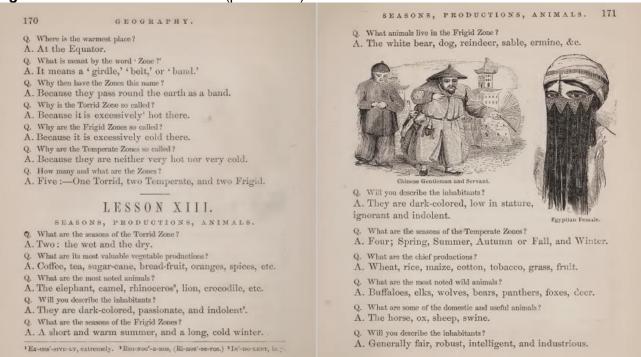
**Figure 6** Foreign Peoples (p. 111, 135, 139)

"not remarkable for enterprise or intelligence."



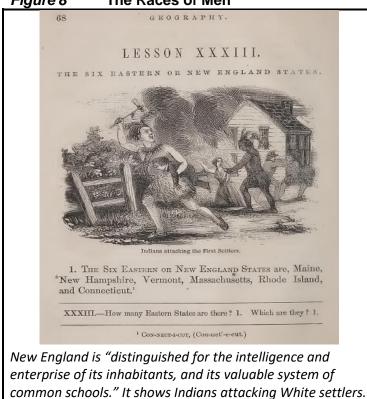
or pagans, and show little signs of intelligence."

**Figure 7 Zones of the Earth** (p. 170-171)



Inhabitants of the "torrid" and "frigid" zones are described as dark-colored, passionate, ignorant and indolent, in contrast to fair, robust, intelligent and industrious temperate zone inhabitants.

Figure 8 The Races of Men





The back cover includes this illustration of the five races of men: European, Chinese, Malay, Indian and African.

## Modern School Geography (1864)

Colton and Fitch (1867), *Modern School Geography*, Ivison, Phinney, Blakeman & Co. (New York), 136 pages; at <a href="https://bit.ly/3ASFRok">https://bit.ly/3ASFRok</a>. This affordable geography textbook was written for "Common Schools" in the United States. It is designed to embrace all of the important facts and principles of the science. It describes the geography theory, includes a section on the races and conditions of man, and contains numerous maps.

Figure 9 Title Page

# COLTON AND FITCH'S MODERN SCHOOL GEOGRAPHY.

ILLUSTRATED BY FORTY MAPS,

AND

Aumerous Engrabings.

BY GEORGE W. FITCH.

MAPS ON A NEW AND UNIFORM SYSTEM OF SCALES, CONSTRUCTED EXPRESSLY FOR THIS WORK,

BY GEORGE WOOLWORTH COLTON.

REVISED AND CORRECTED, ACCORDING TO THE LATEST INFORMATION,

BY CHARLES CARROLL MORGAN.

NEW YORK:

IVISON, PHINNEY, BLAKEMAN & CO., 47 & 49 GREENE ST.

CHICAGO: S. C. GRIGGS & CO., 39 & 41 LAKE STREET.

1867.

Figure 10 Races and Conditions of Men

#### RACES AND CONDITIONS OF MEN.

- 131. What is a Town?
- A. A permanent collection of houses and inhabitants.
  - 132. What is a City .
- A. An incorporated town, usually governed by a Mayor, and assistants called Aldermen.
  - 133. What is the capital of a country?
- A. The seat of government, or the city or town where its laws are made.
  - 134. What is a Metropolis?
- A. The chief city of a country, or the one which contains the greatest number of inhabitants.
  - 135. What is a Sea-port Town?
- A. One that is situated upon a harbor or large river, so as to be reached by vessels.

Note.—See port Towns are generally called Ports. Towns that have many large manufactories within them are called Manufacturing Towns.



#### LESSON XV.

#### RACES AND CONDITIONS OF MEN.

136. How many distinct Races of men are there?

A. Five: the Caucasian, or European; Mongolian, or Asiatic; Negro, or African; Malayan; and American, or Indian.

Note.—The numbers belonging to the different races have been thus estimated: Caucasian, 644 millions; Mongolian, 463 millions; Negro, 73 millions; Maiayan, 30 millions; American, 14 millions.

- 137. What is the peculiar Color of each Race.
- The Caucasian, white; Mongolian, yellow;
   Negro, black; Malayan, brown; American, red.

11

- 138. What are the four principal states of society?
- Savage, barbarous, half-civilized, and civilized.



THE SAVAGE STATE

- 139. What charac erizes the Savage state?
- A. The people in this state live chiefly by hunting, fishing, and plunder; are generally at war; have no literature; and look upon their women as inferior beings.
  - 140. How do men live in the Barbarous state?
- A. Principally by pasturage and rude agriculture. People in this state usually live in tents, and wander from place to place with their herds.
- 141. What are the characteristics of Half-civilized nations?
- A. They excel in many of the useful arts, have but little foreign commerce, are jealous of strangers, and make slow progress in literature and science.
  - 142. For what are Civilized nations distinguished?
- A. For rapid advances in science, literature, and the useful arts; superior social and religious advantages; and the general diffusion of knowledge.

Notz.—The degree of civilization to which a nation has arrived, can generally be estimated by the social position of woman

This textbook identifies five races (Caucasian or Europeans [white], Mongolian or Asiatic [yellow], Negro or African [black], Malayan [brown], and American or Indian [red]) plus four stages of society (savage, barbarous, half-civilized and civilized).

The box below contains transcriptions of the key text.

## Races and Conditions of Men (p. 11)

How many distinct Races of men are there?

A. Five, the Caucasian or European; Mongolian, or Asiatic; Negro, or African; Malayan; and American, or Indian.

What is the peculiar Color of each Race?

A. The Caucasian, white; Mongolian, yellow; Negro, black; Malayan, brown; American, red.

What are the four principal states of society?

A. Save, barbarous, half-civilized, and civilized.

What characterizes the savage state?

A. The people in this state live chiefly by hunting, fishing, and plunder; are generally at war; have no literature; and look upon their women as inferior beings.

How do men live in the barbarous state?

A. Principally by pasturage and rude agriculture. People in this state usually live in tents, and wonder from place to place with their herds.

What are the characteristics of Half-civilized nations?

A. They excel at many of the useful arts, have little foreign commerce, are jealous of strangers, and make slow progress in literature and science.

For what are Civilized nations distinguished?

A. For rapid advances in science, literature, and the useful arts; superior social and religious advantages; and the general diffusion of knowledge.

Note – The degree of civilization to which a nation has arrived, can generally be estimated by the social position of women.

# Natural Advanced Geography (1898)

Jacques Redway and Russell Hinman (1898), *Natural Advanced Geography*, American Book Company (New York), 160 pages; at <a href="https://bit.ly/3QBIX6w">https://bit.ly/3QBIX6w</a>.

Figure 11 Title Page

#### THE NATURAL GEOGRAPHIES

# NATURAL

# ADVANCED GEOGRAPHY

 $\mathbf{B}\mathbf{Y}$ 

JACQUES W. REDWAY

AND

RUSSELL HINMAN

Author of the "Eclectic Physical Geography"



DEPARTMENT OF EDUCATION
LELAND.STANFORD JUNIOR UNIVERSITY

NEW YORK · · · CINCINNATI · · · CHICAGO AMERICAN BOOK COMPANY

## Figure 12 Races of Men – Introduction (p. 32)

THE EARTH AS A WHOLE.

These regions are both noted for the great number of cone-bearing trees, as the pines, spruces, firs, hemlocks, and cedars; and for such trees as the oak, chestrut, beech, ash, elm, sycamore, walnut, maple, birch, and willow; as well as for the gentian, rush, and primrose.

32

America is peculiar in its golden rod and asters, the bald cypress trees, and the great sequoias and redwoods of the Pacific slope. Eurasia has a greater number of heathers, roses, and the olive and almond trees.

#### What North American and Eurasian Life indicates.

The similarity in life forms indicates that the present barriers between the North American and Eurasian regions have existed for a comparatively short time, and that they are not now so effectual as the barriers between these and the other regions.

The present life forms of North America and Eurasia are highly organized, but in the rocks there are found fossils of forms which are less



An extinct tapirlike animal of North America

highly organized and are more like those now living in the other regions. This indicates that the life forms now found in North America and Eurasia are the youngest, or most recent, in the world. They are the descendants of the older fossil forms which used to live there. The conditions of life changed rapidly in these regions, and the life forms changed with them until they gradually assumed their present form, which differs greatly from that of their ancestors. In other regions the conditions changed more slowly, and the present life forms in those regions (especially in Australia) are more like their remote ancestors.

Domestic Animals and Cultivated Plants are descendants of wild ones, but, under the care of man, many of them have changed so greatly that it is now hard to tell from which of the wild animals and plants they descended. As Eurasia seems always to have been the home of by far the greater part of mankind, it is not surprising that most of our domestic animals and cultivated plants are descended from wild animals and plants of that grand division.

Supplemental Work. Bring to school a picture, an anecdote, a specimen, or a description of some plant or animal of the North American region, and of some plant or animal of the Eurasian region. Write next day a reproduction of some other pupil's anecdote or description.

#### ISLAND AND OCEAN LIFE.

Continental Islands are usually close to the mainland, and many of them have not long been separated from it;

hence their plants and animals are generally quite similar to those of the neighboring continent.

The Oceanic Islands also have received their life forms from the continents, but they contain chiefly birds which can fly long distances, and such forms of life as have seeds or eggs which can be easily transported. Some of these are so light that they will float or can be carried by the winds. Some are carried in the stomachs of birds, or attached to the mud on their feet.

Most of these forms of island life have some resemblance to kinds found in the continent from which the prevailing winds or currents move toward the islands.

Ocean Life. Many warm-blooded animals, such as whales, porpoises, seals, and walruses, live during a part or all of the time in the sea, but have to come to the surface to breathe. In addition to these there are hosts of true fishes that can live and breathe under water, as sharks and mackerel and codfish, besides hundreds of kinds of shellfish, as oysters and lobsters. The sea also contains thousands of lower forms of animal life, such as jellyfishes, sponges, and coral polyps; and many kinds of seaweed and other marine vegetation.

Light penetrates the ocean to a comparatively slight depth, and all the water there, except a thin surface layer, is almost as cold as ice;

hence vegetable life in the ocean is most plentiful near the surface, and especially in the shallow waters near the continents. As food is thus abundant, animal life also is most plentiful in these regions, though a few kinds of marine animals live near the bottom of the deepest parts of the sea.

Supplemental Work. Read "Animal Life in Madagascar" in Johonnot's "Flyers, Creepers, and Swimmers," and Parts III. and IV. of Johonnot's "Glimpses of the Animate World."

#### TOPICS ON DISTRIBUTION OF LIFE.

I. NUMBER OF LIFE FORMS. Effect of climate on; resulting distribution.

II. Knds of Life. Forests: equatorial—trees, animal inhabitants; temperate—trees, animal inhabitants. Open lands: grassy lands—cause, distribution, life; tundras—cause, distribution; deserts—cause, distribution, forms of life.

III. MEANS OF DISTRIBUTION. Without man's aid. With man's aid.

IV. BARRIERS. What they are. What they cause.

V. LIFE REGIONS. Continental plateau: central regions—common forms, peculiar forms, present barriers; outlying regions—number, order in peculiarity of forms, chief forms of each; islands. Oceanic region: island forms; marine forms.

#### MAN.

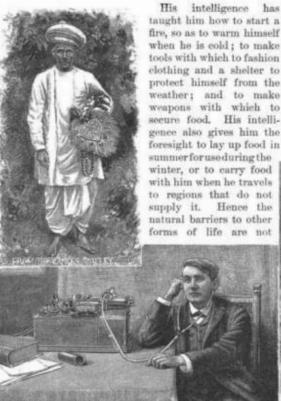
#### RACES OF MEN.

Distribution of Mankind. In some respects man is like other animals. Like them, he must have air to breathe, a certain amount of heat, water to drink, and food to eat. But he is vastly superior to them all in intelligence.

This describes man as similar to other animals in our physical needs, but superior in intelligence.

The mammoth, an extinct North American elephant.

Figure 13 Races of Men – Continued (p. 33)



when he is cold; to make tools with which to fashion clothing and a shelter to protect himself from the weather; and to make weapons with which to secure food. His intelligence also gives him the foresight to lay up food in winter, or to carry food

summer for use during the with him when he travels to regions that do not supply it. Hence the natural barriers to other forms of life are not

in color. Most of the people have pinkish-white skin, though some are quite dark. This race includes nearly half the people in the world, and is the most civilized of all the races.

The principal division of this race is the Mediterranean type, to which we belong. The home of this type is the shores of the Mediterranean Sea, western Europe, and southern Asia as far east as the mouth of the Ganges.

The two principal peoples of this type are the Aryans, embracing the Hindus and the Persians of southern Asia, and most Europeans, together with their descendants in all parts of the world; — and the Semilic people, embracing the Jews, Arabs, and Berbers south and southeast of the Med-

iterranean Sea, together with their descendants. The Aryan people are rapidly increasing in numbers. In recent times thousands of them have left Europe to found homes for themselves in each of the other grand divisions, and these new settlers have practically taken posses of North and South America and of Australia, and are rapidly taking possession of Africa.

Yellow Race. The home of the yellow race is northern and eastern Eurasia, America, and most of the islands of the Pacific. The hair is straight, coarse, and black, and the skin yellowish or yellowish-red. The people of the yellow race are about as numerous as those of the white race, but they are not so highly civilized.

> The principal, and by far the ost numerous, type of this race is the Mongolieu, the people of which, in addition to the yellow skin, are distinguished by narrow, almond-shaped eyes. This type occupies nearly the whole of northern, central, and eastern



Aryan people.

great barriers to man. Men live in nearly all the lands of the earth, from the torrid to the frigid zones.

It is believed that many ages ago men gradually wandered away in various directions from some central region, and made homes for themselves in new lands and thus peopled the earth. The people who wandered to different parts of the earth found very different surroundings, to which their descendants gradually adapted themselves, just as the descendants of plants and animals gradually change and adapt themselves to changing conditions of life. Thus would arise different ruces and types of men, in each of

which the people resemble one another in manners and customs, and, in a general way, in appearance, while they differ more or less in these particulars from the people of other races and types.

Races. Mankind may be divided into three principal races, in each of which the people resemble one another somewhat in color of the skin and in the kind of hair. These three races may be called the white race, the yellow race, and the black race.

White Race. The home of the white or "Caucasian" race is Europe, southwestern Asia, and northern Africa. The people have wavy hair, which may be light or dark



American Indians (Apaches).

The Malays form a secon type of this race. They are often called the bruce roce beeause they have brownish-yellow skin. In the main they are ficree and warlike, and much less civilized than the Mongolians. They live in extreme southeastern Asia, in the East Indies, and in the islands of the Pacific Ocean.

The third type of this race consists of the American Indians. including the Eskimos. They



Chinese girl.

This page describes how adaptions to various environments resulted in diverse races and types of men. Notably, the "Aryan" image depicts a famous inventor (Thomas Edison), while the others are depicted in foreign clothing. The "Aryan people" image is labeled, "From the United States", racializing the country.

## Figure 14 Races and Culture of Man (p. 34)

# THE EARTH AS A WHOLE.

are sometimes said to form the red rece because of their reddish-yellow or copper-colored skin. They are not so numerous as the Malays, but they occupied nearly the whole of the American continent before it was settled by whites. Many of them were savages, though some tribes in the western highlands of both North and South America were much more advanced.

Black Race. The home of the black race is central and southern Africa and some of the Australian islands. The people of this race have coarse woolly or kinky hair, protruding lips, and dark brown or black skin. The black race includes about one tenth of the people in the world, and is the least civilized of all the races.

The negroes, whose home is central Africa, form the principal type of this race, while the small Papson type includes the savages of New Guinea

and some other Australian islands. The natives of Australia itself have black skin but straight hair, and by some are called a separate race.



Natives of Kaffraria, South Africa.

dense population.

#### MAN'S CULTURE.

nents, but the population is so sparse that they

do not contain so many people as live in the two

little island groups, the one east, and the other west

of Eurasia. Compare this population map with

the rainfall map (p. 26), and tell why some of

these thinly peopled regions are not fitted for a

The Progress of Man. Man is constantly learning how to make things and to do things which enable him to live more comfortably.

We have many conveniences nowadays, such as the electric light, railroads, sewing machines, and hundreds of other common things, which were entirely unknown when our grandparents were children. Name several others. A few hundred years ago the art of printing was unknown; the only books which then existed were written by

hand, and comparatively few people knew how to read. Some of these old books were histories, from which we learn how people lived at that time. A few thousand years ago no one in the world had yet learned how to write, and we know very little of how people then lived, since they left no written record of anything. Still it is certain that people lived long before that, because in rock deposits that are many thousands of years old, we find things that must have been made by men, such as stone arrowheads, stone axes, bits of pottery, and pieces of reindeer horn with rude pictures scratched on them.

Savagery. We therefore conclude that at one time, many thousands of years ago, all, or nearly all, people were more ignorant than the most savage tribes now living.

They probably did not know how to make anything, but lived in caves, were no clothing, and ate only fruits, nuts, roots, and such insects as they could catch, and such small animals as they could kill with clubs and stones. At last some one may have learned how to tie a sharp stone on the end of a stick, and thus make a spear with which to spear fish or kill animals. Then some one may have learned that sticks rubbed together will get hot and at last burn, thus starting a fire. The most ignorant tribes in Australia to-day do not know how to do much more than this. Gradually some of the early men invented bows and arrows, discovered how to chip stones rudely into shape for arrowheads and axes, and learned how to make a canoe by hollowing out a log with fire and stone scrapers.

#### DENSITY OF POPULATION.

Although people are found in nearly all parts of the world, very many more live in some parts than in others. A region very thickly peopled is said to have great density of population,

In other regions one might travel for hundreds or even thousands of miles, seldom, if ever, seeing a human being or any sign that people lived there. Such a region is said to be thinly peopled, or to have a sparse population.

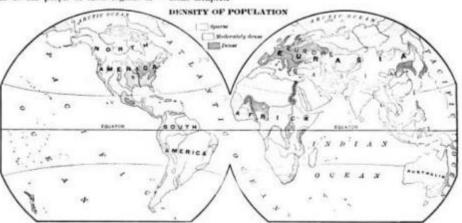
On this map the most thickly peopled regions are shown by the darkest lining; the regions of moderate density of population, by the lighter lining; and the most thinly peopled regions, by dots.

In which grand division are the largest regions of very dense population? In what part of the grand division is each? What type lives in each? These regions do not form a large part of the continental plateau, yet they are so densely populated that they contain about two thirds of the people in the world?

In which two grand divisions are the largest regions of moderately dense population? To what types do the people of these regions in

Eurasia belong? To what type do the people in central Africa belong? Where is the largest region of moderately dense population in the western hemisphere? This is the eastern half of our own country. Nearly all the regions of dense and moderately dense population in North and South America, Australia, and southern Africa are occupied chiefly by Aryan people whose ancestors went there from Europe to live within the last hundred years.

What part of North America is very thinly peopled? What part of South America; of Eurasia; of Africa; of Australia? These regions together include more than half of all the conti-



This page categorizes races by their material progress from savagery to barbarianism and civilization.

Figure 15 Expansion of Culture (p. 35)

MAN. 35

Each of these discoveries enabled people to live more comfortably than before. People who have not learned how to do much more than this are seener.

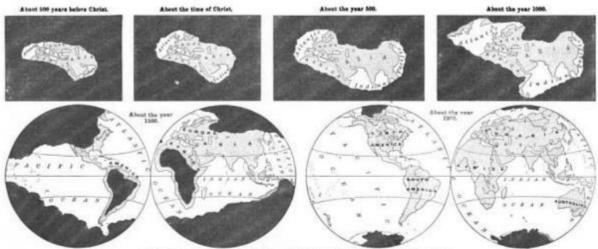
Some tribes in Africa, and some of the most ignorant tribes of the American Indians, are scarcely more advanced than this to-day,

Barbarism. The next important step in the progress of man seems to have been the learning how to make rude pottery, by roughly shaping bowls and other vessels of soft clay, and baking them hard by fire. In Eurasia, where there were wild horses and many kinds of wild cattle, sheep, and goats, men gradually learned how to tame and domesticate these animals, and to cultivate several kinds of grain; while in America men learned how to plant and raise corn, which is perhaps the easiest of all grains to cultivate.

With their increasing knowledge the more advanced races gradually learned how to improve their tools and weapons. They smoothed and Nearly all the Indians who lived in the eastern part of North America when it was first visited by white men knew how to make pottery and to cultivate corn, while some of the Indians living in the western highlands had advanced nearly through the highest stage of barbarism.

Civilization. When men at last learned to write, and were thus able to leave records of what they did and thought, they had advanced to a stage that may be called the beginning of civilization.

The greater part of the Mongolian type have reached the beginning of civilization, but have not progressed far beyond it. The greater part of the Mediterranean type, and especially its great Aryan branch, have continued to improve, and are still making inventions and discoveries; and these people form the enlightened nations of to-day. The knowledge of the arts of navigation, of printing, of architecture, the discoveries of nature's laws, and the application of steam and electricity to the needs of man, mark the highest stage to which he has advanced. Mention any other discoveries which belong to the age of civilization.



The progress of geographical discovery; the darkest tint indicates unknown regions.

polished their rough stone arrowheads and spearheads and axes, made tisthooks of bone, and rough needles with which they could sew together the skins of animals for clothing. Then some one found copper in the earth and discovered that it was soft enough to be hammered into the proper shape for ornaments, while some one else found tin and discovered that both tin and copper would melt, and when melted together would cool into a very hard metal (bronze). Out of this metal the people molded tools that were a great improvement on their old stone and bone implements. With these tools they learned to quarry and roughly to shape stone to make houses, while some one else learned how to make bricks from clay. They also twisted the stringy fibers of plants into rude threads and wove them into a coarse cloth. Finally, those interested in working metals found out how to get iron from the minerals, or overs, in which it is found in the earth, and soon learned some of the many uses of this metal.

Though no one in the world had yet learned how to write, and hence every one was ignorant in comparison with the people we know, still the people who knew how to do some or all of these things could live much more comfortably than the savage tribes.

People who have advanced far enough to make pottery, to have domestic animals or some cultivated plants, and to know something of the use of the metals, but who have not yet learned to write, are said to be in the condition of barbarism. Very many of the negro tribes of Africa and the Mongolian tribes of northern Asia are barbarians to-day.

The maps above indicate the gradual growth of man's knowledge of the world after he became civilized enough to leave a record of what he knew upon the subject. From the first map tell in what part of the world man first became civilized enough to leave such a record. What parts of the world next became known to civilized man† What great geographical discovery was made about 400 years ago† Why are the later maps surrounded by circles, while the earlier ones are not? What part of the world is still unknown?

Supplementary Work. Bring to school, or describe, any implements or utensils used in your ancestors' time, and tell what improvements have been made since then. Bring to the school collection any stone spearheads, arrowheads, pipes, or other stone implements which you or your friends may have found in the fields near your home. Read chapter 14 of "McMaster's School History of the United States."

#### GOVERNMENT AND RELIGION.

Government. In the earlier stages of human progress, when men owned but little property and so could own it in common, there was no necessity for government as we know it. In time of war the ablest warriors were chosen as chiefs to lead the various war parties, and in times of peace the older men and women gave counsel to the others.

This page describes the positive attributes of civilization, and provides maps which illustrate the gradual expansion of civilization from Europe to the rest of the world. By depicting the "known world" over time, it teaches students how to define themselves as subjects of European knowledge.

The boxes below contain transcriptions of the key texts.

#### Races and Culture of Man (pp. 32-35

#### Distribution of Mankind.

In some respects man is like other animals. Like them he must have air to breathe a certain amount of heat water to drink and food to eat. But he is vastly superior to them all in *intelligence*.

His intelligence taught him how to start fire so as to warm when he is cold; to make tools with which to fashion clothing and a shelter protect himself from weather; and to make weapons with which secure food. His also gives him foresight to lay up food summer for use during the winter or to carry food with him when he travels to regions that do not supply it. Hence the natural barriers to other forms of life are not great barriers to man. Men live in nearly all the lands of the earth from the torrid to the frigid zones.

