continued to gain seats in the Parliament by subsequent election in 1953, 1958, and 1961. They now are the supreme rulers of South Africa.

For a long time the African has been a captor in his own country. Finally, in an effort to be heard, a group of South Africans gathered at the police station to hand in their passes which they must carry with them at all times. The pass tells where the African may live and where he may work and for whom. The 2,000 unarmed Afrikans expected to be arrested because the act was in defiance of Government policy. They were not arrested, however, they were fired upon and 69 persons died. The Government declared a State of Emergency and introduced martial law. At dawn on April 1 thousands of people were arrested. None of them was tried in a court of law, but they were kept in jail for periods of up to five months.

"What is to be the future of the beautiful lands of South Africa? How will its Afrikaners, its Africans, its English-speaking people, its Indians, its colored people be able to live together?

Most white people in South Africa want security above all else. They think that a strong white government is the only guarantee of this security. They realize that the blacks in South Africa have the highest standard of living of all blacks on the Continent. But is that enough?

Separate Development is the newly adapted term for apartheid. The white government has now developed Bantustans or separate, rural regions governed and occupied by Africans. The territorial government will control education and agriculture. The setting up of the Bantustans means that Africans will not have any political or residential rights in the "white" areas of South Africa.

The great fear of most white South Africans is Communism. It would destroy their position of power and privilege and abolish all color bars. Unfortunately because of the stringent racial policies of the Government, it is ripe for the spread of the communist doctrines outside the country among those peoples who oppose the harsh apartheid position. The two doctrines create only further turbulence for the African continent.

The question that comes to everyone's mind is will South Africa "blow up"? Revolution is not likely as long as the white Government remains firm. If anything were to threaten white power, the South African scene would change overnight. Black crowds would swarm the streets. "If lives were lost, the tempo would quicken and if the Blacks became aware of their power blood would flow." But it is not likely that any internal pressures could initiate such a change.

South Africa is subject to external pressure. The Government and policies have been condemned at the United Nations. Her planes may not fly over many African countries and some African nations will not trade with her. The independent nations have promised to liberate her black people. She has been expelled from several international organizations and she has withdrawn from others. In terms of dollars and cents, however, these pressures have had no effect on the country. She is still the richest, most vigorous, most prosperous country in Africa. She is economically independent of all other African countries and has increased her trade with the United States, West Germany, and Japan.
South Africa is militarily stronger than any other African country and
the other nations recognize this fact. Thus, they try to influence the
United States and Great Britain to bring economic pressure to bear on South
Africa because they are the only two powers who could paralyze her.

Revolution is not imminent and would not solve the basic problems of
South Africa. It would merely create chaos. It appears that time alone will
give South Africa a chance to narrow the gap between the peoples of South
Africa. Time enables man a pause for hope when things appear hopeless.
AFRICA AND COLONIALISM

I. The colonizers:
A. France
B. Britain
C. Portugal
D. Italy
E. Spain
F. Belgium
G. Germany

II. After the explorer, the trader, and the missionary, the government officials arrived in Africa. The continent was a source of raw materials which were needed by the factories in Europe. In turn, Africa could become a market for the goods produced in Europe. So the late 19th century saw a struggle for Africa among colonial European powers.

The colonial era worked changes in all aspects of African life. Africans changed their own arts, their own families and their own religions. Their non-political, non-economic culture became political and economic in orientation or direction.

Today African nations are seeking an identity and attempting to find their role in the modern world. Such a search brings trials, tribulations, and turmoil. It is not an easy path to seek, but it is a most important goal to reach.

The early colonial builders were not wicked people. They had intended to free the colonies when they were ready for freedom.

III. Colonial policies:

A. French policy. The main purpose of French colonial policy was to make the Africans Frenchmen. They hoped to make the Africans dependent on the French community---economically and politically. They taught the African French language, French literature, and French culture. They had no racial discrimination and encourage inter-marriage among Africans in their colonies.

B. British policy. The British did not want to make the Africans British. The English attempted to prepare the Africans for future self-government. They applied the principle of "indirect rule". They ruled whenever possible through the chief or other leaders. Africans were given roles in the workings of their government. Britain always had a plan to give the African colonies independence. They moved out before they were forced out.

C. Belgian policy. King Leopold II became interested in the possibilities of controlling the Congo Basin region after Stanley's famous trip. He set himself as King and lord over the region. He abolished slavery and brought some order to the area. Belgium improved health standards and the economy of her colony. She provided for education at the primary level but did not prepare the colonists for eventual rule of their lands. A common saying was, "The African has no vote, but he does have a shirt and shoes." The races were separated as a part of the natural order of things. The Belgians emphasized the traditional aspects of African life. When the Congo erupted they had few trained or qualified people to take over. Instability was the fate the Belgians had given to them.
D. **Portuguese policy:** Portugal claims that her territories are merely overseas provinces and are not colonies. Portugal is the oldest and largest empire builder still in Africa. Her "provinces" -- Mosambique and Angola -- are interested in independence and self-determination, but Portugal continues to maintain her authority and power over these regions. A step in Angola sums up her policy. It says, "This is Portugal."

IV. Advantages and disadvantages of colonial rule:

**Advantages**
A. Schools built
B. Improved medicine
C. Roads, railroads, dams
D. Social benefits gained by presence of missionaries
E. Slavery abolished

**Disadvantages**
A. Segregation imposed on people
B. Boundaries made along geographical lines, disregard for tribal areas
C. Tribal ways encouraged, modernization discouraged
D. Education and skills limited to Africans
E. Disturbed tribal life
GENERAL INTRODUCTION TO AFRICA

I. Reasons to study Africa

A. Home of 275 million people
B. Problems of the continent affect entire world
C. Voting power in United Nations
D. Rich in cultural contributions
E. Location important - crossroads for three continents

II. Myths removed

A. "Dark Continent"
   1. Travel difficult below the Sahara
   2. Missionaries
   3. Ignorance of Europeans
   4. Fear of the interior
B. "Savage" Africa
   1. Misunderstanding of morals and mores
   2. Necessity for Europeans to feel superior
C. All Africans are not Negroes
   1. Caucasians
   2. Bushmen
   3. Mixed races
D. Jungle
   1. Only 1/6 of land
   2. Wild animals roam savannas
E. "Cold War" Pawn

III. Size

A. About 4 times larger than U.S.
B. 5000 miles long
C. 4700 miles wide
IV. Topography
   A. Plateau
   B. Coastal lowlands
   C. Deserts
      1. Sahara
      2. Kalahari
   D. Numerous lakes
      1. Victoria - one of the world's wonders
      2. Tanganyika - 400 miles long
   E. Rivers
      1. Nile - world's largest, 4,000 miles
      2. Congo
      3. Zambezi
      4. Niger
      5. Orange
      6. Limpopo
   F. Mountains
      1. Atlas
      2. Drakensberg
      3. Eastern highland
   G. Rift Valley

V. Major climates
   A. Tropical rainforest
   B. Tropical grassland
   C. Desert
   D. Mediterranean
   E. Mountain or vertical
   F. Humid sub-tropical
VI. Soils
   A. Devoid of humus
   B. Easily leached

VII. Vegetation
   A. Brush or scrub
   B. Desert
   C. Steppe
   D. Savanna
   E. Forest

VIII. Mineral products
   A. Iron ore - low grade
   B. Gold
   C. Diamonds
   D. Oil and gas
   E. Minor minerals
      1. Mica
      2. Quartz
      3. Tungsten
      4. Bauxite
      5. Uranium

IX. Animal products
   A. Camels
   B. Cattle
   C. Fish
   D. Sheep
To help us evaluate the unit we have just finished on Africa, we would like you to complete this questionnaire. How you answer these questions will have no effect on your grade, but will help plan a better unit for next year. Answer all questions by placing an X in the square which best describes your honest feeling about the African unit.

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In your opinion what was the best activity we did ________

The worst ________

COMMENTS:

104
# MIDDLE SCHOOL BIBLIOGRAPHY

## AFRICA

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AFRICA

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916.6  Davis  Land in the Sun
916.6  Joy  Desert Caravans
916.6  Joy  Young People of West Africa
916.6  Kenworthy  Profile of Nigeria
916.6  Lobenz  First Book of Ghana
916  Hughes  First Book of Africa
916.6  Rottsolk  The Story of Liberia
916.6  Bleeker  Ashanti of Ghana
916.6  Bleeker  The Ibo of Biafra
916.6  Collis  African Encounter: A Doctor in Nigeria
916.6  Forman  Land and People of Nigeria
916.6  Geis  Let's Travel in Nigeria and Ghana
916.6  Watson  Nigeria; Republic of a Hundred Kings
916.7  Baker  The Lands and People of East Africa
916.7  Bleeker  Nasal, Herders of East Africa
916.7  Caldwell  Let's Visit Middle Africa; East Africa-Central Africa-
The Congo
916.7  Carpenter  The Story of East Africa
916.7  Gunther  Meet the Congo and its Neighbors
916.7  Halmi  Visit to a Chief's son
916.7  Ingalls  Getting to Know Kenya
916.7  Kaula  The Bantu Africans
916.7  Kittler  Equatorial Africa
916.7  Lauber  The Congo: River Into Central Africa
916.7  Lobenz  First Book of East Africa
916.7  Newins  Away to East Africa
916.7  Perkins  The Shattered Skull: A Safari to Man's Past
916.7  Waldeck  On Safari
916.7  Kittler  Let's Travel in the Congo
916.8  Clements  Getting to Know Southern Rhodesia, Zambia and Malawi
916.76  Kaula  Land and People of Kenya
916.8  Gunther  Meet South Africa
916.8  Hastings  Search for the Little Yellow Men
916.8  Hopkinson  South Africa
916.8  Juta  Look Out for the Ostriches!
916.8  Paton  The Land and People of South Africa
916.8  Perkins  "I Saw You From Afar"
916.8  Taylor  South Africa
916.8  Kaula  The Land and People of Rhodesia
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960  Deltz  Musical Instruments of Africa
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960  Lobenz  Africa
960  Nielsen  Africa
960  Sterling  Exploration of Africa
960  Wattenberg  The New Nations of Africa
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962  Fairçervis  Egypt Gift of the Nile
962  Moorehead  Story of the Blue Nile
962  Moorehead  Story of the White Nile
960  Seth  Milestones in African History
960  Moore  Africa Yesterday and Today
AFRICA

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<td>M 8</td>
<td>Man's Wildlife Heritage Face Extinction</td>
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<tr>
<td>M 9</td>
<td>Freedom Speaks French In Ouangadou</td>
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<tr>
<td>M 10</td>
<td>Where Elephants Have the Right of Way</td>
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<tr>
<td>M 11</td>
<td>Angola, Unknown Africa</td>
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<tr>
<td>M 12</td>
<td>Tutankhamun's Golden Trove</td>
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<tr>
<td>M 13</td>
<td>My Life With Africa's Little People</td>
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<tr>
<td>M 14</td>
<td>Yankee Cruises the Storied Nile</td>
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<td>Into the Heart of Africa</td>
</tr>
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<td>M 16</td>
<td>Stalking Central Africa's Wildlife</td>
</tr>
<tr>
<td>M 17</td>
<td>Bushman Survives Only in Harsh Kalahari</td>
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<td>Bushman Art Covers a Quarter of Africa</td>
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<tr>
<td>M 19</td>
<td>Threatened Treasures of the Nile</td>
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<td>M 20</td>
<td>Proud Primitives the Nuba People</td>
</tr>
<tr>
<td>M 21</td>
<td>South Africa Close-up</td>
</tr>
<tr>
<td>M 22</td>
<td>Beyond the Bright of Benin: Artist's Roam</td>
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<tr>
<td>M 23</td>
<td>Spearng Lions with Africa's Masai</td>
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<td>M 24</td>
<td>Mozambique - Land of the Good People</td>
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<td>M 25</td>
<td>Where Elephants Have the Right of Way</td>
</tr>
<tr>
<td>M 26</td>
<td>Freedoms Progress South of the Sahara</td>
</tr>
<tr>
<td>M 27</td>
<td>New Africa from Cape to Congo</td>
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<tr>
<td>M 28</td>
<td>Across the Ridge: Pole of the Alps</td>
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<tr>
<td>M 29</td>
<td>Biafra: A War of Extinction and Starvation</td>
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<td>M 30</td>
<td>Africa, Tribune Newspaper</td>
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<td>M 31</td>
<td>Angola, Unknown Africa</td>
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<td>New Discoveries Among Africa's Chimpanzees</td>
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<td>Freedom Speaks French in Ouasadougou</td>
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<td>M 34</td>
<td>Progress and Pageantry in Changing Nigeria</td>
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<tr>
<td>M 35</td>
<td>Algeria Faces - Problem and Promise</td>
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<tr>
<td>M 36</td>
<td>Africa's Mountains of the Moon</td>
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<td>M 37</td>
<td>White Magic in the Belgian Congo</td>
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Supplementary Books for your reading pleasure (not on reserve).

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<td>Wib</td>
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<td>398.2A</td>
<td>Arnott African Myths and Legends</td>
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<td>398.2D</td>
<td>Davis The Lions Whiskers; Tales of High Africa</td>
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107
Supplementary Books - Continued

AFRICA

398.2H  Harmon  African Samson
398.2H  Heady  When the Stones were Soft: East African Fireside Tales
896D  Doub  A Crocodile Has Me By the Leg: African Poems
921-A  Sutton  Big Game Hunter: Carl Akeley
921-B  Carbonnier  Congo Explorer: Pierre S. de Brazza
921-I  Cornak  Imhotep: Builder in Stone
921-K  Syme  African Traveler
921-L  Arnold  The True Story of David Livingstone, Explorer
921-L  Luthuli  Let My People Go
921-S  Cousins  Dr. Schweitzer of Lambarene
921-S  Daniel  The Story of Albert Schweitzer
921-S  Gollomb  Albert Schweitzer: Genois in the Jungle
921-S  Herrett  True Story of Albert Schweitzer, Humanitarian
921-N  Ames  Nkrumah of Ghana

Filmstrips

FS 638  The Nile Valley (Acc. PS1)
FS 639  The Eastern Highlands (Acc. PS 1)
FS 640  Southern Africa (Acc. PS 2)
FS 642  The West Central Lowlands (Acc. PS 3)
FS 643  Northwest Africa and the Sahara (Acc. PS 3)
FS 1102  Life Along the Nile
FS 1103  Cases In Libya
FS 1104  Contrasts in Nigeria
FS 1105  Life Along the Congo River
FS 1106  Highlands of Kenya
FS 1107  The Bantu in South Africa
FS 1144  The Eastern Highlands (Acc. PS 318)
FS 1145  The Nile Valley (Acc. PS 318)
FS 1146  The Congo Basin (Acc. PS 319)
FS 1147  Southern Africa (Acc. PS 319)
FS 1148  The West Central Lowlands (Acc. PS 320)
FS 1149  Northwest Africa and The Sahara (Acc. PS 320)

FTR 57  Map Outlines - Africa
FTR 77  Map Reading - Africa

K 127  Children of Africa

TC 170  This is My Country: Ethiopia, Sudan
TC 171  This is My Country: Zambia & Nigeria
LINES BIBLIOGRAPHY
AFRICA

Books: 921 African Firebrand
Ken Kenyatta of Kenya
Digging up Adam: The Story of L.S.B. Leakey

FSC: "Dogon Tribe of Central Africa"
"Africans of the River Niger" Region?
Fishing
Building a House
Building a Boat
Preparing a Meal
River Bank Village

FS: (BFA) "Africa Developing Continent" series
#3 How the Africans Live
#4 Transportation
#5 Culture in Africa
#2 What the Africans Do For a Living

960 "East African Village Life"
Afr

960 "East Africa Today"
Afr

"Life Along the Congo River" - Region
"Oasis in Libya" - Region
"Life Along the Nile" - Region
"Highlands of Kenya" - Region
"Contrasts in Nigeria" - Region
"Bantu in South Africa" - Region
AFRICA BIBLIOGRAPHY


GENERAL INTRODUCTION TO AFRICA

I. Reasons to study Africa
   A. Home of 275 million people
   B. Problems of the continent affect the entire world
   C. Voting power in United Nations
   D. Rich in cultural contributions
   E. Location important - crossroads for three continents
   F. Immense mineral, agricultural, manufacturing and market potential

II. Myths removed
   A. "Dark Continent"
      1. Travel difficult below the Sahara
      2. Missionaries
      3. Ignorance of Europeans
      4. Fear of the interior
   B. "Savage Africa"
      1. Misunderstanding of morals and mores
      2. Necessity for Europeans to feel superior
   C. All Africans are not Negroes
      1. Caucasians
      2. Bushmen
      3. Mixed races
   D. Jungle
      1. Only 1/6 of land
      2. Wild animals roam savanas
   E. "Cold War" Pawn

III. Size
   A. About 4 times larger than U.S.
   B. 5000 miles long
   C. 4700 miles wide
IV. Topography.
   A. Plateau
   B. Coastal lowlands
   C. Deserts
      1. Sahara
      2. Kalahari
   D. Numerous lakes
      1. Victoria - one of the world's wonders
      2. Tanganyika - 400 miles long
   E. Rivers
      1. Nile - world's largest, 4,000 miles
      2. Congo
      3. Zambesi
      4. Niger
      5. Orange
      6. Limpopo
   F. Mountains
      1. Atlas
      2. Drakensberg
      3. Eastern highland
   G. Rift Valley

V. Major climates
   A. Tropical rainforest
   B. Tropical grassland
   C. Desert
   D. Mediterranean
   E. Mountain or vertical
   F. Humid sub-tropical
VI. Soils
   A. Devoid of humus
   B. Easily leached

VII. Vegetation
   A. Brush or scrub
   B. Desert
   C. Steppe
   D. Savanna
   E. Forest

VIII. Mineral products
   A. Iron ore - low grade
   B. Gold
   C. Diamonds
   D. Oil and gas
   E. Minor minerals
      1. Mica
      2. Quartz
      3. Tungsten
      4. Bauxite
      5. Uranium

IX. Animal products
   A. Camels
   B. Cattle
   C. Fish
   D. Sheep
AFRICAN RESEARCH REPORT NUMBER 1

I. Your research report should include the following:
   A. Maps
   B. Table of Contents
   C. Outline
   D. Body of the report
   E. Footnotes
   F. Bibliography
   G. Themes

II. The body of the research report should include information on the following topics:
   A. Geography
      1. Land forms - topography
      2. Vegetation
      3. Plant and animal life
      4. Natural resources
   B. Climate
   C. History
      1. Early history
      2. European settlements
      3. Independence - when and how
      4. Problems and promises of independence
   D. People
      1. Major tribes
      2. Major languages
      3. Urban and rural societies
   E. Culture
   F. Economy
      1. Imports
      2. Exports
      3. Standard of living
   G. Politics
      1. Form of government
      2. Current leaders
      3. World ties

III. Maps - done freehand on plain white paper, colored and keyed
   A. African continent - note location of the country about which you are reporting
   B. Enlarged map of the country about which you are reporting.
      1. Major cities
      2. Bodies of water
      3. Major topographical features.
IV. Themes. The length and quality are up to you although they should be at least one page. Choose two of the four about which to write.

A. Describe apartheid. How has this policy helped and harmed the peoples of South Africa?
B. Describe the problem of nationalism versus tribalism in Africa on the road to independence.
C. European colonialism: a blessing or a curse to Africa?
D. The war in the Middle East in the 1960's and 1970's.

V. Some general guidelines:

A. Follow the "Rules for a Well Groomed Paper".
B. Quality is more blessed than quantity.
C. Proof reading avoids unnecessary errors.
D. To discover awkward sentence structure read your paper aloud to someone.

BIBLIOGRAPHY AND FOOTNOTES

The bibliography lists the sources used in the preparation of your paper. You should include any, and only, these books which were helpful to you in writing your paper. You should put your bibliography at the end of your report. The books included in the bibliography should be listed in alphabetical order according to the author's last names.