It is believed that many ages ago men gradually wandered away in various directions from some central region and made homes for themselves in new lands and thus peopled the earth. The people who wandered to different parts of the earth found very different surroundings, to which their descendants gradually adapted themselves just as the descendants of plants and animals gradually change and adapt themselves to changing conditions of life. Thus would arise different races and types of men in each of which the people resemble one another in manners and customs and, in a general way, in appearance while they differ more or less in these particulars from the people of other races and types.

#### Races

Mankind may be divided into three principal races in each of which the people resemble one another somewhat in color of the skin and in the kind of hair three races may be called the white race the yellow race and the black race.

White Race. The home of the white or "Caucasian" race is Europe southwestern Asia and northern Africa. The people have wavy hair, which may be

light or dark in color. Most of the people have pinkish white skin, though some are quite dark This race includes nearly half the people in the world and is the most civilized of all the races.

The principal division of this race is the Mediterranean type to which we belong The home of this type is the shores of the Mediterranean Sea, western Europe, and southern Asia as far east as the mouth of the Ganges. The two principal peoples of this type are the Aryans embracing the Hindus and the Persians of southern Asia and most Europeans together with their descendants in all parts of the world; and the Semitic people embracing the Jews Arabs and Berbers south and southeast of the Mediterranean Sea together with their descendants. The Aryan people are rapidly increasing in numbers. In recent times thousands of them have left Europe to found homes for themselves in each of the other grand divisions, and these new settlers have practically taken possession of North and South America and of Australia and are rapidly taking possession of Africa.

Yellow Race The home of the yellow race is northern and eastern Eurasia America and most of the islands the Pacific. The hair is straight and black and the skin yellowish or yellowish red. The people the yellow race are about as numerous as those of the white race but are not so highly civilized. The principal and by far the most numerous type of this race is the Mongolian, the people of which in addition to the yellow skin, are distinguished by narrow almond shaped eyes This type occupies nearly the whole of northern, central and eastern Asia.

The *Malays* form a second type of this race. They are often called the brown race because they have brownish yellow skin In the main they are fierce and warlike and much less civilized than the Mongolians. They live in extreme southeastern Asia, in the East Indies, and in the islands of the Pacific Ocean.

The third type of this race consists of the American Indians including the Eskimos. They are sometimes said to form the red race because of their reddish

yellow or copper colored skin. They are not so numerous as the Malays but they occupied nearly the whole of the American continent before it was settled by whites. Many of them were savages, though some tribes in the western highlands of both North and South America were much more advanced.

**Black Race** The home of the black race is central and southern Africa, and some of the Australian islands The people of this race have coarse woolly or kinky hair, protruding lips, and dark brown or black skin. The black race includes about one tenth of the people in the world, and is the least civilized all the races.

The negroes whose home is central Africa form the principal type of this race, while the small Natives of Papuan type includes the savages of New Guinea and some other Australian islands. The natives of Australia itself have black skin but straight hair and by some are called a separate race.

#### Man's Culture

The Progress of Man. Man is constantly learning how to make things and to do things which enable him to live more comfortably. We have many conveniences nowadays such as the electric light, railroads, sewing machines, and hundreds of other common things which were entirely unknown when our grandparents were children. Name several others. A few hundred years ago the art of printing was unknown; the only books which then existed were written by hand and comparatively few people knew how to read. Some of these old books were histories from which we learn how people lived at that time. A few thousand years ago no one in the world had yet learned how to write, and we know very little of how people then lived since they left no written record of anything. Still it is certain that people lived long before that, because in rock deposits that are many thousands of years old we find things that must have been made by men such as stone arrowheads, stone axes, bits of pottery, and pieces of reindeer horn with rude pictures scratched on them.

Savagery We therefore conclude that at one time many thousands of years ago all or nearly all people were more ignorant than the most savage tribes now living. They probably did not know how to make anything but lived in caves wore no clothing, and ate only fruits nuts roots, and such insects as they could catch, and such small animals as they could kill with clubs and stones. At last, some one may learned how to tie a sharp stone on the end of a stick and thus make a spear with which to spear fish or kill animals. Then some one may have learned that sticks rubbed together will get hot and at last burn thus starting a fire. The most ignorant tribes in Australia to day do not know how to do much more than this. Gradually some of the early men invented bows and arrows discovered how to chip stones rudely into shape for arrowheads and axes, and learned how to make a canoe by hollowing out a log with fire and stone scrapers.

Each of these discoveries enabled people to live more comfortably than before. People who have not learned how to do much more than this are savages. Some tribes in Africa and some of the most ignorant tribes of the American Indians are scarcely more advanced than this today.

Barbarism The next important step in the progress of man seems to have been the learning how to make rude pottery, by roughly shaping bowls and other vessels of soft clay, and baking them hard by fire. In Eurasia where there were wild horses and many kinds of wild cattle, sheep, and goats, men gradually learned how to tame and domesticate these animals, and to cultivate several kinds of grain, while in America men learned how to plant and raise corn, which is perhaps the easiest of all grains to cultivate.

With their increasing knowledge the more advanced races gradually learned how to improve their tools and weapons. They smoothed and polished their rough stone arrowheads and spearheads and axes, made fishhooks of bone, and rough needles with which they could sew together the skins of animals for clothing. Then some one found copper in the earth and discovered that it was soft enough to be hammered into the proper

shape for ornaments, while some one else found tin and discovered that both tin and copper would melt and when melted together would cool into a very hard metal bronze. Out of this metal the people molded tools that were a great improvement on their old stone and bone implements. With these tools they learned to quarry and roughly to shape stone to make houses while some one else learned how to make bricks from clay. They also twisted the stringy fibers of plants into rude threads and wove them into a coarse cloth. Finally those interested in working metals found out how to get iron from the minerals or ores in which it is found in the earth and soon learned some of the many uses of this metal.

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# New Geography of the World (1904)

Oliver & Boyd (1904), New Geography of the World, Oliver & Boyd (London), 216 pages.

Figure 16 **Title Page** 

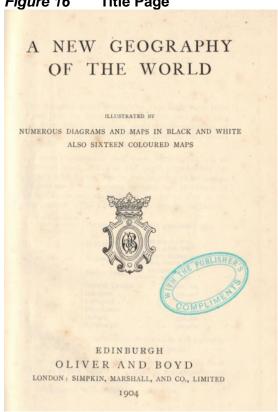


Figure 17 The Continent of Europe

#### THE CONTINENT OF EUROPE.

## EXTENT AND IMPORTANCE.

EUROPE lies to the west of Asia, and is indeed only a huge peninsular part of that great land mass sometimes called Eurasia. Next to Australia, it is the smallest of the great divisions of the earth. Its surface does not quite cover 4,000,000 square miles; but although inferior as regards mere area, it is by far the most important Continent in the world. In proportion to its size, it is the most populous, and its people excel all other Continental nations in industry, arts, and commerce; although this pre-eminence is now being fearlessly challenged by North America.

The causes that have led to this pre-eminence may be shortly

- I. It is situated almost entirely in the Temperate Zone, and thus its
- people enjoy the climate best suited to a life of energy.

  2. The rainfall is generally sufficient for agricultural purposes, and the soil is rich and productive.
  - 3. Useful minerals exist in great abundance.
  - 4. Its numerous inland seas and extensive shores favour commerce.

This geography book describes Europe as, "although inferior as regards mere area, it is by far the most important Continent in the world."

A School Geography of the World (1907)

Lionel Lyde (1907), A School Geography of the World, Adam & Charles Black (London), 420 pages; at <a href="https://bit.ly/3QzaHaW">https://bit.ly/3QzaHaW</a>.

Figure 18 Title Page

# A SCHOOL GEOGRAPHY

OF

# THE WORLD

BY

# LIONEL W. LYDE

M.A., F.R.S.G.S.

PROFESSOR OF ECONOMIC GEOGRAPHY IN UNIVERSITY COLLEGE, LONDON

FIFTH EDITION
(COMPLETING TWENTY-FIRST THOUSAND)

ADAM AND CHARLES BLACK

1907

Figure 19 Population

#### POPULATION.

9

# Population.

- 1. Men live together in groups by nature and by necessity—because they like company, and because they cannot supply all their own wants.
  - 1. Necessity has been the more influential cause. The desire for company is easily satisfied, but trade and defence need numbers; and trade depends on the unequal distribution of commodities in different parts of the world, and the possibility of, and facilities for, transporting them safely from one place to another.
- 2. The character of the group depends on the character of the country. Cf. p. 369.
  - I. For instance, amongst hunting tribes every man is his neighbour's enemy; from the nature of his occupation he prefers to follow it alone, and therefore his progress in civilization is very slow. In a land where there was no domestic animal which gave milk, and no grass out of which bread could be made, the Australian Black became a houseless cannibal; the Eskimo, living in a cold desert, not a hot one, has to build a house of ice, and to make weapons out of the bones, clothes out of the skins, fuel out of the fat, food out the flesh, of animals slaughtered in the chase.
  - 2. The Bedouin and the Lapp represent a great advance. Both have a domestic animal which provides food, clothing, and transport—the camel and the reindeer; both have besides a staple food—dates and fish; both are nomads, though the one wanders mainly in other people's business and the other for his own food; both are traders, though the one collects furs on the outskirts of the world, while the other trades through the heart of it to rich lands on either side; both depend for nothing on outside supplies, and despise the slavish tiller of the soil.
  - 3. Like the Lapp, a fisherman is a hunter, engaged in destroying the resources of nature instead of increasing them; but, like the Arab, he is also a trader. His boat is his camel ('ship of the desert'); and, as he leaves his womenkind to look after the homestead while he is away on his trading or his raids, much power passes into the hands of women. Then, too, a perishable raw material, e.g. fish, will give birth to a local industry, e.g. fish-curing.

The "Population" section highlights the violence and poverty of traditional cultures and economies.

Figure 20 Population Section - 1

#### POPULATION.

9

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This describes how civilizations vary and advance depending on geographic and economic conditions.

Figure 21 Population Section - 2

#### POPULATION.

11

- 2. Climatic conditions also affect the distribution of population. A surplus population, finding a climate similar to that of their mother-country—with similar vegetation and conditions of human life—will form Colonies of Settlement, e.g. Canada; where the conditions of life are so different as to be prohibitive of such settlement, there may still be Colonies of Exploitation or Trade, e.g. Tropical Africa.
- 3. In Colonies of Settlement the harbours are of relatively less importance than in Exploitation Colonies; e.g. Halifax (N.S.) is relatively less important than Singapore.
- 5. The essentials of a really valuable harbour are:—
- I. A large, deep, safe anchorage, e.g. Walvisch Bay contrasted with Port Elizabeth.
- 2. Easy access from the ocean in any weather or at any state of the tide, e.g. Sydney (N.S.W.) contrasted with Durban.
- 3. Easy communication inland, e.g. Montreal contrasted with Bombay.
- 4. Facilities for coaling, e.g. Esquimalt contrasted with Melbourne.
- Rich land or dense population behind the harbour, to give certainty of return cargo without delay or difficulty, e.g. Calcutta contrasted with Trincomali.
- 6. Freedom from heavy duties and other 'uneconomic' disabilities, e.g. Hong-Kong and Halifax.
- 7. Protection of situation or fortifications, e.g. Gibraltar or

This section highlights the importance of trade and therefore transportation. The examples described are all of British Empire harbors, indicating to student the importance of these colonial projects.

# School Geography of the World (1911)

J.B. Calkin (1911), *School Geography of the World*, T. Nelson and Sons (Edinburgh), 186 pages; at <a href="https://catalog.hathitrust.org/Record/100277468">https://catalog.hathitrust.org/Record/100277468</a>.

Figure 22 Title Page

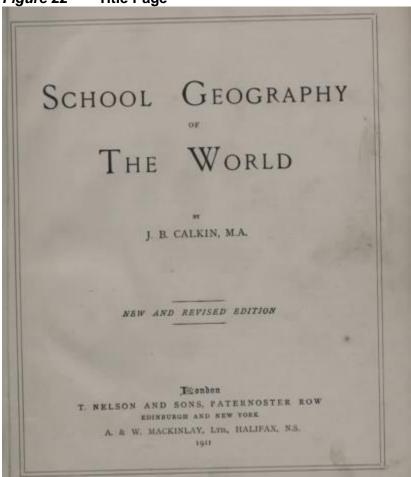


Figure 23 Man – Influence, Adaptability, and Modification of the World

# THE ORGANIC WORLD, OR PLANTS AND ANIMALS.

The birds are generally waders and swimmers. The sea abounds in whales, walruses, and seals. There are no reptiles, and few insects.

Many of the animals that resort to cold countries in summer make their winter home in a milder climate.

#### MAN.

223. The total number of people on the Earth is estimated at 1,500,000,000. They are distributed very widely, but very unequally, over the surface of the Earth.

224. Influence of Man on Nature,-Man is commissioned to have dominion over the Earth, and bring it into subjection to himself. While he is greatly influenced by the physical conditions of the world in which he lives, he reacts on that world, and so modifies the conditions of his environment as to bring them into higher subserviency to his well-being. The countries occupied by civilized man, through his improving hand, are ever changing their aspect and character. Vast forests are transformed into fertile fields, and places that were once solitary without inhabitant become populous cities. Carriage-roads, canals, and railways are constructed for the promotion of trade and travel; the earth is pierced by mining shafts, and compelled to give up its hidden treasures; factories are established, and the raw products of the Earth are changed into new forms without number.

Even the climate of a country is in a measure subject to man's control. By drainage he removes surplus water, which otherwise would take away heat in the process of evaporation. Sometimes, indeed, the changes which man makes in carrying out his purpose work disaster. He cuts away the forests from the mountain side, and the exposed soil is washed away by rain, leaving only a barren waste. Further, the rain, which was once absorbed by decayed leaves and vegetable mould, yielding a perennial supply for the summer streams, now flows off rapidly, swelling the rivers, inundating the lowlands, and working untold destruction.

Perhaps in no sphere is man's power over nature more marked than is seen in the development of grains, fruits, vegetables, and domestic animals, which are so improved by culture that their resemblance to the original stock can scarcely be recognized.

225. Man's Adaptability to Conditions.—Through the adaptability of his nature to external conditions, and his power of modifying those conditions to which he cannot conform, man is able to make his home in every clime. He can subsist upon great variety of food. In the tropical regions he lives principally on rice, cocoa-nuts, bananas, and various fruits; in the temperate climes, his food consists of the various grains, vegetables, and fruits, combined with flesh of animals; in the frozen regions, where the earth yields little or nothing for his subsistence, he betakes

himself almost entirely to animal food. Substances which he could not otherwise eat he converts into wholesome and nutritious food by cooking. He adapts his clothing and shelter to the various conditions of climate, and he lays land and sea under tribute for the supply of his wants. Thus, by his superior organization and noble endowments, man is less dependent on his physical surroundings than are the lower animals, and he is able to take the whole Earth as his domain. This is especially true of him in the higher stages of development to which he has attained.

37

226. Man modified by Physical Surroundings.—While man is able to subsist, and even flourish, under great variety of conditions, he is by no means independent of his environment. His character, habits, and occupation are all greatly influenced by the physical conditions under which he lives. It is probable that every country makes its own impress on human life. The inhabitants of the rugged mountain are not like the inhabitants of the plain; those who live by the seaside differ from those of the interior. The nomadic herdsmen of the dry plains of Central Asia, who need to be ever on the move to find pasturage for their flocks and herds, make no effort to improve the place of their sojourn, and they never rise above the rude condition of their ancestors. Their wandering habits, developed by the climate of the country in which they live, enable them to commit crime with impunity, and accord-

ingly they are noted for outrage and robbery.

The inhabitants of Central Africa, long isolated from the rest of the world, know nothing of its improvements, are never stimulated by its rivalries, never hear of its Christianity; and so, never awakened to struggle for anything more elevated as regards their physical, intellectual, or moral condition, they continue immured in barbarism. Within the tropics the intense heat makes labor irksome, and the profusion of nature renders it unnecessary; thus man becomes indolent and effeminate. In the arctic regions, pinched by cold, and requiring to use all his energies to supply his lower wants, he makes but little progress in civilization. In temperate climates activity is both needful and agreeable; a moderate amount of labor secures the necessaries of life, and there are leisure, inclination, and energy for mental culture.

227. Races.—Since the inhabitants of the various parts of the world are subjected to such diversified influences, it is not surprising to find them characterized by many marked peculiarities. The most striking physical characteristics of the different divisions of the human family are in color of the skin, form of the face and skull, qualities of the hair, stature, and general proportion of different parts of the frame. A classification based on these elements seems to justify at least six divisions, called races, which are as follows:—

(1.) The White Race, characterized by white skin, with ruddy cheeks varying to swarthy according to climate, large skull, oval face, expanded forehead, full chin, abundant beard, and well-

This page discusses how people have been affected by, adapted to, and modified our environments.

35

## Figure 24 Races

28

#### PHYSICAL GEOGRAPHY.

proportioned frame. This division is often called the Caucasian Race, a name derived from the Caucasus Mountains, near which is the supposed centre from which the race emanated, and, indeed, the birthplace of the whole human family. It comprises about two-fifths of the human family, including nearly all the inhabitants of Europe, Western Asia, Northern and Southern Africa, and the descendants of Europeans in America and Australia. It surpasses the other races in intellectual power, in activity, and in energy of character; and it has been the dominant race from the earliest times.

(2.) The Mongolian, or Yellow Race, distinguished by a yellow-ish-colored skin, dark straight hair, low retreating forehead, broad flat face, oblique eyes, small chin, prominent cheek-bones, and low stature. This race equals the Indo-European in number, and comprises all the inhabitants of Eastern Asia except India, with the Finns, Lapps, Magyars, and Turks of Europe, and the Esquimaux of North America.



FIG. 45.—RACES OF MEN

(3.) The Negro, or African Race, distinguished by black skin, black woolly hair, low forehead, prominent cheek-bones, broad flat nose, thick lips, and projecting jaws. This race occupies all Africa south of the Great Desert and Abyssinia, except the Europeans of South Africa.

(4.) The Malay, or Brown Race, distinguished by brown skin, black hair, low forehead, short broad nose, in many respects resembling the Mongolian race, but having horizontal eyes. It occupies the peninsula of Malacca and the islands of the Indian and Pacific Oceans.

(5.) The Australian Race, which resembles the African, but the skin is a grayish black, the hair more bushy, and the general form is less regularly developed. It comprises the native people of Australia and the neighboring isles.

(6.) The American Indian, or Copper-colored Race, distinguished by copper-colored skin, coarse, straight, black hair, high cheekbones, large mouth, having a general resemblance to the Mongolian, but the eyes are not oblique as in this race. With the exception of the Esquimaux, it comprises the aborigines of America.

These races of the human family are not separated by very sharp and well-defined lines, but shade into each other through subordinate varieties.

228. Social Conditions.—The various conditions of human society may be reduced to three principal classes, represented by the hunter, the shepherd, and the agriculturist.

In hunter life, which is the lowest type, men wander about, living on the flesh of wild animals, dwelling in rude wigwams, and owning no property except a few movables. They are divided into small tribes, each under a leader or chief. The Indians of North America are an example.

Pastoral life is also migratory, and there is no individual right in the soil. But here we find an increase of property in the form of domestic animals—as sheep, goats, cattle, and horses. The people are generally subject to a central head. The nomads of Central Asia are an example.

In the third and highest stage of society, men have fixed abodes, and an individual ownership in the soil, from which they derive their chief subsistence. Here only do we find vast accumulations of wealth in various forms, and men rising to the highest condition of civilization.

Religion.—229. Nearly all races and communities of men believe in some spiritual Power superior to themselves, whose favor they are anxious to secure. The forms of religious belief, and the practices arising out of these forms of belief, are almost endless. Those who are ignorant of the true God make to themselves false gods, and those who worship the true God differ in many important points of faith and practice.

There are five principal systems of religion in the world—Christianity, Judaism, Mohammedanism, Bruhminism, and Buddhism. All originated in Asia. To these may be added the fetich worshippers of Central Africa.

Christians are divided into three great bodies—Protestants, Roman Catholics, and the Greek Church. They include about one-fourth of the human race, or about 380,000,000, comprising nearly all the inhabitants of Europe and the people of European descent in other parts of the world. The Jews number about 8,000,000; the Mohammedans, 160,000,000; the Brahminists, 200,000,000; Buddhists, 480,000,000; other religions, about 212,000,000.

230. Government.—In civilized society men are combined into states under regular forms of government, called empires, kingdoms, or republics. There are two principal forms of government—monarchy, where the chief power is vested in a single person; and democracy, where the power is in the hands of the people, or such of themselves as they shall elect as rulers for a limited time. Monarchical and democratic principles enter more or less into the governments of the various countries of the world. An absolute or despotic monarchy is a government in which the sovereign has all the power in his own hands, and makes such laws as he pleases; a limited or constitutional mon-

This textbook identifies six races, Caucasian (White), Mongolian (Yellow), Negro or African (Black), Malay (Brown), Australian (grayish black), and American Indian (copper-colored), plus three conditions of society, hunter (lowest), pastoral, and farming (highest). It uses concepts of evolution to argue that, by living in temperate climates the White race "surpasses the other races in intellectual power, in activity, and in energy of character, and it has been the dominant race from the earliest of times."

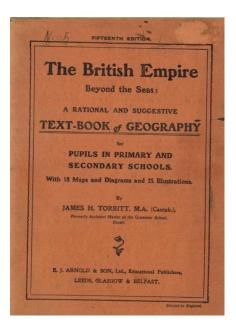
## The British Empire Beyond the Seas (1912)

James H. Torbitt (1912), *The British Empire Beyond the Seas. A Rational and Suggestive Textbook of Geography for Pupils in Primary and Secondary Schools.* E. J. Arnold & Sons (Leeds), 118 pages. This book summarizes British Commonwealth countries, focusing primarily on physical geography, commercial activities, travel and communications. It includes the following comments about people and cultures:

"The *aborigines* of Australia are fast dying out. There are now less than 60,000. They are low in the scale of civilization" (p. 31).

"The Maoris, originally from Hawaii, may be considered the native race. They are intelligent and, on the whole, quick to adapt themselves to European ideas." (New Zealand, p. 40).

"The Hindi is an industrious and skilful worker: he is simple in his tastes, and is a vegetarian and total abstainer." (p. 85).



### Figure 25 British Empire Beyond the Seas

GEOGRAPHY OF THE BRITISH EMPIRE.

#### Common Characteristics.

In all our colonies acquired by discovery and settlement, race and speech are those of the British Isles. British institutions, social life, religion, and literature become those of the new nation; and British rule has established the laws and customs of civilization, and helped the progress of commercial prosperity. In the great possessions peopled by native races, British influence is a great force for progress. The law makes no difference between the settler and the native; western ideas are introduced, and the development of natural resources proceeds rapidly.

As a result of British supremacy, local conditions have been improved in every British Possession. The droughts of India and of Australia are less severe than formerly, because of irrigation (more than 28 million acres are irrigated by the State in India); and the malaria of British West Africa is being diminished by the draining of the coastal swamps.

The courage and enterprise of the Briton have their due effect on the subject Eastern races, and prove successful in the struggle with new and unbroken lands; and, notwithstanding the wide differences in forms of government, climate, industrics, race, etc., the British Possessions maintain an unbroken loyalty to the Mother Country, and help to form the greatest Empire the world has ever seen.

### Exercises.

- (1) From the particulars given on Page 1, draw diagrams to show (a) the relative areas, and (b) the relative populations, of the British Possessions in each of the continents.
- (2) Draw a diagram to show the comparative areas of the following British Possessions :—

- (3) Give examples of British Dominions which are inhabited by people who have emigrated from the homeland. State the value of each of these possessions to the Mother Country.
- (4) On a blank map of the World insert the "all-red" and other shipping routes.

  Mark and name the position of the chief British coaling stations and calling ports on these routes.
- (5) Give examples of British Dominions as (a) having responsible governments, (b) Crown Colonies, (c) Protectorates.

This book teaches that all British subjects live under the rule of a law which does not differential "between the settler and the native", reinforcing the belief that there is in fact no racial prejudice or inequality in the Empire at an institutional level. British Supremacy is taught as universally beneficial to all recipients, using examples of water management in India and malaria eradication in West Africa.