Bibliographies do not normally include any comments about the book or periodicals; however, you should briefly indicate the value of the source to you. For example: "The Allen book on Africa is very complete, but did not give me any current information about the war in Nigeria", is a possible evaluation that could be used. You should also indicate what pages you have used for your report from each source, although this is not normally included in a bibliography.

Footnotes enable you to use important information from some source and give the author or authors credit for their efforts. Footnotes permit you to cite information directly from a source without plagiarizing the source. Footnotes are valuable tools for the researcher.

Footnote example:

"Africa is a huge continent that lies south of Europe. Most of this continent is a vast plateau, or tableland. Only a small part is mountainous. Along the coasts are lowlands which, in most places, extend inland for only a few miles." 1

The form for the footnote and bibliography came from the following source:

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses and Dissertations.* pp. 18, 26, 79.

Please do not let these tools of the researcher frighten you. If at any time for any reason you need help - see your teacher.

**RULES FOR A WELL GROOMED PAPER**

1. Use white paper about 8 by 10 1/2 inches.
2. Use black or blue-black ink.
3. Write your name, your class and the date according to your teacher's instructions.
4. Place the title near the center of the line.
5. Skip a line after the title.
6. Capitalize the first word of the title and all others except such words as *a, an, in, on, with, to, and, for, and but.*
7. Use no punctuation mark after the title unless a question mark or an exclamation point is needed.
8. Leave a one inch margin at the left and at the bottom of the page and about a half inch margin at the right.
9. Indent the first word of every paragraph one half inch from the lefthand margin.
10. At the end of a line divide a word only between syllables.
11. If you use more than one sheet of paper, number each in the upper right hand corner.
12. After planning, writing and revising a story or a report, copy it neatly in your best penmanship without blots, untidy erasures, scratched out or inserted words.
13. To correct an error, use a clean ink eraser. Then write in the correct word or letters.
AFRICAN RESEARCH PROJECT NUMBER 2

One of the purposes of this part of our African unit is to give you some instruction and experience in writing a research paper. Your task is to pick one of the five areas of African culture (Central, South, East, West, or North Africa) and write as complete a report on that area as possible. Include information on physical geography (climate, land forms, vegetation, animal life, soil, minerals, and bodies of water), history (what pre-European empires existed there, which European country controlled them, what countries are included in this area, when and how they got their independence, and problems they have had since independence), and culture (food, clothing, shelter, work, government, education, art, religion, communication, transportation, and recreation).

It is important that you do not cut off working on this report. Work as hard as you can starting today. Work on it every day.

To write this report follow these steps:

1. Closely examine the bibliography to see what sources of information are available. Write down the titles of the sources which sound like they may contain information you need. Every report must contain information from books, filmstrips and magazines.

2. Check out the sources which seem good. Skim through them to see which are worth close study.

3. Write an outline of the topics on which you want information.

4. Pick the best sources and start reading and taking notes. Use note cards. Have at least one card for each topic. Cut all the information you find on that topic, no matter what source you find it in, on the same card. Make sure you record the title of the source and the page number for each bit of information you find. Try to transfer information from source to notes in your own words. If you want to use information exactly as stated in the source use quotation marks. Take as many notes as you can in the time available. Your notes will be collected and graded.

5. Using your note cards write a rough draft of your report. Use your outline to help you organize your report.

6. Carefully read what you have written. Is every word you use the correct word? Is the whole report logically organized? Does it say exactly what you want it to? Is any part of it confusing? It is not unusual to rewrite sections two or three times before they are perfect.

7. Proof read final version. Check sentence structure, paragraph structure, spelling, and punctuation.
8. Rewrite in your best handwriting.


10. Design a cover, do title page, and construct a bibliography.

11. Hand in completed copy on time.

Finished paper should consist of cover, title page, outline, report, and annotated bibliography. The total report is worth 100 points.

Physical environment 15 points
History 15 points
Each sub-topic under culture 5 points - 55 points
Form, neatness, grammar 15 points

100 points

EXAMPLE OF NOTES

P. 89 **Africa** (Allen) African art is mainly sculpture.

**African Art** (Edwards) Africans carve wood and ivory.

P. 6 They use their carvings in everyday living.

P. 8 Africans carve masks for religious use.

**World Art** (Smith) African art has had an important

P. 270 influence on modern art.

22
The purpose of this part of our African unit is to give you some instruction and experience in gathering information and presenting it to the class. You will teach a lesson.

The class will be divided into five groups representing each of the five areas of African culture (Central, South, East, West or North Africa). Each group will divide the task of collecting information so that all of the following areas will be studied:

1. physical geography: climate, land forms, vegetation, animal life, soil, minerals, and bodies of water.
2. history: what pre-European empires existed there; which European country controlled them; what countries are included in this area; when and how they got their independence; and problems they have had since independence.
3. culture: food, clothing, shelter, work, government, education, art, religion, communication, transportation, recreation. To gather information follow these steps:
   a. Closely examine the bibliography to see what sources of information are available. Write down the titles of the sources which sound like they may contain information you need. Check books, filmsstrips, magazines, and the vertical file.
   b. Check out the sources which seem good. Skim through them to see which are worth close study.
   c. Write an outline of topics on which you want information.
   d. Pick the best sources and start taking notes. Keep your notes together according to subject. Make sure you record the title of the source and the page number for each bit of information you find.

Your notes will be turned in when you teach your lesson. You may need to re-copy them neatly.

Prepare your lesson. Practice it at home or during study. Time yourself and weed-out material that is unnecessary or repetitious. Plan for the use of any pictures or hand-out sheets.

If you will need audio-visual equipment, reserve it from the learning center well ahead of the day of your lesson.
CULTURE

Lecture given to introduce tribal societies.

This reading assignment concerns culture. A number of questions will be answered. What is "culture"? How do cultures differ? Why do cultures differ? What are some of the different cultures of Africa? You should watch for the answers to the questions as you read. Also write down any questions you may have as you read. This material will be discussed in class.

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What do we mean when we talk about the culture of an area? A simple definition of culture is the way people live. In more detail we mean the religion, recreation, art, government, work, language, social grouping or organization, tools, customs, and education. Culture is a people's total way of doing things.

Cultures differ from one country to another. Can you think of some cultural differences? Cultures also differ from one period of time to another. Three important things that cause this change are new inventions, wars or invasions, and coming into contact with other cultures.

First of all, new inventions cause cultures to change. Historians divided history into different periods because of new inventions. The time of very simple tools and hunting is called the Old Stone Age. Then, about 10,000 B.C. someone in the Middle East made an important discovery. It was found that seeds could be planted and harvested - farming was discovered and the New Stone Age began. Farming was one of the most important discoveries of all time. It made a great change in the way people lived. Men could now settle in one place. They no longer had to keep on the move hunting. They could group themselves together in villages. Can you see how their way of living would be very different?

In more modern history we had what is called the Industrial
Culture - Reading assignment continued.

Revolution. This was not a war or a revolt. It is called a "revolution" because there were so many great changes. During the 1870's many new inventions were made. New machinery made new industries possible. New jobs were created. Many big businesses could now grow up. Our governments had to make new laws concerning big business. The factories were all located in one place so people began to move to these new jobs. Cities grew. The way people lived was very much changed.

Secondly, wars cause cultures to differ. To see this we can look at the history of Africa. The Romans controlled North Africa before the Arab invasion in the 7th century. In the film "Africans all" you saw how the Arabs destroyed the Roman culture. Buildings were destroyed, the water storage system was allowed to lay in ruin, and new customs were brought to the people. In the culture of northern Africa today, you can see the effects of the Arab invasion.

Another discovery that many think is important in changing American culture is the automobile. With an automobile people can live outside the city and "commute" to their jobs. Suburbs developed. The auto also changed what people did for recreation. They could now take Sunday drives in the country, for example. Can you think of other changes the auto made in American culture?

Exposure or coming in contact with other cultures can also cause changes. When the Europeans came to America they learned and adopted some of the Indian ways. For example they learned new farming methods from the Indians.

Three major things causing cultures to change from one period to another, then, are inventions, conflicts or invasions, and exposure to other cultures.
In studying different countries of the world we will find that there are different levels of culture. Some are very complex, like our own. Goods and services are very specialized. A doctor may specialize in brain surgery. A factory makes one product or one part of a machine. There are several levels of government and many laws. Most physical work is done by machines. The U.S. culture is complex when compared to others.

At the other extreme there are simple cultures. The people have to work and the work is concerned directly with the land. Most physical work is done by hand. Government organization is simple. Laws are few. The country may depend on one crop for survival. For example some Asian countries depend wholly upon rice. Other crops can be grown. However, being dependent on rice is part of the culture. There are different levels of culture then. Some are very complex. Some are simple.

What are some cultural differences? This question can be answered by looking at the different part of culture. Social organization or the way people group themselves differ. In most cultures the family is the basic unit. But family organization differs from one culture to another.

In our culture the family is made up of - a mother and a father and their offspring. Your relatives such as aunts, uncles, and cousins may not even have the same last name. Your family and relatives do not live together. If all get together some may have to travel great distance. This is one type of family organization.

Another type of family organization is based on the extended family, clan and tribe. Pygmy villages in Africa are built so that all members of an extended family live together. This may
include not only one set of parents but all the men of one family and all their offspring. A child may not live with his parent as we think of it but may go to live with his mother's brother. Specific words for these relationships have been developed. A child may have a maternal mother and a paternal father. Who would these refer to? All adults in the village may have the authority of parents over all the children - a child has a whole village full of parents. A Pygmy child is responsible to many adults but also receives the love and affection of many adults. This is an extended family. It is similar to our small family and all the relations in our culture.

The next level of family organization is the clan. A clan is a group of people who claim to be descended from the same ancestor. Everyone belonging to the same clan will have the same last name. A clan may also have its own totem. Or there may be special hairstyles, markings, or tattoos on the body. Members of the same clan can be easily recognized.

All duties, responsibilities and privileges depend on family relationships. Thus, it is very important to readily know your relationship to someone you meet in this type of culture. Members of the same clan know exactly how they are to behave towards one another. You can see why a member of this culture is very frightened or uneasy when meeting a stranger. He has no reference for knowing how to act. Finally, several clans may group together under the same leader and form a tribe.

Another part of culture is government. In our culture, when a law is broken the guilty person is usually found and punished. Some cultures do not have written laws as ours. Instead order is kept because people would not want to shame their ancestors. If
CULTURE - Reading assignment continued.

A wrong is done the object is to find the guilty person and restore good feeling. Man A may accuse man B of stealing. Man B will readily say, "Yes, I did." The judge will then ask why. The answer may bring up a grudge that he had against Man A. Often a whole series of grudges may be brought up. The two men then will be required to sit down and share a beer. The result - good feeling has been restored.

Sometimes the accusations may be made in song. In this way the attention is turned away from the crime. The pride of the accused is damaged very badly if he loses a case because of his lack of skill in singing.

We say that our way of handling broken laws ends in justice. Other methods with different objectives also result in justice being done.

African religion is as important to understand as any religion. Most African religious believe in a great God or supreme being. They also believe in intermediary gods. These associated gods are most often ancestors or some aspect of the natural environment. Most African religions also have a strong belief in "fate". What do you think this might mean for progress?

Belief in fate and magic explain why the medicine man is so important in some African tribal societies. Most African religions also believe in taboos or forbidden actions. Often these are actions that would disturb the ancestors.

Other religions are also practiced. There are 40,500,000 Christians in Africa today. Think of the confusing influence Christianity could have on the Africans.

In their tribal religions they had been taught that a man's importance depends on his closeness to the ancestors. Then
CULTURE - Reading assignment continued.

Christian missionaries try to tell the Africans that all men are equal.

The Moslem religion has the largest following in Africa, 95½ million. Again the direct effect can be seen on daily living. The Moslems believe in polygamy which would affect family organization. These are some differing religious beliefs, then, and some examples of how they affect their cultures.

Language is one of the most obvious cultural differences. Most nations are formed by people who speak the same language. Of the 2,700 major world languages, 500 of them are found in Africa. Often it is difficult to study another culture because languages differ. We are always trying to understand another culture in terms of our own. Sometimes the same word means different things. In our culture "doctor" means someone who heals. This helps explain why the medicine man or witch doctor not only heals the physically ill but also has the duty of healing ill-feelings between people.

There is another way in which languages differ. To describe our parents, we have two words, mother and father. But we have already seen how a much more elaborate terminology is used in some tribal cultures. By using words as male-mother and female-father the exact relationship can be explained. It also demonstrates a different type of living pattern.

Cattle are very important to the Masai herdsmen of eastern Africa. For this reason their language contains many specific words describing cattle, including even the size of horn. Similarly the Eskimo has several words referring to snow to exactly describe it's condition.

Recreation is another part of culture. Games children play
CULTURE - Reading assignment continued.

often imitate the adult culture. This is one way in which
culture is learned. The time that a people have available for
recreation also tells us something about their culture. Pygmy
children to the age of seven, for example, are allowed to live a
very carefree life.

Types of recreation should be noticed also. Would a culture
that stressed games showing individual prowess or ability differ
from one stressing team sports? Again, Pygmy games develop
quickness, alertness and strength. These are skills that will
be needed in hunting.

One final subject also illustrates how cultures may differ.
In our culture time is extremely important. You have an alarm
clock so that you will wake up on time. Your father must get to
work on time. You must have an excuse if you don't get to class
on time.

Some European cultures, however, do not value time. If an
appointment is made for a specific hour it means somewhere around
that time. The Bushmen of South Africa tell time only by the
different seasons. Minutes, hours, and days are not significant
in their culture.

An understanding of cultural differences is important in
looking at Africa today. The Africans have a long history of
tribal traditions, and Africa is changing. African tribal
cultures must adapt to the modern world. This is not an easy
transition.

Children no longer learn about life by watching the adults
of their village. Instead they are separated from their parents
in a school in the city and are taught a different culture. They
are learning things that will make them different from their
As groups move from their village to the modern city, family life is reorganized; a child no longer is dependent on many adults, but has only one set of parents. Loyalty changes from a family basis to strangers that live within the city.

Systems of government are very different. Authority and control is no longer based on ancestry. In the city they live under police forces who enforce the law. Rules are now obeyed because it is easiest, not because it is good.

It is understandable then, that some African tribes as the Masai are very suspicious of modern culture. As new nations are formed warring tribes will have to learn to live under the same leader. Can you see why it might be difficult for an African to give up his traditions and attitudes? Much cooperation and understanding is going to be needed if the Africans are to retain their old traditions while they adopt new ways.
DISEASES IN AFRICA

Africa was long called the white man's grave. For too long the climate has been the scapegoat. This in spite of the fact that we know it was the diseases rather than the climate that created the havoc among early explorers, settlers and miners.

It is nevertheless true that tropical diseases are, today, curable diseases, once diagnosis has been achieved. Curing them, however, and keeping them stamped out, is an undertaking of gigantic proportions. Africa, like North America and most other continents, supports a formidable population of mosquitoes. Mosquitoes themselves are of nuisance value only, unless they carry disease, and in Africa two of the most debilitating, even deadly diseases known to the modern world, malaria and yellow fever, are carried by these insects. Anti-malarial drugs today are quite efficient and inexpensive, by standards of the modern western world. But they are expensive by the standards of African subsistence farmers, and large scale mosquito clearance campaigns also cost phenomenal sums of money. Although some attempts at mosquito clearance have been made by colonial powers, few were on a broad enough scale to solve the problem. Malarial infection is all but total in those areas that harbor its carriers.

Greater efforts have been made to combat sleeping sickness, or trypanosomiasis, because the extent of the disease is more limited and more approachable. There are several methods of reducing the sleeping sickness rates, each by tackling different vectors in the cycle of the trypanosome. It may be done by destroying the tsetse fly, which is the major carrier; by preventive medication of the animal and human population and even by the generally disapproved method of destroying the wild game which inhabits the general area, thereby making the medicated and presumably uninfected animals the only ones available to the flies, thereby stamping out the disease. Tsetse flies cannot live very far from dense undergrowth of the sort usually found along streams. One of the ways of fighting the flies has been to cut out the undergrowth along the streams. It has also been considered desirable to use insecticides to clear out whole areas, although the degree to which one can justify killing off all insect life for the sake of getting rid of the tsetse flies is argued by many people. There are a few places in which the best and most effective way of eliminating the flies is to have them captured by the local people, with a sort of bounty system of remuneration.

Success in wiping out major diseases can be seen in the UNICEF campaign to rid the continent of yaws, an infectious skin disease. In most parts of the continent, the pain and embarrassment of yaws is only a memory.
AFRICA

The New Nations - Student Weekly Activity

An outstanding feature of the Student Weekly is its frequent use of maps. One of Africa provided our classes with a reliable, up-to-date picture of the continent's post-World War II movement towards independence from colonial rule. This full-page map, published in October, became a familiar and accessible reference tool over the remainder of the school year. To make the map available departmentally for large-group instruction, we went to our school copying machine and produced a transparency for use with the overhead projector. And so the students in our classes became aware that Bechuanaland and Basutoland were now Botswana and Lesotho, and our carefully selected "timely" paperback texts for non-Western studies had, unfortunately, become "dated" once again.

Students in our classes are required to prepare, by the end of the year, an area study on one African and one Asian nation. This time the assignment procedure was enlivened by following the pattern suggested in the map. The numbers 1 (Libya) through 36 (Lesotho) were placed on slips of paper. Each student then chose one of the folded slips of paper, and that African nation became his area of specialization for the remainder of the year. Each area study took the form of a booklet that included, wherever possible, the following items:

1. A map showing the physical and political features of a nation.
2. A map showing products.
4. Short sketches of the nation's pre-colonial history, the impact of European colonization, and the movement to independence.
5. A brief analysis of the meaning behind the nation's flag and national anthem.
6. The significance of the change of name (if this applies) after independence.
7. A short biography of the current political leader.
8. A collection of newspaper and magazine articles about the nation.

Students were encouraged to contact African embassies in Washington, D.C., or even write to the official government agencies in Africa, to obtain data needed to fulfill certain of these requirements. By mid-year, our study of African affairs had been enriched by a variety of government publications and documents.
AFRICA

Political Instability - Student Weekly Activity

Near the beginning of our study of Africa, we distributed the following duplicated paragraph:

"Freedom of worship was denied, because he was held to be the incarnation of God. Freedom of speech was suppressed. The press was censored and distorted with propaganda. The right of criticism was denied. Men were detained or even sent to the gallows for holding honest opinions. They could not assemble for discussion. We spoke of public affairs only in private. We were subject to searches and seizures by spies and inquisitors who haunted this land of ours."

Students were asked to write down the name of the dictator whose control was being described. The most common answers were Hitler, Mao Tse-tung and Stalin. No one guessed that this was a sketch of life in Ghana under Kwame Nkrumah. It was written by Colonel A. Afrifa, who describes his role in the planning and execution of Nkrumah's ouster in 1966 in a valuable little primary source, "The Ghana Coup," published by The Humanities Press.

We used this approach to stress to students that Africans are having acute difficulties even developing acceptable governments, and that the goal of pan-African federation seems distant indeed. A map, "Army Coups in Africa," in the Student Weekly provided a visual record of this political instability. To supplement the map, a New York Times filmstrip, "Focus on Africa," was shown in class. After some discussion, students were offered the following description of a "classic coup:"

1. Comes as a complete surprise.
2. Occurs in the early morning hours.
3. Very little loss of life.
4. Former leader is killed or put under guard.
5. Official radio station is seized.
6. Completed within a few hours.

Students were then asked to discover how many of the ten army take-overs shown on the map had been "classic coups" and how many "sloppy coups" (too much bloodshed, executed in broad daylight, etc.). The listing of the exact dates of the coups in the Student Weekly made it convenient for students to use the Readers' Guide to Periodical Literature and The New York Times on microfilm to find the data needed to complete the assignment.
AFRICA

The Case of Nigeria - Student Weekly Activity

It could be said that the most serious problem facing the new nations of sub-Sahara Africa today is tribalism and regionalism. Our plan in studying this problem was to focus on Nigeria, whose image as the model of democracy and successful federation in Africa had been shaken by recent tribal violence.