It states that, "The courage and enterprise of the Briton have their due effect on the subject Eastern races, and prove successful in the struggle with new and unbroken lands..." and highlights the benefits that British institutions and technologies provide to native residents. It

### Advanced Geography (1916)

Harmon B. Niver (2016), *Advanced Geography*, Hines, Noble and Eldredge (New York); at <a href="https://babel.hathitrust.org/cgi/pt?id=inu.30000120486471&view=1up&seq=7&skin=2021">https://babel.hathitrust.org/cgi/pt?id=inu.30000120486471&view=1up&seq=7&skin=2021</a>.

This textbook includes geographic concepts and descriptions of places around the world. Although it has no explicitly stated racist hierarchy, it describes the races in various regions, some of which are called "savages" and "barbarians," and highlights the benefits provided by British colonialism, as illustrated in these examples.

Figure 26 Advanced Geography - Europe

### PART IV. EUROPE

### XLIII. THE CONTINENT AS A WHOLE

(Map and Map Studies on pages 414, 422)

Central Location. Europe is the most centrally located of all the continents. This advantage has greatly favored the development of its commerce, and has led to the colonization of distant countries. While Europe is a part of the continent of Eurasia, it differs so widely from Asia in its history, its people, and its civilization that it is best studied as a separate continent.

Europe forms less than one-fifth of Eurasia and appears on the map as a very irregular peninsula jutting out from the west of Asia. From this main peninsula, five or more smaller ones extend far out into the surrounding waters, and the coasts are so deeply cut by seas, bays, and estuaries that the interior parts are brought within a few hundred miles of the seasonst.

Comparison with Other Continents. Europe is, next to Australia, the smallest of the continents. Its area is less than half that of North America, and only a little larger than that of the United States. It ranks next to Asia in population, though it has only one-fifth the area. Europe surpasses the other continents in its population, commerce, and wealth.

Races of Europe. The people of Europe belong mainly to the white race, and may be divided into three great branches. The Teutonic Races occupy the northern and western parts, embracing England, Germany, Holland, Norway, Sweden, Denmark, and parts of Switzerland and Austria-Hungary. The Latin Races, so called because their languages are composed largely of words derived from the Latin language, occupy the southern parts and include the French, Spanish, Portuguese, Italian, and Roumanian. The Slavonic Races occupy Russia and the Balkan Peninsula; the chief nations of this race are the Russians, Poles, Bulgarians, and Serbians. The people of the smaller states of Bosnia, Herzegovina, and Montenegro are also Slavs; they are behind the other races in civilization. Besides these three leading races there are the Lapps, Finns, Turks, Tartars, and the Magyars, or Hungarians, belonging to the Yellow Race; and along the western edge of the continent, in the Pyrenees Mountains, Brittany, and the British Isles, we find people of the Celtic Race, the oldest of the white races in Europe.

The Greeks and Romans. More than three thousand years ago Greek emigrants crossed the Ægean Sea and made settlements on the islands and along the coasts of southern Europe. They grew to be the rulers of most of the lands bordering the Mediterranean Sea and finally, under Alexander the Great, they conquered the world. Latin tribes also made their way westward by land and established homes in the Italian Peninsula. While the Greeks were ruling the rest of the civilized world, the Romans were building up a strong government at Rome. They gradually conquered all of Italy and extended their conquests into Asia and Africa. The Greeks were subdued by them. In the first century before Christ, Julius Cæsar added Gaul, now France, to the Roman dominions, and Britain and other parts were afterward conquered. The Roman Empire then embraced nearly the whole civilized world.

The Coming of New Races; the Teutons. During the early days of the Roman Empire, western Europe had been occupied by Celtic tribes. But in the fifth century, barbarians from the shores of the North and Baltic seas swarmed over the borders, causing the emperors no end of trouble. At first the Romans gave them lands to dwell upon, but the invaders demanded more and more until at last they captured the city of Rome itself. Some crossed the Pyrenees and established a kingdom in Spain. In the meantime the Franks had taken possession of Gaul, and the kingdom of France was begun. Other Teutonic tribes called Angles and Saxons invaded Britain and built up a number of small kingdoms which afterwards became Angle-Land, or England.

The Slavonic Tribes. These peoples had their homes on the Russian plain between Germany and the Volga River. East of them dwelt Tartar tribes belonging to the yellow race. In the sixth century the Tartars attacked the Slavs, driving them westward into Germany, where the Teutonic warriors stopped their progress. Some were driven north into the country along the Baltic Sea where the Kingdom of Russia was established; others were turned south into the Balkan Peninsula and became the founders of the states of Serbia, Bulgaria, and Montenegro. Bohemia, Poland, and Moravia were other kingdoms founded by the Slavs in central Europe. Between these two groups of kingdoms the Magyars laid the foundation of the Hungarian Monarchy.

The Middle Ages. For many centuries the barbarian kingdoms made little progress in the arts of

270

Europe is described as "surpassing the other continents in its population, commerce and wealth."

Figure 27 Advanced Geography – Europe Continued

### THE CONTINENT AS A WHOLE

civilized life. This long period is often called the "Dark Ages." During this time Mohammed established his religion at Mecca. His followers soon overran a large part of Asia; they took possession of the southern half of Spain. In 1453 the Turks, a Mohammedan tribe of Tartars, captured Constantinople, and conquered southeastern Europe as far as the Danube.

It was during the early half of the Durk Ages that the new nations were converted to Christianity, for the most part by missionaries sent out from Rome. The Christian religion served more than anything else to soften savage customs, to do away with slavery, and to create a respect for law and for the rights of others.

Modern Nations. The invention of gunpowder, the discovery of the use of the compass, and the invention of the printing-press mark the beginning of modern nations and of modern geography. A desire for trade led to the search for new lands. Spain, Portugal, France, and England took up the work of exploration and discovery; but Italian sailors—Columbus, Cabot, and Verrazano,—in the employ of these nations discovered and explored the New World. Two Portuguese sailors, Diaz and da Gama, explored the coasts of Africa, rounded the Cape of Good Hope, and sailed across the Indian Ocean to India.

Political Divisions. Europe contains 21 in-

dependent nations and several small dependent states. All these countries, with the exception of Russia, are small in area when compared with the larger countries of the American continents. There are two reasons for the existence of so many small states. The first is that the races which migrated from Asia came in tribes, each led by a king or chief. Each tribe occupied as much land as it could defend and gradually developed into an independent state. Thus Spain, Great Britain, France, and Germany at one time consisted of many independent kingdoms; but whenever a strong king arose he would subdue the weaker kingdoms, and add them to his own dominions. In this way the small states gradually became united into large ones.

271

Natural boundaries constitute the second reason. The British Isles, for example, being separated from the mainland by a wide strait, naturally grew into a separate kingdom. The Pyrenees Mountains form an almost impassable barrier, and separate the people of France and Spain. Switzerland, though a small nation,



This describes European races and highlights the benefits of Christianity, which "served more than anything else to soften savage customs, to do away with slavery, and to create respect for the law and the rights of others."

## Figure 28 Advanced Geography – India and Ceylon

### LVIII. INDIA AND CEYLON

(Map and Map Studies on pages 416, 434)

British India. This term, as used in this book, includes all the territory under the control of Great Britain, from the western extremity of Baluchistan to the Mekong River on the extreme eastern boundary of Burma, and from the Pamir Plateau south to Cape Comorin. Within these boundaries are thirty-two prov-

and enslaved or drove southward to the Dekkan the original inhabitants, a black race. In time the aborigines accepted the religion of the invaders and there gradually came about a considerable mixture of the two races. The Aryans worshiped gods that represented the different forces of nature, and out of this worship grew Brahmanism, which is now the religion of three-fourths of the people of India.

Brahmanism A prominent feature of Brahmanism is the system of caste. According to this system all the people are divided into four leading classes, of which the Brahmans, or priests, are the first and highest class; to the second class belong the soldiers and rulers of the country; the farmers and mechanics compose the third class; and the lowest class is made up of slaves, common laborers, criminals, and outcasts of every sort. No man can pass from one caste to another, but must follow the rank and calling of his father.

Buddhism. About 500 B. C. a new religious teacher called Buddha appeared in India and founded a religion which did away with idolatry and the system of caste; but this new religion too after a time degenerated into a body of heathen customs as bad as those of the Brahmans. Besides the Brahmanists and Buddhists, the Mohammedans of India number about 60,000,000; there are about 2,500,000 Christians, many Jews, and a small remnant of the old fire-worshipers called Parsees.

Government. The government of so populous a country with so many conflicting races and religions has been a scrious problem. Great Britain has not attempted to disturb deeply rooted customs or to alter the existing forms of government, where they can be safely continued. The greater part of India is divided into fifteen great provinces, each administered by a British officer appointed by the Governor-General of India. The seat of the general government is at Delhi, but each province has its capital city.

Progress under British Rule. Under British rule the production and trade of the country have enormously increased. The foreign trade has been multiplied a hundredfold. Reservoirs and systems of irrigation have been built, insuring regular and larger crops and reducing the danger of famine, from which the people have often suffered in the past. About 35,000 miles of milroads have been built, reaching into every part of the peninsula and joining all the large cities. Food may thus be sent in seasons of scarcity from one part of the country to another. Canals and

inces and native states under British control, inhabited by many races, speaking twenty-five different languages and many dialects.

History, People, and Religion. Centuries before the Christian Era the great plains of the Indus and Ganges rivers were occupied by nations belonging to the white race. They entered India from the north

roads have also been constructed and a postal and telegraph service is everywhere maintained. There is also a national system of public education with five universities, besides many normal, professional, and technical schools.

Surface Divisions. The surface of India consists of, 1. The northern mountains; 2. The central river plains; 3. The table-land of the Dekkan. The mountain region comprises the numerous parallel ranges of the Himalayas with the high valleys and passes between them.



Fro. 403. A native village in the province of Bengal.

Many of the valleys are inhabited up to a height
of 12,000 feet and more, and passes as high as
20,000 feet are used as roads.

Mountain Features. One of the most fertile of these mountain valleys is that of Kashmir in the northwest, famed for its perfumes, and its fine shawls made from the wool of goats. Farther east are the independent states of Nepal and Bhutan. One of the best known places of this section is the town of Darjiling, a favorite summer resort for the people of Calcutta. The southern slopes of the Himalayas are clothed with forests. Bordering the foot-hills are vast malarial swamps and plains covered with a dense and tangled forest growth. These are the "jungles"—the home of the tiger and other dangerous animals.

Rivers and Plains of Central India. The central plains are the most fertile and thickly settled parts of India. Here are large cities and the remains of the old empires. The Indus, the Brahmaputra, and the Ganges are the chief rivers. The sources of the first two are very near to each other, north of the Himalayas. The five streams that unite to form the deep and wide current of the Indus have given to northwestern India the name "Punjab"; that is, the "Land of the Five Rivers."

The Ganges River overflows during the rainy season and floods the country, keeping the land perpet-

This page describes the benefits of British rule, which it claims has increased production and trade tremendously. ("foreign trade has been multiplied a hundredfold"). Transportation and education are emphasized as being benevolent works of British colonization. In this context race and colonial narratives support each other: Blackness is marked as undeveloped due to local xenophobia ("conflicting races and religious has been a serious problem"), and White colonization as benevolent and harmonious.

Figure 29 Advanced Geography – Africa

### LXVII. SOUTH AFRICA

Surface and Climate. The surface of South Africa rises from a narrow coast plain by a series of terraces, to an undulating plateau called the *veldt*. These terraces are covered with forests of palm, ebony, and rubber trees in the north, and olive, cypress, and evergreen trees in the south.

Colonies and People. Cape Colony is the most important British possession. Natal, the Orange Free State, and the Transvaal are next

in importance. In 1910 these four colonies were united under one government by an act of the British Parliament. The name of this new confederation is the Union of South Africa.

Industries and Products. South Africa is chiefly a mining and stock-raising country. Along the coast northeast of Cape Town and on the eastern slopes of the mountains there is a fine farming region producing grain, tobacco, and fruits. Sugar and cotton grow on the



Fig. 427, A wedding dance in a negro village in South Africa.

Like many old geography texts, this book highlights and illustrates exotic cultural features and activities.

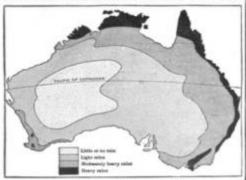
#### Figure 30 Advanced Geography - Australia and New Zealand

### PART VII. AUSTRALIA AND OCEANIA

LXVIII. THE AUSTRALIAN COMMONWEALTH

(Map and Map Studies on pages 417, 438)

Location and Size of Australia. The continent of Australia is the only large land mass lying entirely south of the Equator. It is more than a thousand miles distant from Asia



Fro. 429. Rainfall chart of Australia.

and about five times as far from the Americas, which, next to Asia, are nearest to it.

This complete separation of Australia from the other continents has made its plant and animal life different from that of any other part of the world. Australia

is the smallest of the continents, its area being considerably less than that of the United States

Surface and Climate. The interior is a tableland of moderate height, with short ranges of low mountains, swampy valleys, fertile plains, and great desert tracts. There are few good harbors along the 8,000 miles of coast line except those in the southeast. The highest mountains are near the eastern coast, where the elevation in some cases exceeds a mile. As the continent lies within the region of the southeast trade winds, these mountains shut off from the interior the greater part of the rain; but the highland regions and eastern slopes are well watered. The numerous streams that flow inland discharge into salt lakes or disappear in the sands. They supply underground water courses, which the herdsmen reach by boring artesian wells, thus securing water for the cattle and sheep.

Rivers. The only important rivers of Australia are the Murray and the Darling, which during the wet senson are usually navigable.

The natives of Australia are of a race peculiar to that continent. They are short in stature and dark brown or black in color. They are savages of a low order, and their number has diminished rapidly since the settlement of the island by Europeans.

359

Live-Stock Industries. In the production of

OCEANIA

LXIX. NEW ZEALAND (Map and Map Studies on pages 417, 438)

Natural Features. New Zealand consists of we large islands, known as North Island and outh Island, and a smaller one called Stewart island. These islands are traversed by rugged

The natives are a brown rance called Maoris. They are strong and intelligent, skilled in fishing, farming, and the trades, and have all the rights of citizenship. They number about 50,000, but are gradually decreasing.

Industries and Products. The chief industry of New Zealand is stock-raising. Special attention is given to sheep; wool and frozen mutton are the most valuable products and

A peculiar product of the forests is kauri gum, a fossil that is dug out of the soil where forests of kauri pine

Manufactures are further advanced than in Australia.

vanced than in Australia. Clothing, boots and shoes, articles of brass and iron, machinery, cloth, lumber, and flour, supply about 60 per cent of the domestic trade. The exports of New Zealand consist chiefly of wool, frozen meats, dairy products, and hides. The imports are mainly clothing, and iron and steel goods. Foreign trade is almost entirely in the hands of British merchants. Cities. The chief cities are Christchurch, Wellington, Dunedin, and Auckland. The colony has about 3,000 miles of railroad, which connect the coast towns with the productive

connect the coast towns with the productive centers of the interior.

Fig. 433, Maori children bathing in a hot spring in New Zealand. parallel mountain chains a mile or more in average height, with isolated peaks exceeding two miles. Some of the mountain peaks are ac-tive volcanoes. Boiling lakes and springs are

Climate. The climate of New Zealand is temperate, resembling that of England, but the summers are longer, and the other seasons are much milder. Spring begins in September, summer in December, autumn in April, and winter in June. The strong westerly winds, known

LXX. OCEANIA

(Map and Map Studies on pages 417, 438)

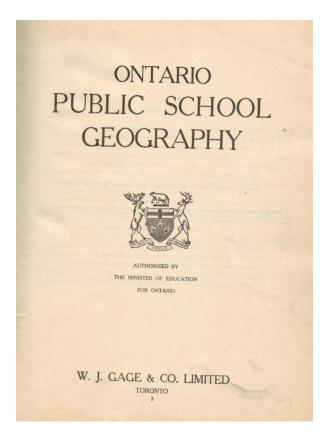
Divisions. Oceania is the name given to the numerous groups of islands in that part of the Pacific Ocean lying east of the Indian Ocean and the China Sea. Oceania may be divided into Malaysia, embracing the Sunda Islands, the East Indies, and the Philippines; Australasia, embracing Australia, Papua or New Guise. embracing Australia, Papua or New Guinea, and New Zealand; and Polynesia which includes all the islands east of the other two divisions. The islands of Polynesia extend across the Equator on both sides of the International Date Line (page 418). High and Low Islands. The Polynesian islands are either of volcanic or of coral origin. The former, known as "high islands," occur in groups of a dozen or more, and frequently have an elevation of several thousand feet. They abound in forests and tropical food plants. The coral, or "low islands," are flat and often ringshaped (atolls) surrounding a shallow sea or lagoon.

Products of Polynesia. The most common tree of these islands is the cocoanut palm. The nuts furnish food for millions of people, and the dried meat, or copra, is sent to all parts of the world. Copra yields an oil much used in the manufacture Australian natives are described as "short", "dark brown or black." "savages of a low order," while New Zealand Maoris are "strong and intelligent," but both are described as decreasing in number, with the implication that they will soon disappear.

## Ontario Public School Geography (1922)

Minister of Education for Ontario (1922), *Ontario Public School Geography*, W.J. Gage & Co. (Toronto), 256 pages; at <a href="https://archive.org/details/ontariopublicsch00onta/mode/2up?ref=ol&view=theater">https://archive.org/details/ontariopublicsch00onta/mode/2up?ref=ol&view=theater</a>. This textbook includes descriptions of places, starting with Canada and expanding around the world, with emphasis on industrial and commercial activities. It includes descriptions of various cultures based on their livelihoods, such as "Men who live by hunting and fishing," "Men who live by lumbering and mining," and "How man obtains food from the soil."

Although it does not apply a specific racial hierarchy, as was common in previous textbooks, it does describe Europe as more civilized and important than other continents, Europeans as intelligent and industrious, and Britain as a benevolent ruler. For example, it explains that Britain a great trading nation because of "her methods of managing and developing her colonies, especially in the less civilized parts of the world. She has never tried to exploit ignorant savages, but has treated them with kindness and justice, so that they have benefited by her rule." (p. 167).



This was the standard geography textbook used in Ontario, Canada for many years. Although it does not apply a racial hierarchy, it does describe some peoples, mostly European, as particularly intelligent and industrious.

Figure 31 Ontario Public School Geography - Japan

### JAPAN

Position, Extent, and People.—The Japanese Empire consists of five large and several hundred smaller islands, which extend along the east coast of Asia. The Empire includes also the peninsula of Korca, which, when added to Japan some years ago, was re-named Chôsen. The area of the entire Empire is a little larger than that of Alberta, and the population is in the neighbourhood of 85,000,000.

The people of Japan are largely Mongolians. They are a very artistic people, who take delight in producing what is beautiful. They love their land and use their skill as gardeners to make it still more beautiful. They are exceedingly industrious and skilful, excelling especially in work requiring delicacy of touch and handling.

Though they retain many of their picturesque customs, the Japanese are the most intelligent and enterprising of the Eastern peoples. The young men are sent to Europe or to America to be educated and to bring back with them a knowledge of civilization other than their own. Japan now has railways, telegraphs, telephones, factories, schools, and universities.

Surface and Climate.—The surface of all the islands is very mountainous. There are few navigable rivers, and the rugged nature of the country makes the construction of railways both difficult and costly. Many of the towns and villages in the interior can be reached from the coast only by vehicles drawn by men. The mountains are volcanic in their origin, and many of them are still active. Earthquakes are so frequent that the Japanese are compelled to build their houses of very flimsy construction, in order to protect themselves against shock. Between the mountain ranges there are many fertile lowlands. On these and on the sides of the mountains agriculture is carried on. Only about one-sixth of the surface can be used for farming.

The climate of Japan varies from tropical heat in the south to extreme cold in the north. In general, however, all over the islands the climate is mild. The warm Japanese Current moderates the temperature, and, owing to the surrounding ocean, weather changes are neither sudden nor extreme. The rainfall is heavy. In the northern islands snow lies on the ground until May.

Industries.—The population of Japan is very dense, so that every available bit of land is cultivated intensively in order to provide food for the people. Few animals are kept, as these would consume too much food. In many places the mountain slopes are terraced in order to make room for more

Japanese are described as artistic, industrial and skillful, and "the most intelligent and enterprising of the Eastern peoples." Their imagined racial superiority is connected to how they are integrated into EuroAmerica educational institutions: "The young men are sent to Europe or to America to be educated" and how those educations result in public and technical works like railways, factories, and schools. While not stated in racial terminology, the interwar period marked a trend in EuroAmerican textbooks of racializing Japan as White or as nearly White through cultural terminology.

Figure 32 Ontario Public School Geography – The British Empire

## THE BRITISH EMPIRE

Size, Extent, and People. The British Empire includes all those parts of the world whose inhabitants owe allegiance to the British sovereign. It comprises more than a quarter of the land area of the globe-about 13,355,000 square miles of territory. Unlike most of the great empires of the past, the British Empire is made up of many widely separated countries and territories, varying in size from Canada, with her vast area of over 3,600,000 square miles, to Gibraltar, two square miles in extent. British lands are found in every continent. British islands dot every ocean. The empire extends from farthest north to farthest south, from farthest east to farthest west, girdling the globe with lands over which floats the Union Jack, proud symbol of power, of justice, and of freedom.

Within the Empire is found every kind of scenery, from the snow-capped summits of the Rockies and the Himalayas to the sunscorched plains of Australia. There is every variety of climate, from the hot, humid air of the Guinea Coast to the clear atmosphere and biting cold of the Polar Isles. Every type of plant grows somewhere on British soil, from the lowly moss and lichen of the tundra to the stately teak of Burma. Every kind of useful animal is found somewhere within its borders, from the dog of the Eskimos to the camel of the Arabs. Under the Union Jack live representatives of all the races of the world, from the lowest and most degraded savage to the finest type of the highest civilization. All told, the inhabitants of the British Empire number 450,000,000-more than a quarter of all the people in the world.

The Empire and the Sea.—The British Empire is largely a Maritime Empire. For the most part, it was won by hardy British seamen, who pushed their way into the uttermost corners of the world and brought country after country under the beneficent sway of Britain. It was held, and still is held, largely by the power of the British Navy, which has long controlled the sea-ways of the world. By far the greater part of its enormous commerce is carried in British merchant vessels, which link port to port and country to country, enabling the wheat of Canada, the wool of Australia, the tea of Ceylon, and the apples of New Zealand to reach the markets of the Motherland. Without the free use of the sea the Empire could not live.

So it is that, although railways and other land communications play a great part, they are secondary in importance to the sea communications of the Empire. The merchant fleet of Britain herself is the largest and most efficient in the world, while that belonging to the great colonies is far from small. These ships are the most important material bond uniting the far-flung dominions of the King-Emperor.

To enable both the navy and the merchant fleet to accomplish their tasks, Britain has secured coaling-stations all over the world. As a vessel cannot steam much more than 3,000 miles without replenishing her bunkers, there should be coaling-stations at intervals of 3,000 miles or so along the great ocean trade-routes. The Empire possesses the most complete system of such stations in the world. A British ship is sure of finding a supply of coal at almost any of the principal ports of the British Isles, Canada, Australia, New Zealand, British Africa, or India. In addition, there are facilities for coaling vessels at St. Helena, Ascension, or the Falkland Islands in the South Atlantie; at Jamaica or the Bermudas in the North Atlantic; at Gibraltar, Malta, and Port Said in the Mediterranean;

249

This textbook highlights the size, power and benefits of the British Empire. It emphasizes the British Empire as multi-racial ("all the races of the world"), repeating the racial hierarchy found also in Anglo-American texts of the past ("from the lowest and most degraded savage to the finest type of the highest civilization") and relates this to geographic and ecological diversity ("There is every variety of climate" and "every type of plant grows").

### New Pictorial Atlas of the World (1931)

Frederick K. Branom (1931), *New Pictorial Atlas of the World*, Reilly & Lee Co. (Chicago), 330 pages. This world atlas contains a combination of color images and maps.

### Figure 33 New Pictorial Atlas of the World – Asia

The largest rivers of Asia are as follows: flowing northward to the Arctic Ocean, the Ob, Yenisei, and Lena; flowing eastward to the Pacific, the Amur, Hwang Ho, and Yangtze-Kiang; flowing southward, the Mekong or Cambodia, the Ganges, Indus, and Euphrates. The largest lakes are Baikal, Balkhash (salt), Aral Sea (salt), and the two great inland seas, the Caspian and the Black. The Dead Sea in Palestine is exceptionally salty, and is also 1,300 feet below the level of the Mediterranean.

India may be described in more detail since it is of great interest to the world at present. On the west and north are great mountain barriers, broken only by narrow passes, and on the east are highlands or almost impenetrable jungles. Along the valley of the Indus River is the Indus Plain, and along the valley of the Ganges River, which has a massive delta in the Sundarbans tract and several mouths, is the Ganges Plain. The Deccan Plateau, bounded by the Malwa Plateau and Vindhya Mountains in the north, and by the Eastern and Western Ghats, respectively, dominates the central part of the Hindustan Peninsula. Between the Malwa Plateau and the Indus Plain is the Thar or Indian Desert. The southwestern coast of India is called the Malabar Coast, and the southeastern coast, the Coromandel Coast. Along both coasts, and further north, are coastal plains. The southernmost point is Cape Comorin. The Gulf of Mannar and Palk Strait separate India from Ceylon, except for a narrow chain of islands called Adam's Bridge.

Animal and Plant Life: The fauna and flora of Asia, because of the continent's vast extent and because of the various types of climate, must necessarily vary markedly. The fauna and flora of Java have been described (see Islands) as typical of the Malay Archipelago. The fauna and flora of Japan (see index) are also separately described.

Typical animals of Asia are the following: Gibbon, orang-utan, pangolin or scaly anteater, Indian elephant, deer, tapir, rhinoceros, chevrotain or mouse deer, sun bear or Malayan bear, lemurs, squirrel-shrews, leopard or panther, tiger, lion, hyena, antelopes, conies, rock rabbits, daman, asses, sheep, goats, camels (one-humped, or dromedary, and two-humped, or bactrian), oxen, gazelle, cheetah, ibex, zebu, peacock, argali (wild sheep), genet, buffaloes, yak, horses, musk deer, lynx, ermine, sable, chamois, reindeer, glutton, monkeys, raccoon dog, moles, dugong, and dolphin. India is famous for its deadly cobra, with its arch enemy, the mongoose.

deadly cobra, with its arch enemy, the mongoose. Plant life corresponds in the north and central part of Asia rather closely to the similar zones of Europe. In the north are birch, larch, and pine in the highlands, and alder, willow, and poplar in the lowlands. The far north, of course, is entirely tundra. The desert regions are naturally sparsely vegetated. The oak and other plant life similar to eastern United States grow extensively in central China. The plant life of the mountain plateaus is alpine in character. The tropical jungles contain a profusion of trees, bushes, vines, etc., with many parasitic plants, such as orchids. Teak and sandalwood are typical trees of the tropics. The banyan tree is famous for its great size. Numerous species of bamboo are prevalent. The tamarind and talipot (fan palm) are also common.

Asiatic Races: Some sections of Asia, particularly in the Far East, are an almost hopeless mixture of Mongoloid, Chinese, Tibetan, Arabian, European, and other races, when racially analyzed. The early Negrito survives in a small degree, particularly in the Semangs of the Malay Peninsula and in the Aetas of the Philippines. The Dravidian is the oldest racial element of India. Today the Dravidian is confined to the lower castes. Before the Dravidian, certain savage races may be mentioned, especially the Sakai of Malaysia, and similar stocks, notorious for their use of the sumpitan (blow-gun) as a weapon. Besides the blow-gun, tattooing as a savage art and the wooden drum are typical ancient traditions of the races of southeastern Asia. Headhunting, too, is still going on in the wilder parts of Burma, Assam, Formosa, and some other places.

The Malays of the Malay Peninsula and adjacent regions are notorious for a peculiar racial liability to homicidal mania called "running amuck." Something has already been said about the relationship between Malays and Polynesians, and other natives of the Malay Archipelago and the Pacific Islands, or Oceania (see Islands).

The Hindu is the native racial type in India. In ancient times India was invaded by Aryans from the northwest, and the result has been a mingling to some extent of Hindu, Aryan, and ancient Dravidian. In more recent times, India has been modified racially, religiously, and culturally by the immigration of Europeans, Mohammedans, and others. More strictly, the native races of India, any member of which is usually called a Hindu, are varied and complex and have been variously modified in classification by new discoveries and theories. They have included such classes as the Turko-Iranian, Scytho-Dravidian, and Indo-Aryan.

The Chinese are the most numerous branch of the Mongolian race in Asia. The Japanese are a combination of Mongoloid elements from Korea and from the south (possibly Polynesian), the two groups of invaders driving the Japanese aborigines, called Ainus, northward. The Tibetans are a distinct racial type, and they too are Mongolian, as are also the Mongols, and Manchus (of Manchuria). The Afghans of Afghanistan are probably of mixed Semitic and Iranian (ancient Persian) stock. There are, besides, the Turkoman (between the Caspian Sea and Aral Sea), the Usbeg, the Yakut of northeastern Siberia, the modern Turk of Turkey, and the Semitic Arab of Arabia.

It has been possible, in this brief space, to give merely a suggestion of the great variety of racial types in Asia. Anything like a comprehensive treatment would require many pages.

Political Divisions: The political divisions include the Union of Socialist Soviet Republics in Asia; China; Japan, with Korea and Formosa; French Indo-China; Siam; the Malay States; India, with Burma, Baluchistan, and the native states; Bhutan; Nepal; Afghanistan; Persia; Arabia; Iraq; Palestine and Transjordania; Syria; Turkey; and minor foreign possessions, such as the British possessions of Aden, the Bahrein Islands, Ceylon, and Hong Kong; the Portuguese possessions of Nova Goa and Macao, the French possessions of Pondicherry and Mahé.

This section describes the diverse races of Asia. It highlights sensational features such as the "notorious" use of blow-guns, tattooing as a "savage art," wooden drums, headhunting, and "a particular racial liability to homicidal mania called 'running amuck'".

## An Approach to Geography (1934)

H.E. Edwards (1935), *An Approach to Geography*, George G. Harrap & Co., 205 pages.

This textbook categorizes cultures into primitive hunters and collectors, nomadic herdsman, agriculture and civilized countries where people live in towns, but no longer uses the terms "savages" or "barbarians." This discourse of "stages of civilization" reflects the interwar shift from race as biology to race as culture.

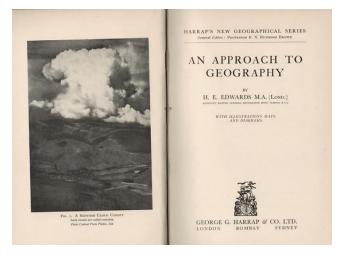


Figure 34 An Approach to Geography – Man and the Earth

# PART III MAN AND THE EARTH

# CHAPTER XII ENVIRONMENT AND MAN

When boys and girls go to school for the first time they are forced to begin a new life, because their novel surroundings differ in many ways from those to which, so far, they have been accustomed. They discover many new, strange facts, and encounter places and people they have not met before. They soon become used to the new circumstances, however, and settle down to the varied activities of school life.

This change of environment, as it is called, occurs repeatedly throughout the lives of each one of us as we leave one school or one house for another, and finally give up lessons to earn a living. Similarly, environment often continues to alter throughout adult life.

Those individuals are most successful who adapt themselves most quickly to new conditions.

This is true on a much greater scale all over the earth. The two thousand million human inhabitants of the world have become important, compared with the remainder of the animal world, from which they have descended, largely because of their ability to adapt themselves—i.e., make the best of their environment.

Now it has already been seen, in previous chapters, how varied environment is in different parts of the world. It is not surprising, therefore, that groups of 104

### ENVIRONMENT AND MAN

people in one part of the earth differ widely from those in another.

Life has been poured out into many different moulds; the types of life are as varied as the regions that have helped to shape them through the centuries. The fact has impressed the thoughtful and the creative men of all ages. But if regional differences make the earth rich and interesting they also fill it with problems. . . These differences amused us in the past. We laughed at people unlike ourselves. But we are now obliged to accept each other. I

The best way to understand people unlike ourselves is, therefore, to study the places in which they live. This is perhaps the most important reason for learning geography.

### Types of Human Occupation

### (a) Primitive Hunters and Collectors

In the forests of the Congo Basin of Africa and the Amazon Basin of South America the natives are skilful users of long blow-pipes, by means of which they kill small animals and birds with poison-tipped darts. The struggle for food in such regions can be understood when it is realized that tribes of primitive Indians on the boundary between Venezuela and British Guiana devour ants and grasshoppers, and regard them as a delicacy.

The difficult life of the Eskimos of the Arctic regions is well known. In such areas life is a hard struggle against nature, and there is little leisure or inducement for the inhabitants to improve their condition. Civiliza-

1 Isaiah Bowman, The New World.

105

This chapter highlights how environments and human occupations affect race and culture.

### Figure 35 An Approach to Geography – Man and the Earth Continued

AN APPROACH TO GEOGRAPHY

tion, as we know it, is impossible, and the population is always small and scattered.

### (b) Nomadic Herdsmen

We have seen that natives of grassland areas in many parts of the world have domesticated hoofed animals,



Fig. 50. Congo Village

such as horses, cattle, goats, sheep, asses, and camels, to provide milk, meat, and means of transport.

In Africa the cattle thus kept are often of a poor type, and the tribes which keep them are very backward. They are, however, physically superior to the forest-dwellers, and their contests with wild flesh-eating animals make them independent and warlike.

In Asia, on the vast Mongolian plains and tablelands, the Mongol or Tartar herdsmen are more advanced. Their conical tents, made of felt stretched 106

### ENVIRONMENT AND MAN

over a framework, must be proof against the biting winter winds. Nevertheless, these yurts, as they are called, are easily portable, and may be taken down or erected in twenty minutes. The tribes are always on the move, seeking fresh pastures for their flocks and herds.



Fig. 51. A Village near Cairo, on the Nile, built of Sun-dried Mud  $Photo \ E.N.A.$ 

A Mongol's real home is the back of a pony. He is uncomfortable on the ground. His great boots are not adapted for walking, and he is so seldom on foot that to walk a mile is punishment. A Mongol has no respect for a man or woman who cannot ride. . . .

At five or six children begin to do their bit of herding sheep and goats; a few years later they graduate to the care of camels and ponies, work necessitating long hours in the saddle and often nights alone on the desert.<sup>1</sup>

<sup>1</sup> R. C. Andrews, in the National Geographic Magazine, June 1933.

10

### AN APPROACH TO GEOGRAPHY

The herdsmen of the Arabian deserts lead a similar life, as also did the gauchos of Argentina and the cowboys of North America years ago.

### (c) Agriculture

It is only when a particularly favourable spot is discovered for settlement that human beings are able



Fig. 52. ARAB HOMES IN THE DESERT

to live a more or less stationary existence. The Israelites of old were nomads of the Syrian Desert before they discovered a region where they could till the land and produce crops of wheat and barley or fruits like grapes and pomegranates.

Agriculture, in fact, is so important in the development of man and in building what we call civilization that the next chapter is devoted entirely to it.

The building of the Temple, the foundation of Jerusalem, and the glories and wonders of Solomon were possible only after the Hebrews had settled in 108

### ENVIRONMENT AND MAN

the land of Canaan and given up their wandering existence.

# (d) Conditions in Civilized Countries: the Growth of Towns

The barbarous but simple states of existence which have already been reviewed were also the lot of our own early ancestors in the dawn of history.

Here and in other civilized regions in the world there has been opportunity for further development. Men were not slow to learn that commodities and articles which were plentiful in their own area were perhaps scarce in another region.

People of two or more different environments therefore met together periodically at fairs to exchange their produce. This led to a development of trade on a large scale, and settlements, conveniently situated with regard to routes, became towns of size and

importance.

With the invention of machinery and the discovery of the use of coal some of these market-towns attracted still more people, who settled permanently to take part in the new manufactures.

This led to demands for extra food-supplies from abroad and raw materials for the factories.

The wonderful transport inventions of the last century have satisfied these demands and made possible a world-wide exchange of raw materials for manufactures.

In recent years some of these manufacturing and market-towns have grown enormously. Further improvement of means of transport has led to the construction of great suburbs, where the factory- and

109

### AN APPROACH TO GEOGRAPHY

office-workers sleep at some distance from their employment.

Life, therefore, for those in the crowded cities of civilization is extremely complicated. Even those who till the fields in our own country districts lead simple lives in comparison.

Accounts of some of the more complicated modern activities are given in the chapters which follow.

### EXERCISES

- Compare the life of a Mongol herdsman with that of a native of the tropical forests of South America.
- 2. Read some of the early chapters of *Robinson Crusoe*, and notice how Crusoe adapts himself to circumstances.
- 3. Compare the life of a country labourer in England with that of a city clerk.

This section describes how trade, transport and urbanization lead to civilization and its benefits.

# Figure 36 An Approach to Geography – Modern Agriculture

### AN APPROACH TO GEOGRAPHY

with fire. Crops require little care or preparation of the soil. In the Amazon lowlands cassava flour is made from the manioc root, and then prepared as a sticky paste and baked as flat cakes on stone slabs over an open fire. The work is left to the women, for the men are engaged in hunting and tribal affairs.



Fig. 53. PLOUDING FOR RICE IN IMMA
An example of the long-established agriculture general in the Far Last. Notice the
new or furnish and the conditions necessary for tice-growing.

From the collections of the Imperial Institute, South Kennington, London

Over a hundred years ago Captain Cook noticed how little effort was necessary among the natives of the South Seas to cultivate such plants as the breadfruit, which ministered to practically all their needs.

In India and China, the greatest agricultural countries of the world, with perhaps six hundred million cultivators, rice, vegetables, and other crops are raised by intensive methods. Work is done mainly with spade

#### AGRICULTURE

and hoe, though primitive ox-drawn ploughs are also used. In China, especially, the people are skilled at renewing the fertility of the soil with manures.

Such people are directly dependent upon their crops for their very lives. Crop failures, generally the result of unlooked-for drought, mean famines and starvation in such circumstances. It has been left to the British to superintend the construction of railways in India, so that food may be drawn from areas which are well supplied to others that are in need.

Some of the most productive agricultural areas in the world are the result of man's improvement of natural conditions by the erection of vast irrigationworks. The great barrages of the Nile, in Egypt, and of the Indus, in India, are the work of British engineers, who have taught the natives how to conserve the floodwaters and gradually release them for use on the land in the dry season.

Other modern methods have extended cultivation to the very edge of deserts in Australia, North America, and South Africa. In fact, in the last hundred and fifty years the peoples of Western Europe and their descendants overseas have completely transformed agricultural methods by the application of science and manufacture.

The hand implements of our ancestors have given place to steel ploughs, seed-sowing machines, ingenious reapers, and great harrows, all of which save time and labour. Though horses are still used and oxen may be seen in the fields of some European countries, power is gradually succeeding them in the form of petrol-driven tractors.

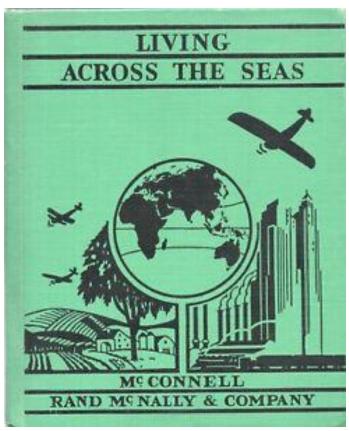
By means of this industrialized farming great expanses

This section describes how British technologies improve agriculture production and distribution, benefitting natives in colonized countries.

## Living Across the Seas (1934)

W.R. McConnell (1934), *Living Across the Seas*, Rand McNally & Co (New York); at https://catalog.hathitrust.org/Record/102271597.

This textbook is intended to introduce geographic concepts, particularly human-natural relationships. It integrates stories and examples to make the subjects interesting and relatable to American students, and encourages students to think about these relationships and produce descriptive graphs and maps. It contains information on individual countries, focusing on physical and economic geography, with limited information about people and their societies. It contains fewer references to race than older texts but reflects a Eurocentric view of the world and highlights the economic benefits of colonialism for colonized peoples. It devotes significant attention to the Soviet Union.



This book emphasizes the ways that geographic location and environments affect economic activity and development. It highlights the benefits of colonialism.

Figure 37 Living Across the Seas – East Africa

LIVING IN EAST AFRICA

less rain than cacao and is therefore grown on drier lands. For many years the natives in the Sudan and the more open parts of the forest have grown cotton for their own use. Today, however, they are raising cotton to sell.

Trading with the natives. You can see that the production of oil, cacao, and cotton in the Guinea Coast region is quite different from the production of rubber on the plantations of the Malay States. The Guinea Coast is very unhealthful, and few white people come here to live. They have found it better to encourage the natives to gather the oil from the forest and to grow the cacao rather than to try to do such things themselves. In Figure 333 you will see some of them bringing their cotton to the traders.

To help the natives get their products to market, a few railroads have been built. Most of these railroads are short lines which connect parts of the interior with a seaport. Some of the rivers are navigable and have steamers to carry goods. In exchange for their oil and cacao, the natives buy cotton cloth, tobacco, and all sorts of small articles, such as knives and axes, needles and pins, and cheap jewelry.

At the coast the goods bought from the natives are loaded on ocean vessels. Along the Guinea Coast there are few good harbors, so the loading and unloading of ships is very difficult. Goods must be put on small boats and then run out through the waves to ocean vessels, sometimes anchored a mile or two from the shore.

# Some questions on West Africa

- 1. What three kinds of regions are found in West Africa?
- 2. How do the people make a living in each of these regions?
- 3. What are the leading products in each of the regions?
- 4. How do the people of the various regions carry on trade?

# LIVING IN EAST AFRICA

Nearly all of East Africa, as you have already learned, is a region of grasslands. It lies on both sides of the equator. Most of the region is a high plateau, rising in places to lofty mountains. Some of the mountains are covered with snow and ice throughout the year. Even Mount Kenya, which lies exactly on the equator, has snow that never melts. The only lowland is a strip along the coast near the equator.

Regions of shifting rain. If you were to go into the northern part of the highlands in July, everything would be green. If you were to go into the southern part in the same month, you would find the grass dead and everything brown and dusty. Do you remember what you learned about the way the rains shift north and south of the equator? In each part of the highland region most of the rain comes in the summer half of the year. That is, there is a wet season north of the equator during the northern summer and there is a wet season south of the equator during the southern summer. The central part of the region has two rainy seasons, one in the spring when the sun is moving northward over the equator and one in the fall when it is moving southward over the equator.

How the people live. Parts of the high-lands have been called "white man's Africa." This is because the highlands are cooler and more healthful than are low, rainy regions in the same latitude. The people here do many kinds of work. Some of the white men cultivate the land with the help of the natives. Others run great cattle ranches, others carry on trade, and still others work for the government.

Some of the natives on the grasslands depend on farming for a living. Others do very little farming, but keep great herds of cattle. From these cattle they get milk and meat for food and hides for export. Often

This page describes how East African natives benefit from producing rubber, oil and cacao, for trade. It racializes "White" habitation as a defining aspect of parts of Africa, and presents the relationships between "White" and "native" peoples as harmonious and mutually beneficial.

Figure 38 Living Across the Seas – South Sea Islands

THE SOUTH SEA ISLANDS

351

the moist eastern edge of the Canterbury

The forests of the mountains are used lumber, but so many of them have n destroyed that much lumber must be ported. Some coal is mined and a great I of water power has been developed m the mountain rivers. Only the things t everyone uses are manufactured, hower, for the home market is very small.

Cities of New Zealand. The leading les of New Zealand are either on or near coast. This is because the country has rays depended greatly on trade with ner countries. Moreover, it is easier to p goods from one part of the country another by water than by land because of mountainous regions. The four largest ies are Auckland, Wellington, Christurch, and Dunedin.

Auckland, the leading port of New Zeand, is situated on a peninsula and has good harbor. It is the nearest port to dney, America, and England. Most of e travel between Auckland and the eastern ast of the United States goes by way of e Panama Canal.

Wellington is the capital of New Zealand and the second most important trade center. is favorably situated as a capital because is nearly in the center of the country, as ou can see by the map. New Zealand is ne of the self-governing dominions of the ritish Empire, and it is at Wellington that lost of the laws are made.

## an you tell

- 1. Why New Zealand finds it more profitable keep sheep and dairy cows than to raise rains and vegetables?
- 2. What the chief exports of New Zealand
- 3. How refrigerator ships help the people f New Zealand?
- 4. What products are raised or made in New lealand that are used at home?

### THE SOUTH SEA ISLANDS

Look at the map and notice again the great number of islands in the Pacific Ocean north of Australia and New Zealand. You have already studied some of these islands as the Netherland Indies. The others are often called the South Sea Islands, because the first explorers called the Pacific the South Sea. Most of the South Sea Islands belong to the British Empire, France, or Japan, but a few belong to the United States.

What the islands are like. There is scarcely an island in the whole South Pacific where you would not find a scene much like the one shown in Figure 360. From the blue sea long waves roll lazily in to beaches of gleaming white sand. All along the beach are fringes of tall coconut palms with feathery leaves fluttering in the breeze. Farther back the land rises in steep wooded hills. Now and then, usually near the sea, are little groups of brown houses made of palm leaves and grass. Often the houses along the shore are built high on poles, like those in Figure 360, so that they will be above the water at high tide.

Back of the village are little gardens. Here the people raise yams, a little grain, and vegetables. Coconuts from the palms are also used as food. Fish is an important food and the people spend much of their time fishing.

What the people are like. The people on the islands to the north of Australia are called Melanesians. These people are almost black and are sometimes called Oceanic Negroes. Usually they are fierce and warlike. The people on most of the more scattered islands, including Hawaii and New Zealand, are called Polynesians. These people are brown in color, and usually are much more peaceful than the Melanesians. A few white people live on most of the larger islands.

This page describes Melanesians, called here "Oceanic Negroes," as almost black, "fierce and warlike", while Polynesians are "brown in color, and usually more peaceful than the Melanesians." This is one of the book's few references to racial characters. This wording encourages students to equate skin color ("almost black" and "Oceanic Negroes") with xenophobic violence ("fierce and warlike").

## Journeys Near and Far (1934)

L.A. DeWolf (1934), Journeys Near and Far, J.M. Dent and Sons (Toronto), 330 pages. This geography textbook, written by the Director of Rural Education for Nova Scotia,

This 1934 Nova Scotia school geography book describes geographic concepts and places, starting with Nova Scotia and Canada, and expanding out to other parts of the world. It provides detailed descriptions of Canadian communities. It emphasizes economic activities It states that "We must remember, however, that differences do not imply inferiority" and emphasizes the importance of respecting other cultures. It reflects the shift from biological to cultural understandings of race in Anglo-American geographic education.

Figure 39 Journeys Near and Far – Title Page

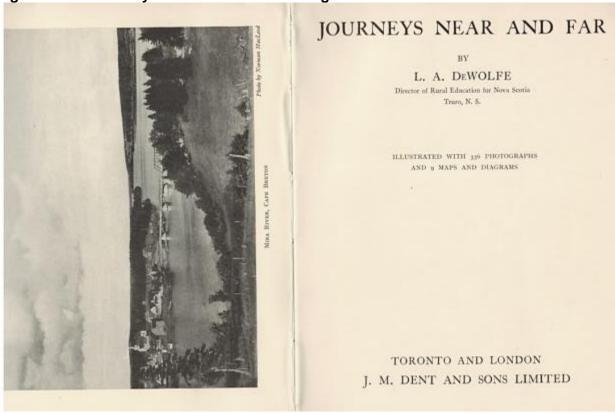


Figure 40 Journeys Near and Far – Tolerance Toward Strangers

### TOLERANCE TOWARDS STRANGERS

California; oranges which grew in California or Florida or Jamaica or South Africa; bananas from Central America; sugar from the West Indies; tea from China; coffee from Brazil; flour from Western Canada. You see how impossible it is to study Nova Scotia without knowing about the rest of the world. The whole world contributes to our comfort. The cold north supplies the furs we wear; the sunny south supplies our cotton. Europe supplies our linen, and much of our wool comes from far-off Australia.