A film, "Africa In Change: West Africa (Nigeria)," introduced the differences between the three major regions in Nigeria. The Hausa tribe in the North is the largest single tribe in Nigeria, and so we also showed the film, "Hausa Village," which examines the influence of the Moslem religion upon the Hausas. This film also depicts the preparations for a Hausa wedding ceremony and the building of a house for the bridal couple.

Students now had a simple frame of reference within which to examine recent news of tribal violence in Nigeria. The Student Weekly had printed an article and map that gave accounts of fanatic Hausa attacks upon Ibo tribesmen living in the North, and of a mass exodus of Ibos southward to their home region. After a discussion of the article, student committees were encouraged to look further into the problem by choosing one of the following questions as the basis for research and a report to the class:

1. A Nigerian politician, member of the Yoruba tribe, says of the Yoruba, Ibo, Hausa, Fulani and Edo tribes that "there is as much difference between them as there is between Germans, English, Russians and Turks, for instance." Does your committee agree?

2. What are some methods African leaders are now employing to foster national unity?

3. Can the difference among African states today be compared to the differences among the American colonies before the American Revolution?

Sources available for research in our library included "Nigeria" in the Atlantic Monthly (April, 1967) and "Nigeria, the Pulling Apart of a Nation," in the New Republic (Nov. 5, 1966). One bright student was assigned to read and report on a work of fiction, "No Longer At Ease," written by a young Nigerian, Chinua Achebe.

The climax of our study of tribalism and regionalism was a round table discussion with officials at the Nigerian Mission to the United Nations in New York City.
Despite their differences, the nations of black Africa close ranks on one subject: their desire to rid the continent of the last symbols of white colonial supremacy. A Student Weekly map, published before Bechuanaland and Basutoland gained independence, indicated the location of Portugese Angola and Mozambique, Rhodesia, the colony of South-West Africa and the Republic of South Africa. A population table showed the extent to which blacks outnumber whites in each nation. We found this map to be quite useful in delineating the scope of the problem in southern Africa.

Rhodesia has been the center of recent international concern, and the Student Weekly gave ample coverage to the white rebellion there. Students were asked to interpret the cartoon by referring to a companion article that reviewed the Security Council's vote to place mandatory sanctions upon Rhodesia. For homework, we encouraged students to consult additional sources in order to supply brief written answers to the following questions:

1. Why is Rhodesia named after Cecil Rhodes?
2. Why did each of four Security Council members - Russia, France, Bulgaria, Haiti - abstain from the vote applying sanctions on Rhodesia?
3. Why does Great Britain hesitate to blockade the ports of South Africa and Portuguese Mozambique?
4. Is the fact that Rhodesia is a landlocked area important to the outcome of this crisis?
5. How important is it that Rhodesia continues to receive regular shipments of oil?

Advanced students were given the option of writing a small research paper on the following question:

"What factors might account for the fact that Portugal has been able to retain control over her colonies when Britain and France had to relinquish their African holdings?"
SOUTHERN AFRICA

Apartheid - Student Weekly Activity

We feel that there is a challenge in responsibly presenting the controversy of South African apartheid to our young and impressionable students. As a start, we distributed an excerpt from a 1963 speech by the late Prime Minister Verwoerd. The excerpt follows:

"What results can the United States show for the process of desegregation which began many years ago? Has this brought a solution to the problem where only 10 per cent of their population is non-White? Have their methods of integration brought peace and an end to discrimination? Have these means bred friendship, love and cooperation?"

"Here in the Republic we have greater peace and order. We have much less rude handling, or oppression, and far less ill-feeling between Black and White. History has shown that where there are vast differences between people, there can be no peace and cooperation on the road to integration. People, however different, can on the other hand cooperate when they live in separate states and are able to deal with one another on that basis."

Students were then exposed to sources voicing condemnation of apartheid. Duplicated excerpts from the late Albert Luthuli's "Let My People Go" were distributed and discussed. Students were also encouraged to read "South Africa Gets A New Warden" in The New Republic (Oct. 29, 1966) and an interview with B. J. Vorster, the new Prime Minister, in U.S. News & World Report (Nov. 14, 1966).

To supply light as well as heat - for by now we were engaged in a spirited and wide-ranging class debate - we introduced a recent feature from the Student Weekly. The photograph illustrated the principle of "Petty Apartheid." The accompanying article explained South Africa's plans for "Big Apartheid," which would move Africans out of urban areas into definable geographic units called Bantustans. To keep them there, new industries would be established on or near Bantustan borders. Black Africans in these Bantustans would have "full political rights" and would eventually receive their independence.

The debate in class resumed, but this time it was at least centering on the most recent developments.
This continent, which contains one fifth of the world’s land surface, has many unusual and interesting physical features.

Letter the names of the physical features on the map. The numbers on the map correspond to the numbers in the context of the page.

1. The island of Madagascar, off the east coast of Africa, in the Indian Ocean, is the fourth largest island in the world.

2. The Nile river is the longest river in the world, 4,159 miles long.

3. The Congo river is the seventh longest river in the world, 2,800 miles, but its river basin, the land drained by the river, is the second largest in the world.

4. The Niger river is the third longest river in Africa, 2,600 miles long.

5. The Zambezi, 1,600 miles long, is the fourth longest river in Africa.

6. Victoria Lake is the third largest lake in the world.

Note: These three lakes are important physical features of Africa and are among the large lakes of the world.

7. Lake Tanganyika

8. Lake Nyasa

9. Lake Chad

10. The Atlas Mountains are a high mountain range in northern Africa.

11. Mt. Kilimanjaro is the highest peak in Africa.

12. Mt. Kenya is another high peak. Even though both of these mountains are in the Torrid Zone, they are snow-capped.

13. The Sahara is a great desert covering much of North Africa

14. The Sudan is a great grasslands area.

15. Tropical Rain Forest

16. Cape of Good Hope

In 3 sentences describe the physical features of the continent of Africa.
Rain is the great natural problem of the continent of Africa. There is too little rain in the large desert areas, too much rain in the tropical rain forests.

I. Almost the entire continent of Africa is in the Torrid Zone. For 400 miles on each side of the equator, stretches the equatorial forest belt, commonly known as the jungle. This area is hot all year round, vegetation is heavy and rapid growing, transportation is difficult and the population is sparse.

II. The grasslands, or Sudan, or veld are about 600 miles wide, north of the equatorial forest, and south of the forest. These lands have high temperatures throughout the year. They are dry in winter and wet in summer.

III. The Sahara, or great desert, occupies almost all of the northern portion of the continent. Another large desert is along the east coast - Somaliland.

V. In the north along the Mediterranean Sea there is a subtropical climate. It was of this portion of Africa that the Greek poet, Homer, wrote, "Africa is a place fit for a vacation of the gods." The coastal strip in southeastern Africa also has a pleasant subtropical climate. Sir Frances Drake called the region around the Cape of Good Hope, "The fairest in the whole circumference of Earth."

On the Map

Label the various regions of Africa and color them.

Desert - Yellow
Grasslands - Brown
Highlands - Violet
Rain forest - Green
Mediterranean Climate - Blue

Write three sentences describing the climates of Africa.
The coast of Africa for many centuries was almost the only part of Africa known to the civilized world. The Egyptians, Phoenicians, and Greeks explored the northern coast of Africa as far west as the place that we now call Gibraltar, but which the Greeks knew as the Pillars of Hercules.

The earlier sailors observed the mountain range south of the coastline and showed the mountains on their crude maps. Later the mountains were given the name of Atlas, the legendary figure who held the world on his shoulders.

In 500 B.C., Hanno of Carthage sailed around the west coast of Africa as far as Sierra Leone, but found no good harbors. Some records show that about 60 A.D. Arab traders explored the east coast. The first important exploration was that of Prince Henry in 1419. He sailed as far as the Gulf of Crimea. That expedition was followed by one in 1487 in which Diaz discovered the southern tip of the continent which he named the Cape of Good Hope.

To these early explorers, Africa was only an obstacle in their way. The important concern was to find a way to get around it and reach India. Vasco da Gama succeeded in doing that in 1497 when he sailed around the Cape and reached India.

The Portuguese explorers had little if any interest in Africa as a continent. The interest of Europeans was in China and India and later in the exploration of the New World—America. It was that lack of interest that contributed to keeping Africa a "dark and unknown continent." For more than 200 years after men had mapped the coastline of Africa there were no important explorations of the interior of the Continent.
The population of Africa, as estimated by the United Nations in 1959, is 234,000,000 people. If the population were equally distributed throughout the continent, there would be 17.1 people to every square mile of land. But in Africa the population is far from equally divided. One fourth of all the population of the continent is living in the narrow strip along the Mediterranean Sea. Along the Nile River, the density of population is 250 people per square mile.

On the delta of the Niger and in parts of the eastern highlands the density of population ranges from 150 to 250 people per square mile. But there are some great areas of Africa where, because of the tsetse fly, the humid weather, or the desert, the population is less than one person per square mile. This uneven distribution of population plays an important part in the development of Africa as you will learn in the following lessons.

On the map mark in red the heavily populated areas of Africa.

In all of Africa only one city, Cairo, exceeds a million. The population of Cairo is 2,300,506.
No one knows when the first caravans of traders crossed the Sahara with gold, ivory, and slaves and met traders from ships on the shores of the Mediterranean. We do know, however, that in the years when Greece and Rome were world powers, they carried on an extensive trade in these commodities with the traders of Africa.

In Somaliland along the Red sea, the trade was the same - gold, ivory, and slaves. In addition there were two other products that you know from the Christmas story, myrrh and frankincense.

The Greeks, Romans, and Arabs heard stories of the interior of Africa from the traders, but as long as they could get the products brought to the seacoast, they had no need or desire to go farther into Africa.

A most important, but very harmful, trade existed in Africa from 1600 until 1830. The slave trade brought riches to a few people but misery to thousands who were sold into slavery. Most of the slave trade took place on islands just off the coast of Africa. The small islands in the Gulf of Guinea and Lobito Bay in Angola were the chief centers of this trade.

Many of the slaves were taken to America where they were sold to do the hard labor necessary to build up a new country. Although slaves had been sold by traders in northern Africa, the greatest slave trade was that of Western Africa.

It was not until the slave trade was forbidden by law in the United States that other trade was developed which led to the exploration of the continent of Africa.
Exploration of the interior of the continent of Africa was delayed for centuries because:

1. 
2. 
3. 
4. 

Finally at the close of the 18th and the beginning of the 19th centuries came the period when all the world became interested in the exploration of central Africa. Hundreds of explorers and missionaries came to open up the "dark and unknown" continent.

Among the most important explorations and discoveries were:

1. 1770 - The exploration of the Blue Nile
2. 1825 - The crossing of the Sahara from north to south
3. 1830 - The crossing of the Sahara from west to east
4. 1848 - Mt. Kilimanjaro seen by a missionary
5. 1849 - Mt. Kenya sighted
6. 1858 - An English expedition left Zanzibar to find the source of the Nile and discovered Lake Nyasa.
7. 1864 - A source of the Nile, Lake Albert, was discovered by a British explorer.
8. 1840-1870 - Explorations by Livingstone and Stanley.
10. In 1920, aerial mapping of the continent was begun in the Nile Valley.

The books written by the explorers, their lectures and stories of their travels, and the new maps made possible by their scientific observations, ended the dark period of the African continent.
The most noted individual who explored Africa was David Livingstone. No other single explorer saw as much land as did Livingstone in his thirty years of exploration in Africa. He covered one third of the Continent, from Capetown to the Equator and from the Atlantic Ocean to the Indian Ocean.

As a mill boy in Scotland David Livingstone became fascinated by stories of Africa. He was particularly interested in the map of Africa which showed that much of the continent was unexplored and unmapped. When he completed his education as a medical doctor, Livingstone was sent to Africa as a missionary.

Upon his arrival in Africa in 1840, Livingstone soon realized that the most important thing he could do was not to set up a mission hospital himself, but rather to explore, pioneer, and map the country so that many other doctors could come to the heart of Africa.

Livingstone explored the Zambezi river and its tributaries. He explored also the Kalahari desert.

In his search for high land where there were no tsetse flies, he discovered the magnificent Victoria Falls.

As Livingstone explored Africa, he wrote letters telling about the people he met. The letters were published in newspapers and magazines. Many people read them for there was great interest in Livingstone and his explorations.

Once when nothing was heard of Livingstone for months, a newspaper in the United States sent Henry M. Stanley to hunt for him. After he found Livingstone, who had been very ill, the two men stayed in Africa to explore further. Stanley explored the northern end of Lake Tanganyika.

The African people said that Livingstone was a "superior being" and "a very great doctor." The rest of the world honored him as the man who erased the word "unknown" from the map of Africa. A range of mountains at the north end of Tanganyika is named for him - The Livingstone Mountains.

When Livingstone was dying in Africa, he gave his life's motto - "Fear God and work hard." His life story shows that he did exactly that.
When much of the continent of Africa had been explored, the great countries of Europe held a conference to discuss the best way to complete the exploration of the continent and to colonize it. From about 1870 until the present time, Africa was a continent partitioned among the powers of Europe.

The European countries sent businessmen, farmers, missionaries, and government officials to the African continent. Some of these people helped the African people very much. They built hospitals and schools. They built roads and cities. They opened mines and began industries.

Others who went to Africa did not consider the African people, except as laborers and as workers who would help them get rich in this undeveloped continent.

The partition of Africa, and what happened there in the last quarter of the 19th Century and the first half of the 20th Century, is one of the reasons why there are troubles in Africa today as new, independent countries are being formed.

In the early partition of Africa, these European countries were given areas to colonize and govern. Write the names on the map.

Madagascar and the Sahara - France
The Congo - Belgium
Nigeria-Nile Valley - Great Britain
North Coast - Italy
West Coast - Spain
East Africa - Germany, Great Britain
Southwest Africa - Portugal
South Africa - Great Britain, Portugal

The colonies in Africa changed as wars in Europe made changes in European history. The last great change was made in 1919 after Germany was defeated in World War I and lost her colonies.

In 1919, the 11,000,000 square miles of Africa were distributed in this way:

4,000,000 sq. mi. - France
3,800,000 sq. mi. - England
1,000,000 sq. mi. - Italy
900,000 sq. mi. - Belgium
700,000 sq. mi. - Portugal
100,000 sq. mi. - Spain
300,000 sq. mi. - Egypt
46,000 sq. mi. - Liberia

Make a bar graph on the back of this page showing this land distribution. Let one block represent 250,000 square miles.
AFRICA ACTIVITIES - READING ASSIGNMENT

TRIBAL SOCIETY

Around this page in a border design are the names of some of the important tribes of Africa. There are many other tribes whose names are not given here. There are too many tribes for you to remember their names. If you are to understand the people of Africa and some of the things that are happening in Africa today, it is important that you know some of the distinctive features of African tribal society.

1. The tribe is exclusive. Anyone not in the tribe is an outsider, an enemy. No one can get into the tribe and no one can get out.

2. The tribe is composed of clans or families. The children belong to the clan, not only to their mothers and fathers. In some villages everyone in the village is a member of the same clan.

3. The loyalty of the people is to the clan and the tribe.

4. The ancestral dead are very important. The living regulate their conduct according to a code which was made by the ancestors. When any trouble comes to the tribe, they believe someone has offended the ancestors. They believe that disaster is never natural, but that it is brought about by evil that someone does. The tribesmen seek out the offender and punish him to appease the ancestors or gods. It is in this part of tribal life that the witch doctors are very important.

5. The people believe that the ancestral spirits may enter a tree, or the body of a snake, a fish, or a crocodile. These things then may become sacred to the tribe.

6. The oldest male member of the family is head of the clan and holds all the authority. All the heads of the clans make up the governing council of the tribe. The head of the most powerful clan may be the tribal chief. In some tribes the oldest head of a clan is the chief.
Africa has a number of important minerals. In the beginning, thousands of fortune hunters hurried from Europe to look for diamonds in southern Africa. In time they dug deep mines. From these mines millions of dollars worth of diamonds have been dug every year. In more recent times, people have been much more anxious to dig minerals needed by industry. Many minerals are needed for factories in Europe and in the United States.

No study of Africa would be complete without a study of the minerals that are dug out of the earth to be shipped to other countries. This page is a review of some of the things you have learned about minerals. A few things that you may not have learned have been added so that you can understand more fully why Europeans and Americans have spent millions of dollars to establish mines in Africa.

1. What part of the world's gold is mined in Africa?
2. Where in Africa is copper mined?
3. What other important minerals are found in Africa?
4. Where in Africa are men seeking for oil?
5. What African mineral is used in making atomic energy?

Answers to Questions:

1. Nearly two-thirds of the world's gold is mined in Africa. The richest gold-producing area in the world is located in the Republic of South Africa. The city of Johannesburg is the center of the gold-mining industry.

2. Near the City of Elisabethville, in the Congo, is located a very rich copper-mining area. Copper is one of the most important minerals mined in Africa. African mines produce nearly one-fourth of the world's copper.

3. Minerals mined in Africa are phosphate rock used to make fertilizers, antimony and cobalt used with other metals to make them hard, and manganese used in making certain kinds of steel. Other important minerals include iron ore, tin, lead, zinc, bauxite, asbestos, natural gas, and coal.

4. Companies from several different countries are seeking for oil under the sand, gravel, and rock of northern Africa. A major oil field was discovered in Algeria only a few years ago. Other oil fields are being found. People believe they will prove to be productive and rich.

5. As you may know, pitchblende mined in Africa provides uranium for atomic energy plants in the United States.
### VOCABULARY

<table>
<thead>
<tr>
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<td>Abidjan</td>
<td>cataract</td>
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<td>Caucasian race</td>
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<td>Addis Ababa</td>
<td>Central African Republic</td>
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<td>Chad</td>
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<td>circumference</td>
</tr>
<tr>
<td>Aguiyi - Ironsi, Johnson</td>
<td>cobalt</td>
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<tr>
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<td>colons</td>
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<td>Alexander the Great</td>
<td>columbite</td>
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<td>Algeria</td>
<td>comoros</td>
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<td>Algiers</td>
<td>compass rose</td>
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<tr>
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<td>concept</td>
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<td>Congo</td>
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<td>Congo River</td>
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<tr>
<td>anthropology</td>
<td>&quot;Conseil d' Entente&quot;</td>
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<td>antimony</td>
<td>Coptic</td>
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<td>apartheid</td>
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<td>Arabic</td>
<td>Da Qama, Vasco</td>
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<td>archaeology</td>
<td>Dakar</td>
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<td>Aswan Dam</td>
<td>Dar es Salaam</td>
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<td>Ataturk</td>
<td>delta</td>
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<td>Atlas Mountains</td>
<td>Democratic Republic of the Congo</td>
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<td>Azania</td>
<td>dialect</td>
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<td>Azikiwe, Nhamdi</td>
<td>diameter</td>
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<td>B</td>
<td>Dias, Bartholomeu</td>
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<tr>
<td>Bab-el Nandeb</td>
<td>Djibouti</td>
</tr>
<tr>
<td>Balewa, Abubakar Tafawa</td>
<td>dromedary</td>
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<td>Banda, Dr. H. K.</td>
<td>Durban</td>
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<td>Bangui</td>
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<td>Bantu</td>
<td>Eastern Highlands</td>
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<td>Egypt</td>
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<td>Egyptians</td>
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<td>Bechuanaland</td>
<td>Entebbe</td>
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<td>Beira</td>
<td>equator</td>
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<td>Ben Barka, N.</td>
<td>Equatorial Guinea</td>
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<td>Ben Bella, A.</td>
<td>Ethiopia</td>
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<td>Berber</td>
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<td>Brazzaville</td>
<td>federal government</td>
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<td>Flemish Parliament</td>
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| B                                      |                                      |
| Bab-el Nandeb                          |                                      |
| Babwe, Abubakar Tafawa                 |                                      |
| Banda, Dr. H. K.                       |                                      |
| Bangui                                 |                                      |
| Bantu                                  |                                      |
| baobab                                 |                                      |
| Basutoland                             |                                      |
| basaar                                 |                                      |
| Bechuanaland                           |                                      |
| Beira                                  |                                      |
| Ben Barka, N.                          |                                      |
| Ben Bella, A.                          |                                      |
| Berber                                 |                                      |
| Boers                                  |                                      |
| Boers                                  |                                      |
| Botswana                               |                                      |
| Brazzaville                            |                                      |
| Burton, Richard                        |                                      |
| Burundi                                |                                      |
| bushland                               |                                      |

| C                                      |                                      |
| Cabinda                                |                                      |
| Cairo                                  |                                          |
| Cameroun (Cameroon)                    |                                          |
| canopy                                 |                                          |
| Cape Guardafui                         |                                          |
| Cape Town                              |                                          |
| caravan                                |                                          |
| Carthage                               |                                          |