# Our Attitude towards Strangers

Unthinking people usually believe that those of other language, religion, and customs are inferior to themselves. We must remember, however, that differences do not imply inferiority. Our thoughts, habits, and beliefs depend upon the accident of birth. Those who are born in French or German homes grow up with the habits of thought peculiar to those homes. Those who are born Jews remain Jews; Catholics are born and trained to be Catholics; and Protestants, in the same way, remain Protestants. From this it does not follow that a person of any given nationality or religion is better or worse than his fellow-man of different creed or nationality.

In fact Europeans, whatever their language and religion, have a native culture unknown to Canadians. Canada is a new country. We have not the art, music, and inborn culture of the older nations. We are the last people, therefore, who should assume a position of superiority over older nationalities, and in our studies of different peoples, let us be charitable in our judgment of them. Let honesty, industry, intelligence, and clean living be our standard. Those who surpass us in such virtues are our superiors, whatever their language and customs may be.

Let us be the very best we can and be tolerant towards those of different training. If we are not a credit to our own best belief, we cannot well criticize others. When we learn about people who differ from us, let us try to find out why they differ. We shall then be ready to forgive many seeming faults for which the individual is not responsible.

Having seen that all men are our brothers, we want to visit those

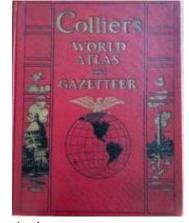
This book emphasizes the importance of showing tolerance and respect for different cultures. It states that, "Unthinking people usually believe that that those of other language, religion, and culture are inferior to themselves. We must remember, however, that differences do not imply inferiority. Our thoughts, habits, and beliefs depend upon the accident of birth...From this it does not follow that a person of any given nationality or religion is better or worse than his follow-man of different creed or nationality." This is itself a counter-discourse to previous racist geography education, and even describes the people who would make those earlier claims as "Unthinking".

### Collier's World Atlas and Gazetteer (1938)

Collier's (1938), Collier's World Atlas and Gazetteer (1938), P.F. Collier & Son Co. (New York), p. 328 pages.

This comprehensive atlas provides information about countries and cities around the world, plus basic geographic concepts. The "Physical and Commercial Analysis of the World" chapter contains a section, "Races of Mankind" which provides systematic descriptions and comparisons of races and language groups, such as the table below (original and transcribed).

This book cites various contemporary ethnographic and anthropological sources in Anglo-American academia. It applies these sources to support the theory of evolution and to emphasize the overall unity of humanity when it explains that, "There is no specific difference between the various branches of the human family — no differences, that is, which implies anything in contradiction to the assumption of a common origin. The order *Bimana* (Latin,



two-handed) to which, in scientific classification, man is referred, contains only a single genus and a single species (*Homo sapiens*)."

However, it also repeats racist statements from older geography books, such as, "The white race comprises the most enlightened and powerful nations of the world, including not only Europeans, wherever found, but also Hindus, Hebrews, and Arabs," and "In temperament the [American] Indian is phlegmatic. His sight, hearing, and smell are remarkably acute. These, and other attributes of his race, have probably resulted from conditions of the hunter's life."

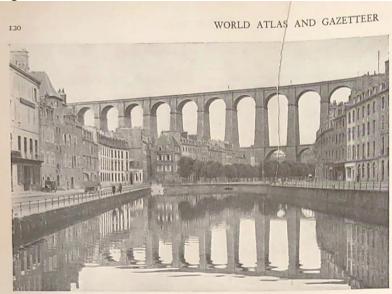
It includes the following table which categorizes various physical features by race.

Figure 41 Colliers Atlas and Gazetteer – Racial Comparison Table (p. 121, transcribed)

Race	Color	Skull	Hair	Eyes	Nose	Jaws
		Two types: the	Straight or wavy;	Blue, grey, brown,	Narrow,	
	White or	long, index 74,	black, brown,	black; straight;	straight, or	
Caucasic	swarthy	and short 80-90	flaxen, red	large; round	arched	Orthoganathous
						Mesognathous
	Yellowish or	Short: index 82	Black: coarse,	Oblique; small,	Snub or	or
Mongolic	brown	to 90	lank	black	medium	orthognathous
			Wooly, Black; flat		Flat or	
	Black or	Long: index 72 to	in transverse	Round, black,	aquiline; broad	
Ethiopic	brown	75	section	yellowish cornea	at the base	Prognathous
		Short: index 80		Black or dark	Straight or	
Malayan	Dark	to 90	Black, lank	brown, round	snub, small	Prognathous
	Coppery or	Variable: index	Coarse, lank,		Long, arched	Mesognathous
American Indian	dark brown	from 74 to 90	black	Small, round, black	or aquiline	or prognathous

This table provides a pseudoscientific comparison of human races, reflecting contemporary ethnological and anthropological methods that emphasize race as biology. This book also includes some emerging counter-arguments against the biological determinacy of race by claiming a common human origin.

Figure 42 Colliers Atlas and Gazetteer - Races of Mankind



MORLAIX, FRANCE, A QUAINT, PICTURESQUE TOWN TYPICAL OF THE FRENCH PROVINCES

Italy some years ago somewhat similar experiments were made for an opposite purpose—to dissipate rain clouds when atmospheric conditions indicated the probability of hail coming. No success attended these forrs which were made in the hope of safeguarding grape crops in those countries. Intense and prolonged artillery fire in the World War caused neither rainfall par cloud dissipation. nor cloud dissipation.

RIVERS.-Springs, lakes, swamps, and glaciers are common sources of rivers. As a river advances, it is usually increased in volume by smaller streams—tributaries—flowing into it. A river with all its tributaries is called a river system; and the area drained by the system is termed the river's basin.

The waters of all large rivers finally reach the ocean.

Corroding their beds and banks, they carry with them immense quantities of mud or silt. This silt may form flood plains or, deposited at a river's mouth, may slowly

flood plains or, deposited at a river's mouth, may slowly build up a delta. In the interior of a country the river beds are few but large. In North America there are three great river systems. (1) The Mississippi system, which drains southward into the Gulf of Mexico; (2) the St. Lawrence; system, draining eastward into the Gulf of St. Lawrence; and (3) the Mackenzie system, whose basin slopes north to the Arctic Ocean. South America has a somewhat similar arrangement of interior river basins. The La Plata system flows southward, the Amazon eastward, and the Orinoco toward the north. In Asia three large river systems, whose main streams have their sources in the continent's interior, drain southward—the Euphrates-Tigris, the Indus, and the Mekong. Three drain eastward—the Ganges, the Yangtze, and the Hwang. One large river, the Amur, flows north during most of its course. Three river systems drain into the Arctic Ocean—the Lena, the Yenisei, and the Ob.

Africa's longest river, the Nile, flows north; the Congo drains generally westward, and the Niger flows cast and south. The Zambezi is the sole great African stream whose course is wholly eastward. The Orange River flows toward the west.

In Europe the systems of the Volga, the Dnieper, and the Rhone flows south: the Danube is the only large

In Europe the systems of the Volga, the Dnieper, and the Rhone flow south; the Danube is the only large river flowing eastward; the Elbe and the Rhine drain to the northwest.

PLANTS.—There are but few parts of the globe with-out any plant life. Vegetation is most luxuriant, how-ever, in the tropical lowlands where heat and rain are greatest. From these regions plant life decreases grad-ually, though irregularly, toward the frigid zones. Jungles and dense forests of huge trees standing close together and interlaced with thick vines are common in the rainy portions of the torrid zone. In the cooler temperate zones the forests are generally more open;

yet in some sections of these zones the trees are larger but of less varied species. The farther toward the frigid zones that tree life advances, the smaller become the trees; and finally, within the Arctic circle, plants with woody stems disappear, and mosses and lichens are the only representatives left of the vegetable world. Arid regions, even if warm, have but little vegetation. A few plant species have, however, adapted themselves to semi-desert life. Some are shrubs with hard close bark and leaves so small that only a minimum of transpiration can take place; others are thorny,

mum of transpiration can take place; others are thorny, leafless plants with leathery stems.

Every plant has its own geographical range. Outside that area it will not thrive in the open air. Certain plants, as the cinchona (quinine) tree, or the rubber tree, will grow only in hot moist lands, while such plants as the hemp and the apple tree prefer temperate

Still, nowhere are the boundaries of plant life rigidly

climates.

Still, nowhere are the boundaries of plant life rigidly fixed. Culture often enables plants that are native to one belt to flourish in another. To-day wheat is a farm crop on the banks of the Peace River in northern Alberta, and kitchen vegetables are grown in gardens at Dawson in the Klondike, 500 miles farther north. Such plant growth in those frozen districts would, some years ago, have been regarded as impossible.

In the torrid and temperate zones there are large areas in which the rainfall is less than 12 inches per annum. Agriculture cannot be practiced successfully with so small an amount of precipitation; but under certain conditions grazing may be profitable. "Dry' farming has succeeded in districts receiving only 20 inches of rain yearly. About' 35 inches per annum, while not the maximum amount that could be utilized for field crops, may be considered sufficient to insure the farmer against loss by drought. Grasslands, such as prairies, pampas, llanos, and steppes, will afford abundant pasturage if an annual rainfall of as much as 25 inches is properly distributed over them in the grow-25 inches is properly distributed over them in the grow-

ANIMALS.—Thousands of species of animals, large and small, have appeared on the earth, flourished for many generations, and then have become extinct. As a rule they were simpler forms of life than the highly organized ones of to-day.

Peculiar to North America are the otter, raccoon,

Peculiar to North America are the otter, raccoon, skunk, opossum (the only marsupial outside of Australia), prong-horned antelope, muskrat, prairie dog, and musk ox. Wild turkeys, blue jays, humming birds, orioles, and mocking birds are also North American. Among the venomous snakes are the rattlesnake, the moccasin, and the copperhead.

South America has many life forms found nowhere else. Included among them are tapirs, jaguars, peccaries, guinea pigs, armadillos, sloths, alpacas, and llamas. The avi-fauna comprises macaws, rheas, curas-

sows, condors (the largest of the flying birds), and hun-

sows, condors (the largest of the synthy and hundreds of other species.

There is much resemblance between Eurasian life forms and those of North America, resulting probably from the fact that both continents were once connected by land.

Wolves, foxes, bears, beavers, and squirrels are found in both nortions of the globe. Common also to be the second of the globe.

Wolves, foxes, bears, beavers, and squirrels are found in both portions of the globe. Common also to both are hawks, owls, and eagles. But vultures, starlings, pheasants, magpies, and nightingales are native to Europe and Asia. Useful animals in Asia are the yak, water-buffalo, and two-humped camel. In Europe chamois, ibexes, and wild boars afford sport to the butter.

The Orient life realm is remarkable for its num The Orient life realm is remarkable for its numerous carnivora, including lions, tigers, leopards, and hyenas. Elephants, rhinoceroses, and wild buffalos are common in the jungles. Bears, deer, wild cattle, the domesticated zebu, and dayvials, are also found. The orang-outang, a huge ape, lives in the forest of the large crocodiles, called the large induces the bear of the large induces the birds of paradise, the bulbul, famed in Oriental poetry, the peacock, and the jungle fowl, the ancestor of our domestic hen. Southern Asia is the home of the venomous cobra. omous cobra.

Many Australian life forms are examples of ar-

wenomous cobra.

Many Australian life forms are examples of arrested development, as the marsupials, of which the kangaroos are the best-known examples. It is probable that many species of mammals were of that type many thousands of years ago. Other strange Australian creatures are: the duck mole, a furred animal which lays eggs, and the echidna, also an egg layer, which resembles a porcupine, but is a water animal.

Africa has many remarkable native animals—lions, gorillas, chimpanzees, giraffes, zebras, and jackals. Others are cape buffalos, various species of antelopes, hippopotamuses, wild asses, rhinoceroses, and hyenas. In many respects African elephants differ from their Asian congeners, the former being smaller and less intelligent. Among the birds are the ostrich, the beautiful plantain eaters, various guinea-fowl, and the noted secretary vulture. Few snakes are more deadly than the African asp.

SEA ANIMALS.—There are thousands of different

SEA ANIMALS.—There are thousands of different kinds of sea animals but only comparatively few species of mammals living in the ocean. The most common sea mammals are the whale, walrus, manatee, and dugong. In the ocean the temperature is more uni-form than on land, and the food supply is more evenly distributed. Hence the sea shows less variety in life forms than the land.

RACES OF MANKIND.—Ethnologists are not agreed as to the most satisfactory racial classification of mankind. Perhaps the most generally recognized is Blumenbach's division of the human race into five is Blumenbach's division of the human race into five leading families, the color of the skin being the chief basis of classification: (1) Caucasian, (2) Mongolian, (3) Negro, (4) Malay, and (5) American Indian. Principal differentiating criteria in more modern ethnological systems are feature characteristics, the shape of the skull, the character of the hair, and the facial angle. (See Table of Races, page 121.)

Some ethnologic authorities class the Malay and Mongolian together. A few prominent ethnologists recognize only three primary races of mankind—the Caucasic, or White race; the Ethiopic, or Black race; and the Mongolic, or Yellow race, including in this last division the Malay or Brown type and the American or Red type.

last division the Malay or Brown type and the American or Red type.

There is no specific difference between the various branches of the human family—no difference, that is, which implies anything in contradiction to the assumption of a common origin. The order Bimana (Latin, two-handed) to which, in scientific classification, man is referred, contains only a single genus and a single species (Homo supiens).

THE CAUCASIC OR WHITE RACE.—This race THE CAUCASIC OR WHITE RACE.—This race is characterized by an oval skull and face also oval, the features moderately prominent, the forehead arched, the cheek bones only slightly projecting, the chin full and round. The eyes and hair may vary from the lightest blond to deep blue-black.

The Caucasic (or Caucasian) is usually described as the white variety of the human family, but this characteristic must be considered applicable only in a general sense, for numerous shades of color intervene between the Hindu's complexion, almost black, to the

This 1938 atlas includes a section on the "Races of Mankind" which identifies five races: Caucasic or White, Mongolian or Yellow, Ethiopic or Black, Malay or Brown, and American Indian or Red.

Figure 43 Colliers Atlas and Gazetteer - Races of Mankind Continued

PHYSICAL AND COMMERCIAL ANALYSIS OF THE WORLD

Race	Color	Skull	Hair	Eyes	Nose	Jaws
Caucasic	White or swarthy	Two types: the long, index 74, and short 80 to 90		brown, black;	straight, or	Orthognathous
Mongolic	Yellowish or brown Black or brown	Short; index 82 to 90 Long; index 72	Black; Coarse, lank Woolly, Black;	Oblique; small, black Round, black,	Snub or me- dium Flat or aqui-	orthognathous
Malayan	Dark	Short; index 80	flat in trans- verse section Black, lank	yellowish cor- nea Black or dark brown, round	base Straight or	Prognathous
American Indian	Coppery or dark brown		Coarse, lank, black			Mesognathous or prognathous

blond complexions of the people of northern Europe. These differences seem to be in some measure determined by differences in climate.

The white race comprises the most enlightened and powerful nations of the world, including not only Europeans, wherever found, but also Hindus, Hebrews, and Arabs.

The geographical distribution of the Caucasic family in the present day is nearly coextensive with the cul-tivable land area of the globe; but it is most numerous within the temperate latitudes of the northern hemi-sphere. White people have colonized nearly every part of the New World as well as much of Southern Africa, Australia, and New Zealand.

In the Americas the Caucasic family has virtually

supplanted the indigenous races.

MONGOLIAN OR YELLOW RACE.—The Mongolic or yellow variety of man is distinguished by an approximate squareness of the skull (viewed from above) and with greater prominence in the check bones. The forehead is usually slanting; the face and nose are broad and flat; the eyes small, black and apparently obliquely set; the complexion is yellowish or olive; the hair, lank and black; the beard scanty; the frame generally square and robust, with high shoulders; the neck thick and strong.

The term Mongolic, or Mongolian, is derived from The term Mongolic, or Mongolian, is derived from the nomad races who inhabit central Asia. It comprehends, besides the Mongols proper, the vast population of China, together with the Burmese, Siamese, and other tribes of the Siberian lowlands. The Turks; the Magyars in central Europe; and the Finns, Samoyeds, and Laplanders in the northern part of the same continent are regarded as Mongolic. But in the cases of the Finns and Magyars, intermarriage with branches of the white rare has obliterated most traces of Mongolian. white race has obliterated most traces of Mongolian

THE ETHIOPIC OR BLACK RACE.—The Negro is distinguished in a general way by the elongated form of the skull. The eyes, as well as the skin, are black; the nose is generally broad and flat, the cheek black; the nose is generally broad and hat, the cheek bones are prominent; the lips thick; the jaws (especially the lower one) projecting; the hair is black, short and woolly; the palms of the hands and soles of the feet are often flat. These attributes, however, vary somewhat in the different Negro tribes. Africa is the home of the Negro race. Tribes of true Negro stock ocof the Negro race. Tribes of true Negro stock occupy by far the larger portion of that great continent south of the Sahara.

south of the Sahara.

The slave trade transplanted from Africa to the other side of the Atlantic many thousands of Negroes, and their descendants now form a considerable part of the population of the New World.

THE MALAY OR BROWN RACE.—The Malay is distinguished by brown skin, lank, coarse black hair, flat face, and slanting eyes. The height is below the average of either Caucasian or Negro, and the figure is generally square and robust. The Brown type is found in eastern and southeastern Asia.

Some ethnological authorities claim that the Malay family must be regarded as a variety either of the Mongol or the Negro stock.

THE AMERICAN INDIAN OR RED RACE. THE AMERICAN INDIAN OR RED RACE.— The American race, commonly called the Indian, has its home in the two great continents which are to-gether known as the New World. Its distinguishing attributes are a reddish, or copper-colored, skin, with coarse, straight, black hair. The check bones are prominent, but more arched and rounded than those of the Mongol, and the eyes are black and usually small. In temperament the Indian is phlegmatic. His sight, hearing, and smell are remarkably acute. These,

and other attributes of his race, have probably resulted from conditions of the hunter's life.

from conditions of the hunter's life.

The above characteristics, however, are exhibited in widely different degrees among the numerous native tribes found throughout the American continent.

The Eskimos are classified by the majority of anthropologists as American Indians, although some still hold that they more properly belong to the Mongolian race.

The Eskimos have the light brownish yellow skin characteristic that Mongolian has the still have the conditions of the Mongolian race. acteristic of the Mongols, but this complexion is also found in the American Indian of the northwest coast.

They have long skulls, wide faces and narrow noses. The Indian family makes, perhaps, a nearer approach to the Mongol than to any of the other great divisions of mankind.

RACES OF MANKIND.—ETHNIC CRITERIA. ACCES OF MANKIND.—ETHNIC CRITERIA.—In some ethnological systems craniometry plays a prominent part, and the importance of the cranial index in the genus Homo, or man, is emphasized. This index is found by comparing the breadth of the skull with its length as seen from above. Craniologists recognize three racial types: the long headed, or doi:hocephalic; the round-headed, or mesocephalic, and the brachycephalic; or broad-headed. The ratios of breadth to length in the above types are, respectively: 70: 100, dolichocephalic; 80: 100, mesocephalic, and 85: 100, brachycephalic.

LANGUAGES OF THE WORLD.—The languages of the world may conveniently be treated under the following twelve groups:

1. The Indo-Germanic or Aryan Family.—This

family contains many separate subdivisions, as follows:

Indian group, including Sanskrit (dead) and many spoken Indian languages.



THE HISTORIC TORII OF MIYAJIMA, JAPAN. A CLASSIC IN TORII DESIGNING

Iranian group, including Old Persian (Zend), Pahlevi, Parsi, and modern Iranian (Persian).
Armenian.
Hellenic: All varieties of Greek.
Italia group: Latin and the Romance languages—French, Italian, Spanish, Portuguese, Rumanian, etc.
Celtic group: Cornish, Armorican or Breton, Welsh, Irish (Erse), Scotch Gaelic, and Manx.
Teutonic group: Scandinavian (Norwegian, Swedish, Danish, and Icelandic), Low German (English, Dutch, Plattdeutsch, and Frisian), High German or modern German.
Slavonic group: Russian, Polish, Bohemian (Czech).
Bultic group: Lithuanian, Old Prussian.



121

OLD FAITHFUL GEYSER, WHICH SPOUTS EVERY HOUR, YELLOWSTONE NATIONAL PARK

2. SEMITIC FAMILY.—The two most important members of this family are the Hebrew and the Arabic. Besides these there are the extinct Babylonian, Assyrian and Phœnician, and the Syriac.

3. HAMITIC FAMILY.—The most important member of this family is the Egyptian, of which the ancient Egyptian and the Coptic are forms.

4. MONOSYLLABIC FAMILY.—The Chinese is the leading member of this family. It appears to have had substantially its present form for thousands of years. The Tibetan and Burmese are allied languages.

5. URAL-ALTAIC GROUP.—All these languages are distinguished by a highly agglutinative structure. They are spoken from the eastern coast of Asia to Finland and Lapland. It is convenient to divide them into six groups—the Finnic, the Ugric, the Turkic, the Mongolic, the Tungusic, and the Samoyedic.

6. Draytotan Group.—These languages are spoken in the Deccan and in Ceylon. They are believed to represent the languages spoken in India before the Aryans came.

resent the languages spoken in India before the Aryans came.
7. Malay-Polynesian Group.—This group is characterized by great simplicity of structure. It may be divided into three—the Malay, the Polynesian, and the Melanesian. The Malay is spoken in the Malacca Peninsula (whence its name) and in Sumatra, Java, Borneo, the Philippines, and Taiwan (Formosa). The Polynesian includes the other languages spoken in the scattered groups of Pacific islands, the Melanesian in the Melanesian Islands. The Australian, Tasmanian, and Papuan dialects have not been much studied, and some of them may constitute another distinct group.
8. CAUCASIAN GROUP.—This is a group of apparently unrelated languages of elaborate structure spoken in the highlands between the Black and Caspian Seas. The principal are the Georgian, the Circassian, and the

principal are the Georgian, the Circassian, and the

9. Basque.—This is still spoken in the region of the Pyrénées, near the Bay of Biscay.

10. Bantu or South African Group.—Zulu is a

typical member of the group. The dialects of this group are very numerous.

11. CENTRAL AFRICAN GROUP.—These languages are

spoken in the remainder of Africa.

12. Ambrican Indian Group.—The languages of the North American Indians. A collection of different dialects. They seem, however, to agree in structure.

This atlas includes systematic descriptions of human races and a table comparing skin color, skull shape (craniometry), hair texture and color, eye color, nose shape and jaw shape. It reflects the shift in anthropology from race as biology to race as culture, and uses the term "Ethnic" to describe race.

The Teaching of the Social Sciences in a Changing World (1942) Frederick K. Branom (1942), The Teaching of the Social Sciences in a Changing World, W.H. Sandler (New York); at https://babel.hathitrust.org/cgi/pt?id=mdp.39015059774102.

This college textbook discusses why and how to teach social sciences, including history, geography, government and "intelligent patriotism" to American children. It emphasizes progressive teaching perspectives, methods and subjects. It justifies and defends teaching these subjects, and encourages teachers to make them relevant and interesting to students.

It highlights the importance of teaching good citizenship and tolerance, explaining, "The American way of life is one in which each person is given an opportunity of pursuing his own ambitions and interests, so long as he keeps in mind his social responsibilities and does not interfere with the general welfare of others. The true American is one who is willing to listen to his fellow men and abide by the will of the majority, since he knows that his success and happiness are closely related to the success and happiness.

Chapter One: THE SOCIAL STUDIES AND
THEIR CONTRIBUTIONS TO THE AMERICAN

WAY OF LIFE

#### WHAT ARE THE SOCIAL STUDIES?

MANY PROBLEMS confront teachers in our schools, but the most important problem is to furnish those activities and experiences which pupils need in the preparation for good citizenship. Our schools must prepare children to be good citizens not only at the present time but also in the future. The children of today will be the adults of tomorrow, and they must receive good training in the schools if they are going to meet successfully the problems of life. The teacher should be a person of keen vision, much wisdom, and intelligent imagination. He somewhat resembles a man who climbs to the top of a high mountain peak to get a view of the surrounding country. In his imagination, the teacher often ascends to the top of some pinnacle and visualizes not only present-day society, but what he thinks the society of the future may be.