49

46
<table>
<thead>
<tr>
<th>G</th>
<th>K</th>
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<tbody>
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<td>Gabon</td>
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<td>kraal</td>
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<td>Gambia</td>
<td>Kruger National Park</td>
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<td>Hamites</td>
<td>Lake Tanganyika</td>
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<td>Hassan II</td>
<td>Lake Victoria</td>
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<td>Hausa</td>
<td>Leaky, family</td>
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<td>High Veld</td>
<td>Leopoldville</td>
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<tr>
<td>Hottentots</td>
<td>Lesotho</td>
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<td>Houphouet-Baigny, Felix</td>
<td>Lesseps, Ferdinand de</td>
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<td>Hydroelectricity</td>
<td>Liberia</td>
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<td>Moszambique</td>
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<td>Jawara, Dauda Kairaba</td>
<td>Nagana</td>
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<td>Jonathan, Leabua</td>
<td>Nassar, Gamal Abdel</td>
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</tbody>
</table>
VOCABULARY (Continued)

N
nationalize
Negriillo
Negroid
Niagara Falls
Niger, Republic of
Niger River
Nigeria
Nile Delta
Nile River
Nilotes
nomads
nubia
Nyercre, Julius

O
oasis
OAU
oil palm tree
Orange River

P
palm oil
phosphate
plateau
Port Elizabeth
Portugal
Portuguese Guinea
Pretoria
protectorate
Pygmies
pyramids
pyrethrum

R
Rabat
Red Sea
republic
Republic of the Congo
Republic of South Africa
reserve
Rhodes, Cecil J.
Rhodesia
Risa Shah Pahdavi
Roman Empire
Ruanda-Urundi
Ruwenzori Range
Rwanda

S
safari
Sahara Desert

savanna
Schweitzer, Albert
Semites
Senegal
Sierra Leone
sisal
sleeping sickness
smelters
Smuts, Jan Christian
Somalia
Songhai
sorghum
Speke, John
staple
Stanley, Henry
Sudan
Suez Canal
Swahili
Swaziland

T
Tanzania
tattoo
Tehran
Timbuktu
Togo
Toure, Sekou
Transvaal
tributary
Tripoli
tropical rain forest
tsetse fly
Trubman, W.V.S.
Tuaregs
Tunisia
turban
tusks

U
Uganda
Uhurree
Uitlander
Union of South Africa
United Arab Republic
United Nations
uranium

V
values
Van Riebeeck, Jan
Verwoerd, Hendrik
Victoria Falls
Valta River
VOCABULARY (Continued)

W
Watusi

Y
yam

Z
Zambezi River
Zambia
Zimbabwe
Zanzibar
Zulu
Describe the general geographic contour of the continent of Africa.

What is the largest desert in Africa? ________________
Name one other desert in Africa. ________________
What is the longest river in Africa? ________________
About how long is it? ________________ miles.
Name one other river in Africa? ________________
What is the highest mountain in Africa? ________________ About how tall is it? ________________ ft.
How many independent countries did we have statistics on in Africa? (yellow charts) ________________
Name three RACES of people found in Africa. ________________, ________________, and ________________.
Name four TRIBES found in Africa. ________________, ________________, ________________, and ________________.
About how many languages are spoken in Africa? ________________
What language is most widespread? ________________
What are the main influences on African art? (Why do they make what they do?) ________________
What art form is most prevalent? ________________
What kinds of transportation are most widely used? ________________
Name three different ways people make a living. ________________
Where are most of the diamonds found? (What country?) ________________
What unit of measure is used to measure diamonds? ________________
What is Africa's major health problem? ________________
Describe the general geographic contour of the continent of Africa.

An inverted dinner plate; \large plateau

What is the largest desert in Africa? Sahara

Name one other desert in Africa. (ans. vary) Kalahari

What is the longest river in Africa? Nile

About how long is it? 4000 miles.

Name one other river in Africa? (ans. vary) Orange, Congo

What is the highest mountain in Africa? Kilimanjaro

About how tall is it? 19,000 ft. (19,340 exactly)

How many independent countries did we have statistics on in Africa? (yellow charts)

Name three RACES of people found in Africa. caucasian, negroid, and arabic.

Name four TRIBES found in Africa. Masai, Bantu, Zulu, and Bushmen, etc.

About how many languages are spoken in Africa? 300

What language is most widespread? Bantu

What are the main influences on African art? (Why do they make what they do?) religion, superstition

What art form is most prevalent? sculpture

What kinds of transportation are most widely used? camel, rivers, walking

Name three different ways people make a living. (ans. vary) farming, mining, fishing

Where are most of the diamonds found? (What country?) So. Africa

What unit of measure is used to measure diamonds? carat

What is Africa's major health problem? sleeping sickness (tsetse fly)
What is lacking in most diets?
What is a plague?
What is a famine?
What is a drought?
Which insect destroys crops in N. Africa?
Draw and label three different types of dwellings found in Africa.

What part of Africa did slaves come from?
How were slaves brought to America?
For how long has Egyptian history been recorded?
What were ancient Egyptian kings called?
What were their tombs like?
Why were they buried the way they were?
Which European settlers first came to the Republic of South Africa?
Name three types of people living in the Republic of South Africa?

What geographical feature is most important to the way people live in Libya?

Name two (2) major religions prevalent in Africa.

Extra credit: If there are any questions you would like to answer more completely, re-write the question and use this space and the back to give more information.
AFRICA REVIEW (Continued)

What is lacking in most diets? protein or vitamins

What is a plague? widespread disease

What is a famine? lack of food

What is a drought? lack of water (rainfall)

Which insect destroys crops in N. Africa? locust

Draw and label three different types of dwellings found in Africa. (ans. vary)

[Drawings of dwellings]

house on stilts Mediterranean mud hut

thatched roof

What part of Africa did slaves come from? West Coast (Ivory Coast)

How were slaves brought to America? ship

For how long has Egyptian history been recorded? over 3000 years

What were ancient Egyptian kings called? pharaohs

What were their tombs like? very ornate

Why were they buried the way they were? Religious reasons - preparation for after-life.

Which European settlers first came to the Republic of South Africa? Dutch

Name three types of people living in the Republic of South Africa?

European Negro Polynesian or Arabic

What geographical feature is most important to the way people live in Libia? desert

Name two (2) major religions prevalent in Africa. Islam

protestant

Extra credit: If there are any questions you would like to answer more completely, re-write the question and use this space and the back to give more information.
14. Put yourself in the position of a geographer beginning to do a study of Africa. In a paragraph outline how you would conduct your study, what specific questions would you ask, what data would you use to answer these questions. As a geographer what do you want to know about Africa and how would you go about answering your questions?
AFRICA

I. In the proper blanks put the name of the numbered country.

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

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<table>
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<tr>
<th>AFRICA</th>
<th>NAME</th>
<th>GROUP</th>
<th>DATE</th>
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<tbody>
<tr>
<td>2. Algeria</td>
<td>Dahomey</td>
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<td>3. Tunisia</td>
<td>S. Liberia</td>
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<td>4. Libya</td>
<td>Gabon</td>
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<td>5. UAR (Egypt)</td>
<td>Rep of the Congo</td>
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<td>7. Spanish Sahara</td>
<td>Z. Uganda</td>
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<td>9. Mali</td>
<td>Jamalia</td>
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<td>11. Chad</td>
<td>Burundi</td>
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<td>12. Sudan</td>
<td>Tanzania</td>
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<td>15. Cameroon</td>
<td>Mozambique</td>
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<td>17. Upper Volta</td>
<td>S. W. Africa (Namibia)</td>
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<td>18. Senegal</td>
<td>Bechuanaland (Botswana)</td>
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<td>19. Gambi</td>
<td>Rhodesia</td>
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<td>22. Sierra Leone</td>
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<td>23. Liberia</td>
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<td>24. Ivory Coast</td>
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<td>25. Dahomey</td>
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TRUE OR FALSE 5 points each

1. Africa had no great empires before the 19th century when it was colonized by European countries.
2. Living in Nairobi would be much like living in any large U.S. city.
3. Most of Africa is densely populated.
4. About a third of Africa is covered by desert.
5. There are hundreds of different tribes living in Africa.

In what general area would you find the following land features? 10 points

7. Kalahari Desert B. North East Africa
8. rainforest C. Central Africa
9. grasslands D. West Africa
10. Cape of Good Hope E. East Africa
11. Lake Victoria F. South Africa
12. Congo River
13. Nile River
14. Rift Valley
15. Mount Kenya

Fill in the blanks. 10 points

16. Latex, the milky sap of a tree is made into ____________.
17. The Cacao tree produces the basic substance in ____________.
18. Elephants are now protected, but were once killed for their ____________.
19. ____________ are precious gems found in S. Africa.
20. Egypt is well-known for its fine quality ____________.
21. People who travel from place to place are called ____________.
22. Arabs brought the ____________ religion to North Africa.
23. ____________ is the oldest independent country in Africa.
AFRICA

SOCIAL STUDIES TEST

NAME ____________________________

DATE _______________________ GROUP ____________________

TRUE or FALSE 5 points each

F 1. Africa had no great empires before the 19th Century when it was colonized by European countries.