The people of the United States believe in democracy. They have faith in the American way of life and they are willing

happiness are closely related to the success and happiness of others."

It emphasizes the importance of learning about and appreciating foreign cultures, and encourages teachers to teach about local current events and take students on excursions to other communities. It states that "If history is taught correctly, pupils should gradually come to have a friendly feeling for peoples in all parts of the world." (p. 25). It includes a section titled, An Intelligent and Friendly Understanding of People, which states, "Probably the lack of an intelligent and sympathetic feeling for other people is one of the chief causes why some countries make war on other counties." (p. 40) and "For example, some people in our own country think of the Chinese as being queer people just because they do not do certain things as we do them. However, when we learn that the Chinese were the first people to use silk, tea, paper, gunpowder, the compass and many other common articles, we realize that the Chinese are a wonderful people and our respect for them increases." (p. 42).

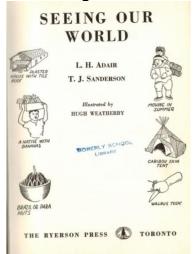
Although it reflects a progressive and tolerant perspective for its time, it contains subtle racism and colonialism by highlighting western cultural superiority. For example, it states "the United States has had the same physical geography for thousands of years, yet the Indians never advanced very far in using the land. They hunted and fished, and carried on primitive farming. They never developed the land as it was developed after the coming of the white man." (p. 35)

Like most publications of the time, this book is sexist; it uses the term "man" to refer to people. It was written by a man for what was probably largely a female audience of social studies teachers, whose pupils were probably about half female.

## Seeing Our World (1955)

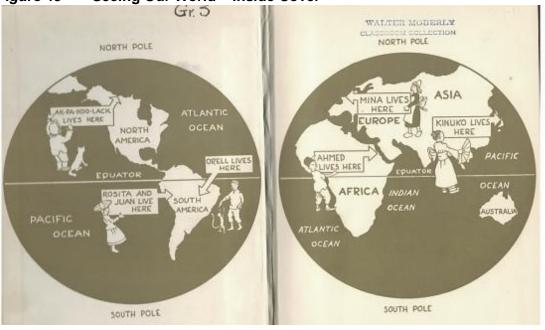
L.H. Adair and T.J. Sanderson (1955), *Seeing Our World*, Ryerson Press (Toronto), 152 pages. The first three chapters of this elementary school textbook explain basic geographic concepts and terms; the majority of the book consists of stories describing a typical Canadian child's visit to six regions (Northern Canada, Peru, Brazil, Egypt, The Netherlands and Japan) and their friendly interactions with local children. The descriptions are positive and respectful, while emphasizing exoticized differences that contrast with "normal" Canadian Whiteness. Of particular note is the inclusion of Japan just a decade after the end of World War II, suggesting that the authors wanted to teach students to overcome anti-Japanese prejudices.

Figure 44 Seeing Our World – Title Page



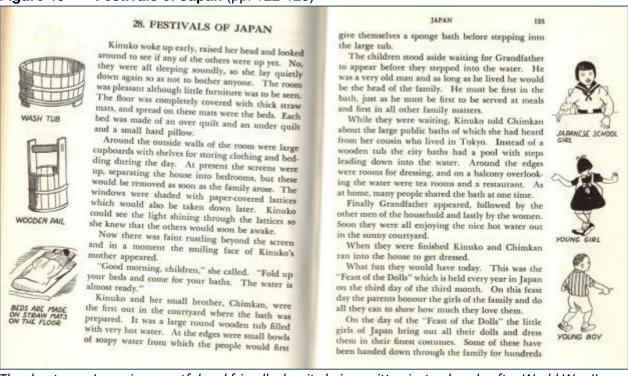
This book offers a positive and friendly view of foreign cultures.

Figure 45 Seeing Our World – Inside Cover



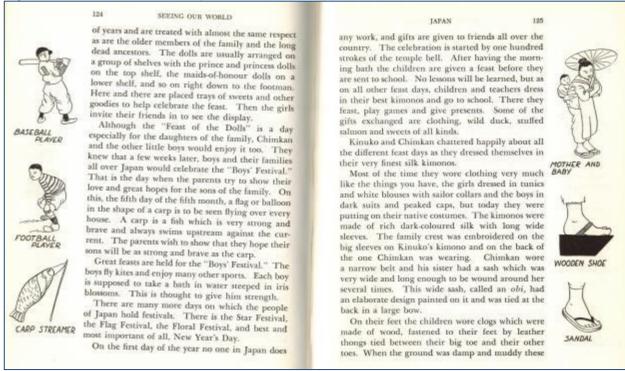
This book provides basic geographic concepts and definitions, and describes the lives of children in six communities including northern Canada, Peru, Brazil, The Netherlands, Egypt and Japan.

Figure 46 Festivals of Japan (pp. 122-123)



The chapter on Japan is respectful and friendly despite being written just a decade after World War II.

Figure 47 Festivals of Japan – Continued (pp. 124-125)



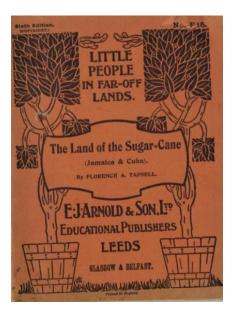
The tone of this book indicates that by the 1950s educators valued cultural diversity and respect.

### **Geography Readers**

Geography readers use stories to describe foreign cultures and people. A good example is Florence A. Tapsell's 1915 book, The Land of Sugar-Cane (Jamaica & Cuba), one is a series of "Little People in Far-Off Lands" readers, intended to introduce children to foreign cultures. It was racist and condescending, as illustrated below. For example, it includes the following quotes:

"Many of the negroes who live in the hill-country of Jamaica, will never do a stroke of work if they can help it. So long as one of this sort has just enough to live upon, and a wife to work for him, he is guite content to do nothing at all, sleeping away most of his time." (p. 19).

"The country people are simple folks, are fond of children, and have kind hearts. They are not always very wise. They do not saving their money, but spend it as soon as they get it, or as soon as they can; yet they are always ready to share what they have with a stranger, or to give to those who are more needy than themselves." (p. 24).



#### Figure 48 Slavery and Post-Slavery

The Land of the Sugar-Cane.

12. Now, who are the people who live on this island? Well, some of them are white men, some are Indians, and some Chinese, but by far the greatest number are negroes. I will tell you how they came to be there.

13. To begin with, only Indians lived in Jamaica. In those days no one else knew of these islands, so it is the Indians who are the real natives. But after Columbus had seen it and said what a wonderful place it was, many white people went to live there. They fought the Indians and killed so many of them, that at length there were very few left.

14. The white people found that, by growing sugar-cane and selling the sugar, they could make a great deal of money for themselves; so they started doing this in a very large way. They soon found they had not enough men to work in the fields, or plan-ta-tions, as the places where sugar is grown are called; so what do you think they did?

15. They sent ships to Africa and seized hundreds of the negroes who lived there. The poor fellows were brought to Jamaica and sold as slaves. This meant that they had to work hard in the fields, or on the plantations, all day long, but that they were never given any money for the work they had done. They were fed, clothed, and housed by their masters, and that was all. They were looked upon as the property

Jamaica.

of their masters, as much as a horse or ox might be; and not seldom they were very cruelly beaten.

16. But at last came the day when a law was made that no one should keep slaves any more. All the negroes were set free. Some of them still worked for their masters, but the greater number roamed away through the woods. They built themselves little huts with bamboo poles and palm leaves, or with the long grass, and they lived upon the fruits they could gather wild, or anything they could grow in the little patch of ground round their huts.

17. It was a lazy life and they were very poor; but they were happy, for they were free. The men spent most of their time lying in the shade in the garden; the women were busy washing, cooking, or cleaning; and as to the little people, they were as happy as happy could be, playing in the open air all the livelong day, I shall have much to tell you about these little darkies by and by.

18. When there were no slaves, more men were wanted to do the work on the plantations; and then it was that a number of Chinese coolies, that is to say, servants or porters, were sent to Jamaica. They were not slaves, but they had to work very hard, and for very little money.

This section describes ex-slaves as free and happy, but lazy.

### Figure 49 Chapter II

6

#### CHAPTER II.

### THE LITTLE DARKIES.

- nappy, care-free, ebony mites, dressed, in their early days, in nothing at all, or perhaps in just a short shirt that is not at all in the way if they want to paddle, to make mud pies, or do any of those hundred and one things which children love all the world over.
- 2. If the sport of the moment is climbing trees, the shirts are slipped off and left at the foot of the tree, leaving the owners as free as the monkeys to climb aloft for banana, coconut, or orange.
- 3. You do not need to see these little people to know they are in the grove. Their merry voices and shouts of laughter ring out so clear in the still, damp air, that you hear them long before you reach the place where they are at play.
- 4. Or maybe you hear the strains of some of the sweet old negro songs, for, little and big, the darkies all love to sing. On market days the roads ring with laughter and song, as men, women, and children carry their goods to market. They also dance as they go along the road—dance for the very joy of life and movement in the bright morning air.

Jamaica.

7

5. There is one thing they love even more than dance and song, and that is eating. A little darkie is always ready and eager for his meals. The meal may consist of fruit alone, or of rice, or it may be of salt fish and vegetables cooked



Children at play in Jamaica.-Page 6.

in fat; but, whatever it is, the dark eyes grow eager and the little black faces wear a happy smile, as they watch Mother making it ready.

6. Then they fall to, and in a very little while there is not so much as a single scrap of food to be seen. Bones are picked as clean as clean

## Figure 50 Chapter II – continued

8 The Land of the Sugar-Cane.

can be; and, that he may not miss any of the goodness, the small boy ends his meal by rubbing the plate round with his fingers and licking them well. Even this does not satisfy him; for as a last resource he cleans the plate with his tongue; then, feeling that nothing has been wasted, gives it back to Mother—the meal is over.

7. All these little people have to go to school now, just the same as you do. They do not like school very much. They are not fond of lessons, or books, or of work of any kind. They want to be free to roam in the woods, climb the hills, or play in the streams of water that are to be found on all sides.

8. There are no wild animals of any size in Jamaica, so there is nothing for the children to fear on land. The biggest animal is the mongoose, and this is not much larger than a weasel. The mongoose is not a native of the island. It was taken there to destroy the rats, and now there are so many that they are much more of a nuisance than the rats themselves.

g. But in the sea, or in the waters of the rivers, great care must be taken if the young folks wish to play in safety, for there are both sharks and alligators to be feared.

10. At the harbours there are many boys who earn their daily bread by diving into the sea for pennies thrown to them by people in the ships.

11. Little groups of these boys sit laughing,

Jamaica.

0

talking, and playing games on the harbour walls. They seem to see or hear nothing but their games, so intent are they; but the moment a likely ship, or boat, draws near, up they spring, and shout and call to attract the notice of the people on board, in the hope that they will throw some pennies into the water.

12. When one of these groups of diving boys sprang up at the approach of a ship, they all ran and they all dived save one little fellow. He stayed sadly where the others had left him. He could not dive, for he had only one leg.

13. Once he had been merry, gay, and as clever as the rest of them at picking up pennies from the bottom of the water; but on one unlucky day a shark had seized his leg and bitten it off. He was lucky in that his life was saved, but he would never be able to dive any more. This shows you the danger there is to be feared in the water.

14. These merry little negro urchins have, of course, their bad points as well as their good. One of these is that you cannot always trust them to tell the truth. Another is that, for sheer mischief, some of them, I don't say all, will take what does not belong to them, if they get the chance.

15. In the market place they will creep up to a stall, or perhaps behind a cart which is bringing fruit into the market; then, as soon as the

This chapter describes Jamaican children – "darkies" – as happy but dishonest and thieving.

# **Analysis**

The following table summarizes these books' descriptions of race and culture, with representative quotes.

Table 2 Summary of Reviewed Books

Table 2 Summary of Reviewed Boo					
Year	Title	Race and Culture Descriptions	Representative Quotes		
			Torrid zone inhabitants "are of a dark complexion, indolent, and effeminate. They live usually in slightly built dwellings."		
			Temperate zone inhabitants, "have fair complexions, and in the northern temperate zone, they are noted for industry, intelligence and energy, and for having ever led the way in human improvement and civilization.63"		
			Frigid zone inhabitants "are few in number, of low stature, swarthy complexions, and are noted for their ignorance and stupidity." (p. 15)		
1847	Elementary Geography	The various nations are divided into five races, viz. The European, The Asiatic,— The Malay,—The African,—and The American.	"In the savage state, men usually live by hunting and fishing. Their wants are few, and they live almost like beasts, in miserable huts, dens, and caverns. They are generally blood-thirsty and revengeful,—as the American Indians." (p. 17)		
		Describes five races: European, Chinese, Malay, Indian and African. Highlights the	"New England is "distinguished for the intelligence and enterprise of its inhabitants, and its valuable system of common schools." (p. 68. This book was published in New England)		
		intelligence, learning and industry of people in the United States and Europe.  Describes temperate zone inhabitants as	"The people [of Africa] are generally idolaters or pagans, and show little signs of intelligence. Their complexion is mostly black." (p. 139)		
1854	Smith's First Book in Geography	fair, robust, intelligent and industrious, in contrast to the dark-colored, passionate, ignorant and indolent inhabitants of the "torrid" and "frigid" zones.	"The inhabitants [of Oceania] are chiefly of the Malay race. By the exertions of Christian missionaries, many have been induced to abandon their barbarous customs, and adopt the usages of civilized life." (p. 146)		
1854	Mitchell's School Geography	Describes five races: European or Caucasian (White), Asian or Mongolian (Yellow), American (Red), Malay (Brown), and African or Negro (Black). Ranks societies as savage, barbarous, high-civilized, civilized and enlightened, with Europeans rated as enlightened.	"What is the character of the enlightened nations? They are noted for the intelligence, enterprise and industry of their inhabitants; among them the arts and sciences are carried to a high state of perfection." (p. 43)		
1864	Modern School Geography	Identifies five races (Caucasian [white], Mongolian [yellow], Negro [black], Malayan [brown], and American Indian [red]) plus four stages of society (savage, barbarous, half-civilized and civilized).	"What characterizes the Savage state? The people in this state live chiefly by hunting, fishing, and plunder; are generally at war; have no literature; and look upon their women as inferior beings." (p. 11)		

Year	Title	Race and Culture Descriptions	Representative Quotes
1898	Natural Advanced Geography	Describes three principal races: white, yellow and black, which can be divided into additional categories. Races are categorized by their material progress from savagery to barbarianism and civilization. Justifies colonialism.	"The Aryan people are rapidly increasing in numbers. In recent times thousands of them have left Europe to found homes for themselves in each of the other grand divisions, and these new settlers have practically taken possession of North and South America and of Australia, and are rapidly taking possession of Africa." (p. 33)
1904	New Geography of the World	Describes geographic concepts and places, particularly landscapes, climate and commerce, with emphasis on Britain, followed by European countries. Provides minimal information about people and culture.	"although inferior as regards to mere area, it [Europe] is by far the most important continent in the world. It proportion to its size, it is the most populous, and its people excel all other Continental nations in industry, arts, and commerce; although this pre-eminence is now being fearlessly challenged by North America." (p. 27)
1907	A School Geography of the World	Cultures develop in response to environmental conditions. Traditional cultures were violent and poor. Wealth increases with civilization and commerce.	"The character of the group depends on the character of the country. For instance, amongst hunting tribes every man is his neighbour's enemy; from the nature of his occupation he prefers to follow alone, and therefore his progress in civilization is very slow." (p. 9)
1911	School Geography of the World	Identifies six races, Caucasian (white), Mongolian (yellow), Negro or African (black), Malay (brown), Australian (grayish black), and American Indian (copper-colored), plus three conditions of society, hunter (lowest), pastoral, and farming/urban (highest).	[The white race] "comprises about two-fifths of the human familyIt surpasses the other races in intellectual power, in activity, and in energy of character; ant it has been the dominant race from the earliest times." (p. 38)
1912	The British Empire Beyond the Seas	British culture is superior and benefits natives in colonies.	"In all our colonies acquired by discovery and settlement, race and speech are those of the British Isles. British institutions, social life, religion, and literature become those of the new nation; and British rule has established the laws and customs of civilization, and helped the progress of commercial prosperity. In the great possessions peopled by native races, British influence is a great force for progress. The law makes no difference between the settler and the native; western ideas are introduced, and the development of natural resources proceeds rapidly." (p. 4).
			"Many of the negroes who live in the hill-country of Jamaica will never do a stroke of work if they can help it. So long as one of this sort has just enough to live upon, and a wife to work for him, he is quite content to do nothing at all, sleeping away most of his time." (p. 19).
1915	The Land of Sugar-Cane (Jamaica & Cuba)	Foreign people are friendly and fun, but simple and irresponsible.	"The country people are simple folks, are fond of children, and have kind hearts. They are not always very wise. They do not save their money, but spend it as soon as they get it, or as soon as they can; yet they are always ready to share what they have with a stranger, or to give to those who are more needy than themselves." (p. 24).

Year	Title	Race and Culture Descriptions	Representative Quotes
			"The native races of South America are Indians. In the interior are many tribes still in the savage state, who make a living by hunting and fishing. Most of the Indians, however, have mixed with the white races and are partly civilized." (p. 248)
			"Although Africa is second in size among continents, it has been of little importance until recent times." (348)
		Provides a systematic and scientific review of geographic concepts. Includes detailed descriptions of places around the world, with more attention to North	"The natives of Australia are of a race peculiar to that continent. They are short in stature and dark brown or black in color. They are savages of a low order, and their number is diminishing rapidly since the settlement of the island by Europeans" (p. 356)
1916	Advanced Geography	America and Europe. Although it includes no systematized hierarchy of races, descriptions of foreign residents are racist and highlight the benefits of British colonialism to natives.	"The natives are a brown race called Maoris. They are strong and intelligent, skilled in fishing, farming and the trades, and have all the rights of citizenship. They number about 50,000, but are gradually decreasing." (p. 359)
1922	Ontario Public School Geography	Describes places, starting with Canada and expanding outward. Describes cultures based on their livelihoods and countries based on their industries.  Describes Europe as more civilized and important than other continents, Europeans as intelligent and industrious, and Britain a benevolent ruler.	Britain is a great trading nation because of "her methods of managing and developing her colonies, especially in the less civilized parts of the world. She has never tried to exploit ignorant savages, but has treated them with kindness and justice, so that they have benefited by her rule." (p. 167)
1931	New Pictorial Atlas of the World	Includes racist descriptions. It highlights sensational features such as the "notorious" use of blow-guns, tattooing as a "savage art," wooden drums, headhunting, and "a particular racial liability to homicidal mania called 'running amuck'".	"Tropical Africa is not favorable to settlement by white men, being extremely unhealthful for them. Europeans live in tropical Africa, as a rule, only a few years at a time, particularly in low altitudes, serving in economic or political capacity in the colonies of their governments." (p. 22)
1934	An Approach to Geography	Categorizes cultures into primitive hunters and collectors, nomadic herdsman, agriculture and civilized, but does not use the terms "savages" or "barbarians." Describes how British technologies benefit natives in colonized countries.	"In the forests of the Congo Basin of Africa and the Amazon Basin of South America the natives are skilful users of long blow-pipes, by means of which they kill small animals and birds with poison-tipped darts. The struggle for food in such regions can be understood when it is realized that tribes of primitive Indians on the boundary between Venezuela and British Guiana devour ants and grasshoppers, and regard them as a delicacy" (p. 105)
1934	Living Across the Seas	It encourages students to produce descriptive graphs and maps. It focuses on physical and economic geography, with limited information about people and their societies. It reflects a Eurocentric view of the world and	"Backwards methods. The people of Ethiopia are chiefly farmers The ground is plowed with wooden plows, and the grain is harvested with sickles and knives. The people are backward largely because they have had little to do with other countries. Ethiopian roads, for the most part, are but trails which wind over the mountains. Few

Year	Title	Race and Culture Descriptions	Representative Quotes
		highlights the economic benefits of colonialism. Devotes significant attention to the Soviet Union.	bridges cross the many riversEthiopia has deposits of gold, coal, copper and iron, but nobody knows how great they are for little or no mining is done. Some day roads will be built and the minerals will be used. (p. 328)
1934	Journeys Near and Far	States that cultural differences do not imply inferiority, and emphasizes the importance of respecting people with other languages, religions and customs. When talking about cultural difference, it teaches Canadian students to respect European cultures.	"Unthinking people usually believe that that those of other language, religion, and culture are inferior to themselves. We must remember, however, that differences do not imply inferiority. Our thoughts, habits, and beliefs depend upon the accident of birthFrom this it does not follow that a person of any given nationality or religion is better or worse than his follow-man of different creed or nationality." (p. 7)
			There is no specific difference between the various branches of the human family – no differences, that is, which implies anything in contradiction to the assumption of a common origin. (p. 120).
		Constructs systematic descriptions and comparisons of races, plus descriptions	"The white race comprises the most enlightened and powerful nations of the world, including not only Europeans, wherever found, but also Hindus, Hebrews, and Arabs." (p. 121)
1938	Collier's Atlas and Gazetteer	of language groups. Identifies five races: Caucasic or White, Mongolian or Yellow, Ethiopic or Black, Malay or Brown, and American Indian or Red.	"In temperament the [American] Indian is phlegmatic. His sight, hearing, and smell are remarkably acute. These, and other attributes of his race, have probably resulted from conditions of the hunter's life." (p. 121)
			"If history is taught correctly, pupils should gradually come to have a friendly feeling for peoples in all parts of the world." (p. 25).
1942	Teaching of the Social Sciences in a Changing World	Emphasizes progressive teaching perspectives, methods and subjects, including understanding and tolerance of foreign culture.  Despite its progressive message, it includes subtle racism and colonialism by highlighting the superiority of western over indigenous culture and technology. The text is sexist, using "man" in reference to people.	"Probably the lack of an intelligent and sympathetic feeling for other people is one of the chief causes why some countries make war on other counties." (p. 40) and "For example, some people in our own country think of the Chinese as being queer people just because they do not do certain things as we do them. However, when we learn that the Chinese were the first people to use silk, tea, paper, gunpowder, the compass and many other common articles, we realize that the Chinese are a wonderful people and our respect for them increases." (p. 42, Intelligent and Friendly Understanding of People)
1955	Seeing Our World	Provides positive and respectful descriptions of children living in foreign cultures including Northern Canada, Peru, Brazil, Egypt, The Netherlands and Japan. Uses culture and ethnicity instead of biological race as organizing principal for identify.	"On the first day of the year no one in Japan does any work, and gifts are given to friends all over the country. The celebration is started by one hundred strokes of the temple bellNo lessons will be learned, but as on all other feast days, children and teachers dress in their best kimonos and go to school. There they feast, play games and give presents." (p. 125)

This table summarizes 20 textbooks' racial descriptions. Quotes give a sense of their perspective and tone.

This table shows how racial and cultural descriptions changed over time. Nineteenth Century textbooks were blatantly racist, claiming that factors such as intelligence, industry and morality are biological, so non-white races and cultures are innately inferior. During the Twentieth Century they gave less attention to cultural geography and more to physical and commercial geography. Rather than calling non-white races and foreign cultures inferior they highlighted the benefits that European knowledge and commerce offered natives, with the implication that foreign nations can become enlightened by emulating western culture and industry. Some books published in the 1930s through 1950s emphasized similarities between races and cultures, and the importance of respecting people who seem different. This marked a transition from biological to cultural analysis of race.

Despite diverse authors and publishers, textbooks repeated key concepts and phrases. A common theme is that races and cultures evolve based on their environments, which explains, for example, why "torrid" (tropical) zone people have darker skins than in "temperate" and "frigid" zones. They often extrapolated this to argue that races and cultures that evolved in tropical areas, where food and shelter are easily obtained, are inherently lazier than peoples in climates that demand more effort to produce necessities.

These textbooks claimed that their conclusions reflected scientific analysis, often citing anthropological and geographic research. Biological taxonomies and anthropological research were incorporated into textbooks as comparative geography, framed as racial and cultural hierarchies, which were used to support racist and colonialist policies, affecting individuals' identity, behavior and opportunities, as illustrated below.

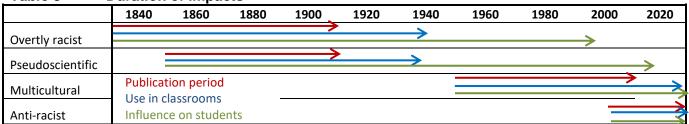
Figure 51 How Scientific Research Contributed to Racist Identity and Behavior

Anthropological	Geographic	Textbook	Racist and	People's identify
research	analysis	messages	colonialist policie	s and behavior

Geographic textbooks claimed to reflect anthropological research and geographic analysis, which influenced policies, identity and behavior.

Starting in the mid-Twentieth Century a growing body of research criticized these practices, and many geographers, historians and educators developed more multicultural and critical teaching materials. During the Nineteenth and early Twentieth centuries textbooks where probably used for two or three decades, so a racist and colonialist textbooks published in the 1930s was probably still used during the 1950s and possibly into the 1960s, and their effects could continue for the rest of many students' lives. This helps explain, for example, the durability of racist and colonialist attitudes such as racial segregation and imperialist foreign policies.

Table 3 Duration of Impacts



This figure illustrates the duration of impacts: red indicates textbooks' publication period, blue their period of use, and green their period of influence on graduates. Before 1900, many geography textbooks were overtly racist. Some of those books were probably used through the 1930s and so influenced graduates' beliefs and attitudes through the Twentieth Century. Starting about 1900, geography textbooks presented pseudoscientific claims about the superiority of European countries and the benefits of colonialism. During the second half of the Twentieth Century, textbooks tended to emphasize multiculturalism, and some recent curricula are anti-racist.

A similar evolution occurred in history textbooks, particularly in the American south (Gates 2023; Huffman 2019; Morris 2020; Yacovone 2022). As Cynthia Greenlee explained in the article, "How History Textbooks Reflect America's Refusal to Reckon with Slavery,"

After slavery's end in this country, many Southern-focused textbooks promoted a Lost Cause approach to Jamestown and slavery writ large, portraying the institution as part of a natural order. White Southerners created ideologically driven narratives that yearned for the Good Ole Days where whites sat atop the hierarchy and African Americans were faithful slaves. In this racist revisionism, they didn't have to reckon with the new black citizen, voter, or legislator as nominal equals. (Greenlee 2019).

The reference to "natural order" reflects pseudoscientific anthropology which claimed that racial differences are biological and innate, conveyed in older geography books. One textbook published in 1957, and probably used until the 1970s or 1980s, states,

With all the drawbacks of slavery, it should be noted that slavery was the earliest form of social security in the United States. It was the legal responsibility of the master to take care of aged workers. It was against the law to emancipate a slave after he was too old to work. The master was responsible for looking after his over-aged slaves. (Summersell, *Alabama History for Schools*, cited in Morris 2020).

This suggests that many public school history and geography textbooks where written and selected as propaganda to justify slavery, the Confederacy, Jim Crow segregation and other racist attitudes and policies. This continues. Analysis summarized in a recent article, "The Rightwing US Textbooks That Teach Slavery as 'Black Immigration'," finds that,

While public school textbooks suffer from their own blindspots, a Guardian analysis has found that private schools, especially Christian schools, use textbooks that tell a version of history that is racially biased and often inaccurate. These textbooks, used in thousands of private schools, many of which receive tens of thousands of dollars in public funding every year, whitewash the legacy of slavery, frame Native Americans as lesser and blame the Black Lives Matter movement for sowing racial discord. (Klein 2021)

### Impacts on Individuals and Society

Geography textbooks that presented racist and colonialist perspectives as scientific truth surely raised the confidence and ambition of White students and reduced those of minority students, contributing to their sense of inferiority, futility and fear. It probably resulted in teasing, bullying and isolation of minority students, causing them to feel unwelcome and unsafe at school, reducing their participation and trust. This encouraged teachers to guide White students toward more academically challenging courses and careers, and lowered the expectations and support for minority students, guiding them toward less ambitious goals and less lucrative careers. This would contribute to a self-reinforcing cycle of minority student isolation, conflicts, and underperformance that further reinforced anti-minority prejudices.

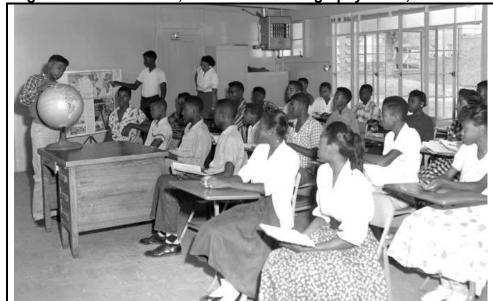
Table 4 Impacts of Racist Geography Books

Portrayal of Non-White Races	Impacts on White Attitudes	Outcomes
		Over-policing, brutality, excessive
Savage, primitive, barbarous,	Fear, distrust, low education and	punishments, housing segregation, reduced
inferior, lazy, ignorant, immoral,	employment, housing and	income and wealth generation, plus social
backward	employment discrimination.	isolation and emotional stress.

Racist portrayals of non-white races and cultures caused Whites to fear and distrust other races and cultures, resulting in brutality, discrimination, reduced wealth generation, social isolation and emotional stress.

Pseudoscientific evidence that non-whites are fundamentally different, and intellectually and morally inferior, justified suspicion and fear, and therefore both formal and informal segregation, resulting in separate but unequal treatment in public facilities and services (Table 4). Current social conflicts, including housing and employment segregation, and oppressive laws and policing, probably result in part from racist messages in geographic textbooks.

Figure 52 Anderson, Texas School Geography Class, 1955



Geography books used until the 1950s described the white race as the most enlightened, foreign cultures as primitive, and colonialism as beneficial to natives. (Portal to Texas History, https://texashistory.unt.edu).

That surely contributed to a self-reinforcing cycle of minority student isolation, conflicts, and underperformance that further reinforced anti-minority prejudices.

Similarly, colonialist language in geography texts encouraged Europeans to feel confident and justified in controlling foreign nations, by violence if necessary, and displacing their cultures. A common message conveyed in these textbooks was that foreign cultures are backwards and inferior, and foreign people benefit overall from colonialism. Earlier textbooks presented the issues starkly: they classified non-Europeans as savages or barbarians who tended toward laziness, and sometimes engage in immoral behaviors including cannibalism, murder, theft and domestic abuse. Later texts were somewhat more respectful of foreigners, admitting that some have admirable skills and sophisticated cultures, but still claiming that British and U.S. colonialism are respectful and benevolent. This encouraged young people to participate in colonialist adventures as soldiers, missionaries, traders and teachers.

European colonialism left a legacy of conflict and inequity that often continues long after those countries become independent, in part because of the arrogance of colonizers who drew irrational boundaries, encouraged inter-group conflicts, and extracted resources primarily for their own benefit. They often devastated traditional cultures.

For example, in North America, colonial governments used unfair treaties and violence to displace Natives from prime lands. To eliminate Native culture and traditions their children were removed from home and be adopted into White families or forced to attend abusive residential schools where they were forbidden to speak their languages or participate in cultural activities, and often faced mental, physical and sexual abuse. These policies were justified by the assumption that Native culture is inferior, beliefs reinforced by the pseudoscientific messages of older geography books.

There are countless other examples. The native peoples of virtually every country that was colonialized by Europeans bear the psychological, social and economic costs of having been considered inferior and worthy of exploitation.

It is important to note that raciest and colonial prejudices are not unique to white Europeans or to geography textbooks. Many countries have

Figure 53 American Indian Schools

Native youths were often forcibly removed from their families and placed in residential schools to encourage assimilation.

indigenous racial and class hierarchies that predate these textbooks. For example, India has castes, Latin America categorizes people by racial heritage (European, Indian, Black and mixed), Africa categorizes people by tribe and clan, and East African Muslims derided people from the interior as washenzi ("uncivilized").

### **Criticism of Racist Geography Education**

Below are various academic criticisms of racist geography textbooks, from oldest to most recent.

Avril Maddrell's 1998 article, "Discourses of Race and Gender and the Comparative Method in Geography School Texts 1830-1918," critically examined how school geography texts during that period reflect hegemonic views of gender, race, and class. It argues that this reflected the influences of European exploration, church-sponsored education, popular images of empire, plus state education codes, grants, and inspections. Comparative geography, popular during this period, frequently supported Eurocentrism and specifically Anglo-centrism, and memory exercises instilled simplistic messages about geographical and political relations. Pupil-centred approaches, such as the use of adventure stories and family life where often biased. State legislation for grant-related examinations served to homogenise the content of texts.

David Lambert's 2002 article, "Geography, 'Race' and Education: Further Perspectives," in *Geography*, the journal of the Geographical Association, explores how geographers address ideological tensions relating to race and racism, from the early days of 'imperialist' geography to the awareness-raising decade of the 1980s. It recommends that teachers of geography be attentive to the assumptions that frame school geography and teach with 'confident uncertainty' which recognizes biases and knowledge gaps.

Nick Schuermans' 2009 article, "Geography Textbooks and the Reproduction of a Racist and Ethnocentric World View among Young People in Flanders" critically evaluates how race and culture were presented in fifty Flemish geography textbooks published from 1896 to 2004. It finds that the previous emphasis on racial differences was replaced by a focus on cultural differences, but by emphasizing cultural otherness, one-sided explanations of cultural conflicts, ignoring discrimination and xenophobia and use of exclusionary

1. — Blanke ras.

Figure 54 Classification of Humanity (Schuerman 2009)

us-them-perspectives the textbooks (re)produce a racist and ethnocentric world view. It offers recommendations for encouraging students to support a more inclusive, diverse and just society.

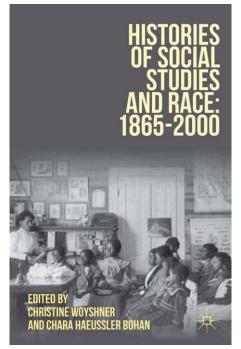
Michael Keevak's 2011 book, *No Longer White: The Nineteenth-Century Invention of Yellowness*, investigates when and how East Asians became yellow in the Western imagination. It follows a trajectory that emphasizes an important shift in thinking about race during the course of the eighteenth century, when new sorts of human taxonomies began to appear and new claims about race were presented. It also examines how the "yellow race" and "Mongolian" bodies became important subjects in nineteenth-century anthropology and medicine, respectively.

"Mongolian" bodies, for example, were linked to certain conditions thought to be endemic in or in some way associated with—the race as a whole, including the "Mongolian eye," the "Mongolian spot," and "Mongolism" (now known as Down syndrome). Finally, the book considers how the Far East came to be seen as a "yellow peril."

The academic book, *Histories of Social Studies and Race: 1865–2000* (Woyshner and Bohan 2012) includes ten essays that explore how race was incorporated into social studies, such as geography, history, and vocational education. They investigate ways African Americans were excluded or included, and the roles that black teachers played in crafting curricula.

Peter Smagorinsky's 2014 article, "'The Ideal Head': Bizarre Racial Teachings From a 1906 Textbook," published in *The Atlantic*, describes racism in old geography textbooks. "A hundred years ago, American geography students learned about a world in which 'the brown people raise rice,' 'the black people ... have no books,' and 'the red men are savages.'"

Jeremy W. Crampton's 2015 chapter, "Race, Maps and the Social Construction of" in *The History of Cartography*, examines the cartographic construction of race, based on the assumption that maps create and reproduce race and racial knowledges.



Pia Mikander's 2015 article, "Colonialist 'discoveries' in Finnish School Textbooks," examines descriptions of colonial events in Finnish basic education history books. This includes the descriptions of "voyages of discovery" and the treatment of the indigenous people in America. It describes three discourses supporting the hegemonic idea that people in the "West" are superior to "others." The first discourse shows explorers as heroes and colonized peoples as exotic objects, although some textbooks include stories written from the point of view of the oppressed people. The second discourse concerns justified violence as part of colonialism. The third discourse focuses on the lessons that are taught through the study of colonialism, and portrays Western knowledge as the only relevant knowledge. The article also discusses the role of textbooks regarding education about colonialism and proposes alternative starting points for the study of colonialism and its implications today.

In 2015 the Royal Geographical Society with the Institute of British Geographers' (RGS-IBG) established the <u>Race, Culture and Equality Working Group</u> (RACE), which promotes anti-racist initiatives that improve the representation, progression, support, and experiences of people in the discipline who are racialised as non-white. It subsequently published a wide range of academic studies, plus learning and teaching resources.

Christine Winter's 2018 article, "Disrupting Colonial Discourses in the Geography Curriculum during the Introduction of British Values Policy in Schools," was written to expose and disrupt

dominant discourses concerning global development in an English school geography textbook chapter, prompted by the author's encounter with cultural difference in a geography lesson while teaching in South Korea. It investigates the issues through the lens of a new curriculum policy in English schools called 'Promoting Fundamental British Values.' It identifies three key themes, each informed by colonial logic: 'development', 'numerical indicators' and 'learning to divide the world'. The inquiry appears to expose a tension between the knowledge of the textbook chapter and the purported aims of the British Values curriculum policy, but further investigation reveals the two to be connected through common colonial values.

Maria Luce Sijpenhof's 2019 article, "Racialized Narratives in Dutch History Textbooks: A Critical Race Examination," evaluates 1968-2017 Dutch secondary school textbooks. It includes eight exemplary visual depictions of Black people selected from 200 textbooks. It concludes that racialization is displayed through two types of narratives: a) through otherness using one-sided stereotypical identities and racial hierarchy, and b) through sameness maintained through color-blind frames, racialized narratives and minimization of race-talk. The article reflects on the use of critical race theory (CRT) as a framework and critical race methodology (CRM) in combination with discursive methods and visual analysis. By inserting counter narratives, this article illustrates that the field could make better use of critical frameworks and research tools that do not divorce historical events from contemporary and persisting injustices.

Steve Puttick and Amber Murrey's 2020 article, Confronting the deafening silence on race in geography education in England: learning from anti-racist, decolonial and Black geographies, argues that school geography educations should make substantive anti-racist changes in the curriculum. They propose a more holistic and sustained anti-racist school geography education that empowers young people to understand the complex and shifting politics of space, place and knowledge and contribute to meaningful anti-racist futures.

James Esson and Angela Last (2020), "Anti-racist Learning and Teaching in British Geography," *Area 52*(4), pp. 668-677 (<a href="https://bit.ly/3fxyT0e">https://bit.ly/3fxyT0e</a>). This article illustrates how UK higher education reinforces, but can potentially also help to counteract, racism. It sketches out three guiding principles for incorporating anti-racist praxis in learning and teaching: (1) Recognise each other's humanity, (2) Say the unsayable, and (3) Experiment with (y)our history.

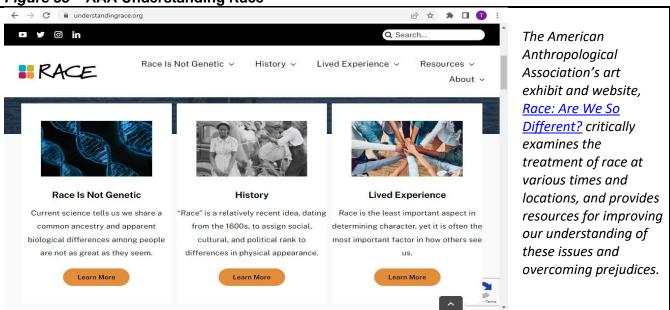
Sean Carleton's 2021 article, "Colonizing Minds: Public Education, the 'Textbook Indian,' and Settler Colonialism in British Columbia, 1920-1970," examines the relationship between public education, the representations of indigenous peoples as the Textbook Indian in secondary school textbooks in British Columbia, Canada, between 1920 and 1970, and their contribution to the *colonizing minds*, which refers to the state's process of manufacturing and manipulating public education to justify and rationalize colonialism and the development of settler society.

The *Decolonising Geography Educators Group* (<a href="https://decolonisegeography.com">https://decolonisegeography.com</a>) is a group of geography educators, established in 2019, working to decolonise geography curriculum. It challenges 'universal truths' and 'objective knowledge' by offering pedagogical techniques to empower students to co-create knowledge and build critical geographies; a space for critical

reflection on the content we teach in geography education; and practical teaching resources. It produces resources such as the 'Critical GCE: Heads Up' tool that helps educators and students to identify 'hegemonic practice (reinforcing and justifying the status quo)' and 'depoliticised orientations (disregarding the impacts of power inequalities and delegitimizing dissent)'; published a booklet, Global Citizenship Education Otherwise, which describes teaching exercises; promotes innovative scholarship (e.g. Black geographies, like Beatriz Nascimento's Geographies of Liberation); created a list of critical questions based on case studies to help students understand social, environmental, and cultural change in cities; plus humor resources such as Parody Tests for Anti-Racist and Decolonial Geography School Teaching and Kayonga Kagame Shows Us The World. Episode: Darkest Austria.

The art exhibit and website, *Race: Are We So Different?* (<a href="https://understandingrace.org">https://understandingrace.org</a>), sponsored by the American Anthropological Association, emphasizes that race is not really about how people look, but rather about how people assign meaning to how we look. It describes how race was treated by society, science and governments at various times and locations. It includes a variety of resources for understanding race and overcoming prejudice.

Figure 55 AAA Understanding Race



Recent studies and articles critically analyze racist narratives in history books, particularly those intended for U.S. southern states (Greenlee 2019; Huffman 2019; Morris 2020; Yacovone 2022). Klein (2021) highlights the racist narratives in current textbooks used in some private, especially Christian, schools. Several U.S. states have passed laws limiting discussion of race and colonialism in schools (LaPage 2021).

#### **Conclusions**

During the Nineteenth and Twentieth centuries school geography textbooks were an important source of information about foreign lands and peoples. When somebody heard about a distant place or culture they often recalled their geography textbooks' descriptions and images. It is enlightening to examine how those books described race and culture, and consider how this affected popular knowledge and public policies.

Most geography textbooks published before 1900 were overtly racist; they categorized people by race, which were ranked according to "stages of society," from savage and barbarous to civilized and enlightened. British and North American textbooks ranked Europeans highest and described other races and cultures as intellectually and morally inferior. These descriptions changed over time. Textbooks published from 1900 to 1940 had less overt racial hierarchies but still emphasized the superiority of western institutions and technologies, and the benefits to natives of colonialization. Textbooks published after 1940 tended to provide positive stories about foreign people, cultures and immigrants, and some encouraged students to critically analyze racism and colonialism.

Geography textbooks claimed to reflect objective research and analysis. Scientific disciplines, including anthropology, geography and education, where complicit in supporting racist and colonialist narratives. They provided pseudoscientific foundations for ranking some societies and races over others, and for defending colonialism against criticism.

These textbooks claimed to reflect anthropological and anthropology and human geography human geography science. They contributed to a self-Inferior housing, education and employment, more Racist geography reinforcing cycle of fear and textbooks disrespect for minorities, accumulation, more poverty and alienation discriminatory policies, inferior economic opportunities and outcomes, that reinforced anthropological bias. Racist beliefs (fear policies (inferior Anthropological and geographic housing, education and disrespect for and job non-whites) professional organizations are working to correct these biases and harms.

Figure 56 A Self-Reinforcing Cycle of Racist Beliefs and Outcomes

What were the impacts of these racist messages? They allowed colonialist agents – explorers, soldiers, priests, administrators, teachers and traders – to consider their actions noble and overall beneficial, despite sometimes obvious harms to foreign peoples. Just as medieval

religious doctrines justified religious crusades, these textbooks justified capturing foreign lands, displacing foreign peoples, and destroying foreign cultures. During that period, textbooks where probably used for many years or decades, so a racist textbooks published in the 1930s was probably still used during the 1950s and their effects could continue for the rest of those students' lives, even to the present day. Many current social conflicts, including housing and employment segregation, and oppressive laws and policing, probably result in part from the legacy of messages in older geographic textbooks.

A growing body of academic research by anthropologists, geographers and educators critically analyzes these racist and colonialist messages, and provides guidance for introducing anti-racist and anti-colonialist concepts to students. By providing the actual texts and images from these books, this report can help researchers better understand and respond to the racist and colonialist messages in old geography textbooks.

#### **Annotated Bibliography**

The Online Books Page – Geography Textbooks

(https://onlinebooks.library.upenn.edu/webbin/book/browse?type=lcsubc&key=Geography%20%2D%2D%20Textbooks&c=x). This webpage lists many old geography books, some with links to online versions.

L.H. Adair and T.J. Sanderson (1955), *Seeing Our World*, Ryerson Press (Toronto), 152 pages. The first three chapters of this elementary school textbook explain basic geographic concepts and terms; the majority of the book consists of stories describing a typical Canadian child's visit to six regions (Northern Canada, Peru, Brazil, Egypt, The Netherlands and Japan) and their friendly interactions with local children. The descriptions are positive and respectful, while emphasizing exoticized differences that contrast with "normal" Canadian culture. Of particular note is the inclusion of Japan just a decade after World War II ended, suggesting that the authors wanted to help overcome anti-Japanese prejudices.

Admin (2011), *The Great Debate*, Native American Netroots (<a href="http://nativeamericannetroots.net/">http://nativeamericannetroots.net/</a>); at <a href="http://nativeamericannetroots.net/diary/1014">http://nativeamericannetroots.net/diary/1014</a>. This website has extensive information on Native American history and culture.

Frederick K. Branom (1931), *New Pictorial Atlas of the World*, Reilly & Lee Co. (Chicago), 330 pages. This world atlas contains a combination of color images and maps.

Frederick K. Branom (1942), *The Teaching of the Social Sciences in a Changing World*, W.H. Sandler (New York); at <a href="https://babel.hathitrust.org/cgi/pt?id=mdp.39015059774102">https://babel.hathitrust.org/cgi/pt?id=mdp.39015059774102</a>. This college textbook discusses why and how to teach children social sciences, including history, geography, government and "intelligent patriotism." It highlights the importance of teaching good citizenship and tolerance; emphasizes the importance of learning about and appreciating foreign cultures; and encourages teachers to take their students on excursions to other communities. It states that "If history is taught correctly, pupils should gradually come to have a friendly feeling for peoples in all parts of the world." (p. 25). A section titled, "An Intelligent and Friendly Understanding of People," states, "Probably the lack of an intelligent and sympathetic feeling for other people is one of the chief causes why some countries make war on other counties." (p. 40) and "For example, some people in our own country think of the Chinese as being queer people just because they do not do certain things as we do them. However, when we learn that the Chinese were the first people to use silk, tea, paper, gunpowder, the compass and many other common articles, we realize that the Chinese are a wonderful people and our respect for them increases." (p. 42).

Collier's (1938), *Collier's World Atlas and Gazetteer* (1938), P.F. Collier & Son Co. (New York), p. 328 pages. This comprehensive atlas provides information about countries and cities around the world, plus basic geographic concepts.

J.B. Calkin (1911), *School Geography of the World*, T. Nelson and Sons (Edinburgh), 186 pages; at <a href="https://catalog.hathitrust.org/Record/100277468">https://catalog.hathitrust.org/Record/100277468</a>. This geography textbook is available free online.

Sean Carleton (2011), "Colonizing Minds: Public Education, the 'Textbook Indian,' and Settler Colonialism in British Columbia, 1920-1970, *BC Studies*, no. 169, Spring 2011; at <a href="https://ojs.library.ubc.ca/index.php/bcstudies/article/view/422">https://ojs.library.ubc.ca/index.php/bcstudies/article/view/422</a>. This article examines the relationship between public education, the representations of indigenous peoples as the Textbook Indian in secondary school textbooks, and the struggle for settler hegemony in British Columbia between 1920

and 1970. Drawing inspiration from the ideas of Antonio Gramsci and postcolonial theory, this work shows how education in general and textbooks in particular were powerful tools for colonizing minds. It argues that the colonizing minds project was changed over time to reflect the needs, struggles, and changing circumstances of settler society in British Columbia during the twentieth century.

Colton and Fitch (1867), *Modern School Geography*, Ivison, Phinney, Blakeman & Co. (New York), 136 pages; at <a href="https://bit.ly/3ASFRok">https://bit.ly/3ASFRok</a>. This affordable geography textbook was written for "Common Schools" in the United States. It is designed to embrace all of the important facts and principles of the science, and so condensed as to lead the pupil to a through general knowledge of the subject. It includes geography theory, maps and a section on the races and conditions of man.

Jeremy W. Crampton (2015), "Race, Maps and the Social Construction of," *The History of Cartography*, Vo. 6, (Mark Monmonier Editor); at

https://press.uchicago.edu/dam/ucp/books/pdf/9780226534695\_blad.pdf. The cartographic construction of race refers to the concept that maps and mapping actively create and reproduce race and racial knowledges. Although maps create many different knowledges, those that sustain or create race are particularly important as they undergird projects as diverse as colonialism, redlining, territorialization, and indigeneity. The idea that humans can be assigned to a small number of distinct populations was popularized by Carl von Linné (Linnæus). He identified four natural racial categories: blue-eyed white Europeans, kinky-haired black Africans, greedy yellow Asians, and stubborn but free red Native Americans. Twentieth-century race maps extend the nineteenth century practice of mapping particular kinds of people. By the mid-nineteenth century multiple forms of mapping were in use, including isarithmic, choropleth, and dasymetric maps. Maps were made of race, ethnicity, education, crime, longevity, language, religion, birth and death rates, and age of first marriage. These subjects were of concern as "moral statistics," deemed useful for governing a modern state.

Decolonising Geography Educators Group (<a href="https://decolonisegeography.com">https://decolonisegeography.com</a>) is a group of geography educators, established in 2019, working to decolonise geography curriculum. It produces resources such as the 'Critical GCE: Heads Up' tool to help educators and students identify 'hegemonic practice (reinforcing and justifying the status quo)' and 'depoliticised orientations (disregarding the impacts of power inequalities and delegitimizing dissent)'; published Global Citizenship Education Otherwise, which describes teaching exercises; promotes innovative scholarship (e.g. Black geographies, like Nascimento's Geographies of Liberation); created a list of critical questions to help students understand social, environmental, and cultural change; plus humor resources such as Parody Tests for Anti-Racist and Decolonial Geography Teaching and Kayonga Kagame Shows Us The World. Episode: Darkest Austria.

L.A. DeWolf (1934), *Journeys Near and Far*, J.M. Dent and Sons (Toronto), 330 pages. Geography textbook written by Nova Scotia's Director of Rural Education. This geography textbook describes geographic concepts and places, starting with Nova Scotia and Canada, and expanding out to other parts of the world. It provides detailed descriptions of Canadian communities, particularly economic activities. It states that "We must remember, however, that differences do not imply inferiority" and emphasizes the importance of respecting other cultures. It reflects the shift from biological to cultural understandings of race in Anglo-American geographic education.

H.E. Edwards (1935), *An Approach to Geography*, George G. Harrap & Co., 205 pages. This textbook categorizes cultures into primitive hunters and collectors, nomadic herdsman, agriculture and civilized countries where people live in towns, but no longer uses the terms "savages" or "barbarians." This discourse of "stages of civilization" reflects the interwar shift from race as biology to race as culture.

Henry Louis Gates, Jr. (2023), "Who's Afraid of Black History?" New York Times (www.nytimes.com); at www.nytimes.com/2023/02/17/opinion/desantis-florida-african-american-studies-black-history.html. This article summarizes research concerning the way that organizations such as the United Daughters of the Confederacy, and activists such as Mildred Lewis Rutherford, influenced elementary school history education and textbooks to reflect "Lost Cause" messages that slavery was benevolent and the Confederacy was noble.

Cynthia Greenlee (2019), "How History Textbooks Reflect America's Refusal to Reckon with Slavery," *Vox* (www.vox.com); at www.vox.com/identities/2019/8/26/20829771/slavery-textbooks-history. Describes how Twentieth Century elementary school history books often overlooked or misrepresented slavery. "After slavery's end in this country, many Southern-focused textbooks promoted a Lost Cause approach to Jamestown and slavery writ large, portraying the institution as part of a natural order. White Southerners created ideologically driven narratives that yearned for the Good Ole Days where whites sat atop the hierarchy and African Americans were faithful slaves. In this racist revisionism, they didn't have to reckon with the new black citizen, voter, or legislator as nominal equals."

Stephen Heathorn (2000), For Home, Country, and Race: Constructing Gender, Class and Englishness in the Elementary School, 1880-1914, University of Toronto Press; at <a href="https://tinyurl.com/3bacead9">https://tinyurl.com/3bacead9</a>. This is a comprehensive academic study of how history education promoted English identity, but little mention of geography studies.

Greg Huffman (2019), "Twisted Sources: How Confederate propaganda ended up in the South's schoolbooks," Facing South (www.facingsouth.org); at www.facingsouth.org/2019/04/twisted-sources-how-confederate-propaganda-ended-souths-schoolbooks. "The Lost Cause, a false version of U.S. history developed in response to Reconstruction, minimizes slavery's central role in the Civil War, promotes the Confederacy's aim as a heroic one, glorifies the Ku Klux Klan, and portrays the white South as the victim. The poisonous Lost Cause lessons were taught to multiple generations of Southerners to uphold institutionalized white supremacy — in part through public school curriculums shaped by the United Daughters of the Confederacy (UDC). More famous these days for their controversial Confederate monuments, the UDC had an almost singular focus on making sure the Lost Cause propaganda was so ingrained in the minds of Southern youth that it would be perpetual. Their most effective tool? School textbooks."

Ellsworth Huntington (1912), *Asia; a Geography Reader*, American Book Company (New York); at <a href="https://babel.hathitrust.org/cgi/pt?id=mdp.39015063637899&view=1up&seq=17&skin=2021">https://babel.hathitrust.org/cgi/pt?id=mdp.39015063637899&view=1up&seq=17&skin=2021</a>. Includes chapters which describe life, culture, history and commerce in various Asian countries, often consisting of first-hand accounts by Western travellers. Although the descriptions are often condescending, there is little that it overtly racist.

James Johonnot (1882), *A Geographical Reader*, American Book Company (New York); at <a href="https://catalog.hathitrust.org/Record/100397731">https://catalog.hathitrust.org/Record/100397731</a>. This book is intended to interest children in reading in general and geography in particular. It includes articles from various sources, such as popular magazines, about distant lands and peoples. Many descriptions are racist and condescending.

Michael Keevak (2011), *Introduction No Longer White: The Nineteenth-Century Invention of Yellowness*, Princeton University Press (<a href="https://doi.org/10.23943/princeton/9780691140315.003.0001">https://doi.org/10.23943/princeton/9780691140315.003.0001</a>). This book investigates when and how East Asians became yellow in the Western imagination. It follows a

trajectory that emphasizes an important shift in thinking about race during the course of the eighteenth century, when new sorts of human taxonomies began to appear and new claims about the color of all human groups, including East Asians, were put forward. It also examines how the "yellow race" and "Mongolian" bodies became important subjects in nineteenth-century anthropology and medicine, respectively. "Mongolian" bodies, for example, were linked to certain conditions thought to be endemic in—or in some way associated with—the race as a whole, including the "Mongolian eye," the "Mongolian spot," and "Mongolism" (now known as Down syndrome). Finally, the book considers how the Far East came to be seen as a "yellow peril," a term coined in 1895 and often attributed to Kaiser Wilhelm II of Germany.

Rebecca Klein (2021), "The Rightwing US Textbooks that Teach Slavery as 'Black Immigration'," The Guardian (www.theguardian.com); at www.theguardian.com/education/2021/aug/12/right-wing-textbooks-teach-slavery-black-immigration. This analysis found that private schools, especially Christian schools, use textbooks that tell a version of history that is racially biased and often inaccurate. These textbooks, used in thousands of private schools, many of which receive tens of thousands of dollars in public funding every year, whitewash the legacy of slavery, frame Native Americans as lesser and blame the Black Lives Matter movement for sowing racial discord.

David Lambert (2002), "Geography, 'Race' and Education: Further perspectives," *Geography*, Vo. 87, No. 4 (October), pp. 297-304, Published by the Geographical Association (<a href="www.jstor.org/stable/40573763">www.jstor.org/stable/40573763</a>). Geography and geographers have a long history of engagement with issues relating to 'race' and 'racism' in education, from the early days of 'imperialist' geography to the awareness-raising decade of the 1980s, with its ideological tensions between the multiculturalist and the anti-racist camps. Since the passing of the 1988 Education Reform Act, which resulted in the replacement of multiculturalism and anti-racism with the monoculture of the national curriculum, there has been very little development of the concepts of 'race' and 'culture', or indeed of geography, within the teaching profession. As well as tracing the course of these developments, this article argues that the goals of geography education are subsumed by the goals for a healthy moral education, in which students 'know where they stand'. To achieve these goals, teachers of geography need to be attentive to the assumptions that frame school geography and teach with 'confident uncertainty'.

Brooke LaPage (2021), *These Are the States That Passed Laws Restricting the Teaching of Racial History*, The 74 Million (www.the74million.org); at www.the74million.org/article/these-are-the-states-that-passed-laws-restricting-the-teaching-of-racial-history. The latest culture war in education is being fought over how schools teach racial issues and episodes in U.S. history. That has led to a slew of state legislative measures that limit or ban discussions touching on the sensitive topic of race. Some extend the prohibition to teaching about sexism. FutureEd has identified 47 bills introduced or prefiled this year in 23 state legislatures that limit teaching on these topics. Alabama, Arizona, Idaho, Iowa, New Hampshire, Oklahoma, Tennessee, Texas, and Utah have enacted 11 of these bills, signed into law by their Republican governors. Another bill is awaiting signature from Alabama Republican Gov. Kay Ivey.

Carl von Linné (Linnæus) (1758), Systema naturæ per regna tria naturæ, secundum classes, ordines, genera, species, cum characteribus, differentiis, synonymis, locis (translated: System of nature through the three kingdoms of nature, according to classes, orders, genera and species, with characters, differences, synonyms, places), Tomus I. (https://en.wikipedia.org/wiki/Systema\_Naturae).

Lionel Lyde (1907), A School Geography of the World, Adam & Charles Black (London), 420 pages; at <a href="https://bit.ly/3QzaHaW">https://bit.ly/3QzaHaW</a>.

Avril M C Maddrell (1998), "Discourses of Race and Gender and the Comparative Method in Geography School Texts 1830-1918," Environment and Planning D: Society and Space, Vo. 16, pp. 81 103; at <a href="https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.126.8473&rep=rep1&type=pdf">https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.126.8473&rep=rep1&type=pdf</a>. School texts on geography are an important but neglected repository of geographical knowledge and representations within the historiography of geography. During the period 1830-1918 geography school texts were influenced by European exploration, church sponsors of education, the mediation of religious and scientific explanation of the natural world, popular images of empire, and state education codes, grants, and inspections. These factors combined in differing degrees over the period studied to reflect hegemonic views of gender, race, and class. The comparative method, popularised as a means of transmitting geographical knowledge in this period, frequently resulted in methodological Eurocentrism, or specifically Anglo-centrism, and memory exercises instilled necessarily simplistic messages about geographical and political relations. Pupil-centred approaches, such as the use of adventure stories and family life as ciphers for geographical understanding, often served to masculinise the content of texts. State legislation for grant-related examinations served to homogenise the content of texts.

W.R. McConnell (1934), Living Across the Seas, Rand McNally & Co (New York); at <a href="https://catalog.hathitrust.org/Record/102271597">https://catalog.hathitrust.org/Record/102271597</a>. This textbook is intended to introduce geographic concepts, particularly human-natural relationships. It integrates stories and examples to make the subjects interesting and relatable to American students, and encourages them to consider these relationships and produce descriptive graphs and maps. It contains information on individual countries, focusing on physical and economic geography, with limited information about people and their societies. It contains fewer references to race than older texts but reflects a Eurocentric world view and highlights the economic benefits of colonialism for colonized peoples. It devotes significant attention to the Soviet Union, which was progressive at that time.

Pia Mikander (2015), "Colonialist 'Discoveries' in Finnish School Textbooks," Nordidactica – Journal of Humanities and Social Science Education, Vo. 4, pp. 48-65. The article focuses on the descriptions of colonial events in Finnish history textbooks for basic education. This includes descriptions of "voyages of discovery" and the treatment of indigenous people in America. The article analyses articulations in the textbooks and describes three discourses supporting the hegemonic idea that people in the "West" are superior to "others." The first discourse shows that images of explorers as heroes and colonized peoples as exotic objects still endure, even though some textbooks include stories written from the point of view of the oppressed people. The second discourse concerns justified violence as part of colonialism, while the third discourse focuses on the textbook lessons that are taught through the study of colonialism. It also portrays Western knowledge as the only relevant knowledge. These representations of colonialism do not necessarily teach students about its horrors as much as about colonial techniques. The article also discusses the role of textbooks regarding education about colonialism and proposes alternative starting points for the study of colonialism and its implications today.

Minister of Education for Ontario (1922), *Ontario Public School Geography*, W.J. Gage & Co. (Toronto), 256 pages; at <a href="https://archive.org/details/ontariopublicsch00onta/mode/2up?ref=ol&view=theater">https://archive.org/details/ontariopublicsch00onta/mode/2up?ref=ol&view=theater</a>. This textbook includes descriptions of places, starting with Canada and expanding around the world, with emphasis on industrial and commercial activities. It includes descriptions of various cultures based on their livelihoods, such as "Men who live by hunting and fishing," "Men who live by lumbering and mining," and "How man obtains food from the soil."

S. Augustus Mitchell (1854), *Mitchell's School Geography: A System of Modern Geography*, Cowperthwait, Desilver & Butler (Philadelphia), 336 pages (<a href="www.loc.gov/item/05040779">www.loc.gov/item/05040779</a>); at <a href="https://bit.ly/3pSxG53">https://bit.ly/3pSxG53</a>. This geography textbook describes current knowledge of the world. It identifies five races of men, which include European or Caucasian (White), Asian or Mongolian (Yellow), American (Red), Malay (Brown), and African or Negro (Black), and five "stages of society" which include savage, barbarous, half-civilized, civilized and enlightened, depending on the progress they have made knowledge, learning, refinement and the mechanical arts. Western countries, particularly "The United States, Britain, France, Switzerland and some of the German states," are categorized as enlightened.

Scott Morris (2020), "Racist Textbooks Endured, Presenting Alternate 'History' to Alabama Students for 70 Years," *Birmingham Watch* (https://birminghamwatch.org); at https://birminghamwatch.org/racist-textbooks-endured-presenting-alternate-history-alabama-students-70-years. According to a ninth grade textbook, slaves in Alabama could thank their masters for providing them with one of the earliest versions of social security. The textbook, Charles Grayson Summersell's "*Alabama History for Schools*" dismissed realities of slavery, glorified the Confederacy and defended the Ku Klux Klan. It was the ninth grade companion to Frank L. Owlsey's "*Know Alabama*," written for fourth graders. These two advocates of the Lost Cause ideology influenced tens of thousands of grammar-school, high school, and college students, and teachers. These books were still used after classrooms were widely integrated in the late 1960s, and they continued to use revised editions well into the 1970s. The later editions toned down the contention that slaves were mostly happy and contented.

Favell Lee Mortimer (1852), Far Off; Or, Asia and Australia Described, R. Carter & Brothers (New York); at <a href="https://www.gutenberg.org/files/13011/13011-h/13011-h.htm">www.gutenberg.org/files/13011/13011-h/13011-h.htm</a>. Favell Lee Mortimer (1854), Far Off; Or, Africa and America Described, Hatchards (London); at <a href="https://books.google.ne/books?id=P2IDAAAAQAAJ">https://books.google.ne/books?id=P2IDAAAAQAAJ</a>. These books are intended to inspire children to appreciate foreign missionaries. They include often racist and negative descriptions of foreign peoples, and stories about how they were converted to Christianity.

Harmon B. Niver (2016), *Advanced Geography*, Hines, Noble and Eldredge (New York); at <a href="https://babel.hathitrust.org/cgi/pt?id=inu.30000120486471&view=1up&seq=7&skin=2021">https://babel.hathitrust.org/cgi/pt?id=inu.30000120486471&view=1up&seq=7&skin=2021</a>.

Oliver & Boyd (1904), New Geography of the World, Oliver & Boyd (London), 216 pages.

J. Olney (1847), *Elementary Geography*, Pratt, Woodford & Co. (New York); at the Library of Congress, <a href="https://bit.ly/3MOYgGU">https://bit.ly/3MOYgGU</a>. Includes geography concepts. It is designed as a study guide and reference to a set of atlases. Below are the book's discussions of geographic zones, nations and stages of society.

Steve Puttick and Amber Murrey (2020), Confronting the Deafening Silence on Race in Geography Education in England: Learning from Anti-racist, Decolonial and Black Geographies, (www.geography.org.uk/Journal-Issue/3c4ea440-1db3-48ef-9e15-7ffc4e05de5b). Summarized in, Working Towards Anti-racist School Geography in Britain; at <a href="https://bit.ly/3SK2ilP">https://bit.ly/3SK2ilP</a>. School geography in England has been largely silent on issues around race, which stands in contrast to important strands of thought in the discipline. This article explores two influential approaches in education - cultural literacy and powerful knowledge - to argue that we urgently need to address the silence on race by making substantive anti-racist changes in the curriculum. Within cultural literacy, we argue that anti-racist geographies provide powerful frameworks to address white supremacy and institutionalised racisms.

Race, Culture and Equality Working Group (RACE) by the Royal Geographical Society and the Institute of British Geographers' (RGS-IBG) promotes anti-racist initiatives that improve the representation,

progression, support, and experiences of non-white people in the discipline. It publishes a wide range of academic studies, plus learning and teaching resources.

Jacques Redway and Russell Hinman (1898), *Natural Advanced Geography*, American Book Company (New York), 160 pages; at <a href="https://bit.ly/3QBIX6w">https://bit.ly/3QBIX6w</a>.

Andrew Robinson (2011), *In Theory Aristotle*, Part II, Ceasefire (<a href="https://ceasefiremagazine.co.uk">https://ceasefiremagazine.co.uk</a>); at <a href="https://ceasefiremagazine.co.uk/in-theory-aristotle-2">https://ceasefiremagazine.co.uk/in-theory-aristotle-2</a>.

Nick Schuermans (2009), "Geography Textbooks and the Reproduction of a Racist and Ethnocentric World View Among Young People in Flanders," Book of Abstracts, Is. 4; pp. 1-1 (https://doi.org/10.4000/belgeo.11594); at https://journals.openedition.org/belgeo/11594. Drawing on an analysis of fifty Flemish geography textbooks published between 1896 and 2004, this paper critically addresses the way in which these topics have been presented. It found an emphasis on racial differences that changed to a focus on cultural differences. Because of the emphasis on cultural otherness, the one-sided explanation of cultural conflicts, the manifest silencing of discrimination and xenophobia, and use of an us-them-perspective, the textbooks (re)produce a racist and ethnocentric world view among young people in Flanders. Hence, the article concludes with four propositions for geography textbooks which motivate students to become part of a more inclusive, more diverse and more just society.

Maria Luce Sijpenhof (2019), "Racialized Narratives In Dutch History Textbooks: A Critical Race Examination," *Historia y Memoria de la Educación*, Vo. 10, pp. 131-174, Sociedad Española de Historia de la Educación, ISSN: 2444-0043 (DOI: 10.5944/hme.10.2019.22223); at <a href="https://bit.ly/3RrpRyM">https://bit.ly/3RrpRyM</a>. This article analyzes racialized narratives in Dutch textbooks (1968-2017), illustrated by eight exemplary depictions of Black people selected from a sample of 200 Dutch secondary school history textbooks. The article concludes that racialization is displayed through two types of narrative structures: a) through otherness using one-sided stereotypical identities and racial hierarchy and b) through sameness maintained through color-blind frames, racialized narratives and minimization of race-talk. It reflects on the use of critical race theory (CRT) as a framework and critical race methodology (CRM) in combination with discursive methods for textbook and visual analysis. By inserting counter narratives, this article illustrates that the history of education could make better use of critical (race) frameworks and research tools that do not divorce historical events from contemporary and persisting injustices.

Peter Smagorinsky (2014), "'The Ideal Head': Bizarre Racial Teachings From a 1906 Textbook," *The Atlantic* (www.theatlantic.com); at <a href="https://bit.ly/3byFMfz">https://bit.ly/3byFMfz</a>. This general-interest magazine article describes racism in old geography textbooks. "A hundred years ago, American geography students learned about a world in which 'the brown people raise rice,' 'the black people ... have no books,' and 'the red men are savages.'"

Mindy Spearman (2012), "Race in Elementary Geography Textbooks: Examples from South Carolina, 1890–1927," *Histories of Social Studies and Race 1865-2000*, pp. 115-134, Springer (<a href="https://link.springer.com/book/10.1057/9781137007605">https://link.springer.com/book/10.1057/9781137007605</a>). For most of the nineteenth century in the United States, a young learner's first exposure to what we now call social studies came through the field of geography. Geography was considered the most important subject after reading, writing, and mathematics because it gave students practical knowledge. The Committee of Ten's 1894 Geography Conference prompted educators to conceptualize the subject as a broader field than just physical geography; the report suggested that elementary geography include "astronomy, meteorology, zoology, botany, history, commerce, governments, races, religions, etc." Called "home geography" in the primary

grades, this curriculum emphasized the use of resources in the local community to teach about the social world, in order to provide a foundation for future scholastic work in history, geography, and the then fledgling field of anthropology. "Social units," focused on subjects like communication, industry, and societal roles, held equal importance with lessons concerning physical geography.

Florence A. Tapsell (1915), *The Land of Sugar-Cane (Jamaica & Cuba): Little People in Far-Off Lands*, E.J. Arnold & Son Educational Publishers (Leeds). This is one in a series of "Little People in Far-Off Lands" books intended to introduce Western children to the lives of those in foreign countries.

William Ellis Topping (1963), The Historical Development of the Teaching of Geography in British Columbia, Masters Thesis, Department of Geography, University of British Columbia; at <a href="https://open.library.ubc.ca/media/stream/pdf/831/1.0302302/1">https://open.library.ubc.ca/media/stream/pdf/831/1.0302302/1</a>. This Master's thesis examines the history of geography education in British Columbia, Canada. Most early textbooks were published in Britain, but after Confederation in 1871, schools relied more on books published in Ontario. Over time, the emphasis shifted from listing and memorizing places to more understanding of how environments influence people and cultures. Textbooks emphasized "pride of empire," which included information about economic activity and interesting stories from around the British Empire. The 1960 Royal Council on Education recommended more emphasis on geography instruction.

James H. Torbitt (1912), *The British Empire Beyond the Seas. A Rational and Suggestive Textbook of Geography for Pupils in Primary and Secondary Schools.* E. J. Arnold & Sons (Leeds), 118 pages. This book summarizes British Commonwealth countries, focusing primarily on physical geography, commercial activities, travel and communications.

Christine Winter (2018), "Disrupting Colonial Discourses in the Geography Curriculum During the Introduction of British Values Policy in Schools," *Journal of Curriculum Studies*, 50:4, 456-475, (DOI: 10.1080/00220272.2018.1428366); at <a href="https://bit.ly/3dPFq5u">https://bit.ly/3dPFq5u</a>. This article critically evaluates 'Promoting Fundamental British Values' curriculum policy in English schools. It resulted from a teacher's encounter with cultural difference in a South Korean geography lesson. It brings together theoretical perspectives to construct a new analytical approach. It identifies three key themes, each informed by colonial logic: 'development', 'numerical indicators' and 'learning to divide the world'. It recommends a refreshed curriculum agenda with the politics of knowledge and ethical global relations at its centre.

Christine Woyshner and Chara Haeussler Bohan (2012), *Histories of Social Studies and Race: 1865–2000*, Springer (<a href="https://link.springer.com/book/10.1057/9781137007605">https://link.springer.com/book/10.1057/9781137007605</a>) is a collection of essays that investigate how race was incorporated into social studies, such as geography, history, and vocational education. Contributors focus on the ways African Americans were excluded or included in the social education curriculum and the roles that black teachers played in crafting social education curricula.

Donald Yacovone (2022), *Teaching White Supremacy: America's Democratic Ordeal and the Forging of Our National Identity*, Pantheon Books (<a href="https://www.harvard.com/book/teaching">www.harvard.com/book/teaching</a> white supremacy).

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