T 2. Living in Nairobi would be much like living in any large U. S. city.

F 3. Most of Africa is densely populated.

T 4. About a third of Africa is covered by desert.

T 5. There are hundreds of different tribes living in Africa.

In what general area would you find the following land features? 10 points

F 7. Kalahari Desert B. North East Africa
C 8. rainforest C. Central Africa
E 9. grasslands D. West Africa
F 10. Cape of Good Hope E. East Africa
C or E 11. Lake Victoria F. South Africa
C 12. Congo River
B 13. Nile River
B 14. Rift Valley
E 15. Mount Kenya

Fill in the blanks. 10 points

16. Latex, the Milky sap of a tree is made into rubber.

17. The Cacao tree produces the basic substance in chocolate.

18. Elephants are now protected, but were once killed for their tusks.

19. diamonds are precious gems found in S. Africa.

20. Egypt is well-known for its fine quality cotton.

21. People who travel from place to place are called nomads.

22. Arabs brought the Islamic/Moslem religion to North Africa.

23. Egypt is the oldest independent country in Africa.
Fill in the blanks (Continued)

24. __________________ is the policy of strict racial segregation followed in S. Africa.

25. Dutch farmers in South Africa are called __________________.

26. Name the explorer who discovered a water route to the East. ________________

27. Name the city which was established in 1652 as a supply station for traders. ________________

28. Give another name for the Slave Trade. __________________

29. What was black ivory? __________________

30. What is the name for a fertile, watered area in the desert? ________________

31. Name the largest lake in Africa. __________________

32. Name the desert found in South Africa. __________________

33. Name the fan-shaped extension of land at the mouth of a river. ________________

34. The smallest people in Africa are? ________________

35. Most of Africa consists of what land form? ________________

The following questions are taken from the record-filmstrip series on Africa. 20 points

___ 36. Which of the following is not an important product of the West Central lowlands?
   A. latex
   B. cacao
   C. peanuts
   D. diamonds

___ 37. Another name for Dutch farmers in South Africa is
   A. Bantus
   B. Boers
   C. Bushmen
   D. Bedoiuns

___ 38. The Kikuyu tribe is found primarily in
   A. Northwest Africa
   B. East Africa
   C. Congo Basin
   D. South Africa

___ 39. Which of the following animals would probably not be found in the grasslands?
   A. rhino
   B. zebra
   C. crocodile
   D. lion

___ 40. Blood mixed with milk is a "staple" in the diet of the
   A. Masai
   B. Pygmy
   C. Watusi
   D. Zulu
Fill in the blanks (Continued)

24. apartheid is the policy of strict racial segregation followed in S. Africa.

25. Dutch farmers in South Africa are called Boers.

26. Name the explorer who discovered a water route to the East. Da Gama

27. Name the city which was established in 1652 as a supply station for traders. Lagos

28. Give another name for the Slave Trade. Tri-angular

29. What was black ivory? slaves

30. What is the name for a fertile, watered area in the desert? oasis

31. Name the largest lake in Africa. Victoria

32. Name the desert found in South Africa. Kalahari or Namib

33. Name the fan-shaped extension of land at the mouth of a river. delta

34. The smallest people in Africa are? Pygmies

35. Most of Africa consists of what land form? grasslands

The following questions are taken from the record-filmstrip series on Africa.

20 points

D 36. Which of the following is not an important product of the West Central lowlands?
   A. latex
   B. cacao
   C. peanuts
   D. diamonds

B 37. Another name for Dutch farmers in South Africa is
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   B. Boers
   C. Bushmen
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   D. lion

A 40. Blood mixed with milk is a "staple" in the diet of the
   A. Nasai
   B. Pygmy
   C. Watusi
   D. Zulu
41. Which of the following religions might you find in East Africa?
   A. Christianity C. Paganism
   B. Hoslem D. All of these

42. "Ship of the desert" is a term which refers to:
   A. ships going through C. Camels
   Suez Canal D. donk buggies
   B. Land Rovers

43. Dakar, Algiers, Tunis, and Casablanca are located in:
   A. North Africa C. East Africa
   B. South Africa D. West Central Africa

44. Mohammed was the founder of which religion?
   A. Paganism C. Islam
   B. Minaret D. Mosque

45. A river in Africa which flows North is
   A. Nile C. Congo
   B. Niger D. Zambesi
B 41. Which of the following religions might you find in East Africa?
   A. Christianity  
   B. Moslem  
   C. Paganism  
   D. All of these

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   A. ships going through  
   B. Land Rovers  
   C. Camels  
   D. doon buggies

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   A. North Africa  
   B. South Africa  
   C. East Africa  
   D. West Central Africa

C 44. Mohammed was the founder of which religion?
   A. Paganism  
   B. Mineret  
   C. Islam  
   D. Mosque

A 45. A river in Africa which flows North is
   A. Nile  
   B. Niger  
   C. Congo  
   D. Zambesi
TRUE OR FALSE

____ 1. Some parts of this area get less than ten inches of rain a year.

____ 2. Some parts of this area get as much as eighty inches of rain a year.

____ 3. Almost all the people in this area wear European clothing.

____ 4. People in this area have no form of recreation.

____ 5. Many people in the area live in a very primitive manner.

____ 6. There are many people in this area which have no religion.

____ 7. People in this area have no economic activities.

____ 8. Tribes are an important social unit of this area.

____ 9. Farming is the major economic activity in this area.

____ 10. There is a good deal of industry in this area.

____ 11. The major group of natives in this area are the Bantu.

____ 12. Kano is a major city in this area.

____ 13. Much of this area is controlled by native chiefs.

____ 14. Natives have a great deal of freedom in this area.

____ 15. Much of this area is a flat plain.

____ 16. Many of the natives in this area receive no education.

____ 17. The natives of this area are stupid.

____ 18. There have been white people living in this area for over 200 years.

____ 19. This area is noted for its production of a great amount of gold.

____ 20. Most of the people of South Africa have a high standard of living.

FILL IN THE BLANK

21. The name of a major city in South Africa is ____________________.

22. Name three countries found in this area. 1. ____________________

2. ____________________ 3. ____________________

23. A major river in this area is the ____________________.

24. Name a tribe which is found in this area. ____________________

25. What are two climatic regions found in this area? 1. ____________________

2. ____________________
TRUE or FALSE

1. Some parts of this area get less than ten inches of rain a year.  
2. Some parts of this area get as much as eighty inches of rain a year.
3. Almost all the people in this area wear European clothing.
4. People in this area have no form of recreation.
5. Many people in the area live in a very primitive manner.
6. There are many people in this area which have no religion.
7. People in this area have no economic activities.
8. Tribes are an important social unit of this area.
9. Farming is the major economic activity in this area.
10. There is a good deal of industry in this area.
11. The major group of natives in this area are the Bantu.
12. Kano is a major city in this area.
13. Much of this area is controlled by natives chiefs.
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15. Much of this area is a flat plain.
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17. The natives of this area are stupid.
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20. Most of the people of South Africa have a high standard of living.

FILL IN THE BLANK

21. The name of a major city in South Africa is ____________________________
22. Name three countries found in this area. 1. ____________________________
   2. ____________________________ 3. ____________________________
23. A major river in this area is the ____________________________
24. Name a tribe which is found in this area. ____________________________
25. What are two climatic regions found in this area? 1. __________________
   2. __________________
WESTERN SUDAN

TRUE OR FALSE

1. The Western Sudan area averages 60 to 80 inches of rain a year.
2. Almost all the people in the Sudan wear little if any clothing.
3. The main foods of the people of the Sudan are the berries and nuts which they pick.
4. The people in the Sudan have no forms of recreation.
5. Most people in the Sudan do not belong to the Christian religion.
6. There are many people in the Sudan who have no religion.
7. People in the Sudan have no economic activities.
8. In the Sudan Tribes are the most important social unit.
9. Hundreds of years ago, the Sudan developed large empires.
10. Farming is the main economic activity in the Sudan.
11. The major group of people in the Sudan are the Nilotics.
12. The major form of vegetation in the Sudan is trees.
13. During part of the year the Sudan receives little rain.
14. There are few animals native to the Sudan.
15. Nairobi is a major city in the Sudan.
16. Most of the natives living in the Sudan are stupid.
17. There are many major mountains in the Sudan.
18. All people in the Sudan receive education.
19. Most people in the Western Sudan have a high standard of living.

FILL IN THE BLANKS

20. The ____________ borders the Sudan on the north.
21. The Sudan has what kind of climate? ____________
22. Name two countries which are in the Sudan area. ____________
23. Name a tribe which is found in the Sudan area. ____________
24. Two common building materials used in the Sudan are ____________ and ____________.
25. The major lake found in the Sudan area is ____________.
26. An animal that can be found in the Sudan is ____________.
True or False

1. The Western Sudan area averages 60 to 80 inches of rain a year.
   - True

2. Almost all the people in the Sudan wear little if any clothing.
   - False

3. The main foods of the people of the Sudan are the berries and nuts which they pick.
   - True

4. The people in the Sudan have no forms of recreation.
   - False

5. Most people in the Sudan do not belong to the Christian religion.
   - True

6. There are many people in the Sudan who have no religion.
   - True

7. People in the Sudan have no economic activities.
   - False

8. In the Sudan Tribes are the most important social unit.
   - True

9. Hundreds of years ago, the Sudan developed large empires.
   - True

10. Farming is the main economic activity in the Sudan.
    - True

11. The major group of people in the Sudan are the Nilotics.
    - False

12. The major form of vegetation in the Sudan is trees.
    - True

13. During part of the year the Sudan receives little rain.
    - False

14. There are few animals native to the Sudan.
    - False

15. Nairobi is a major city in the Sudan.
    - True

16. Most of the natives living in the Sudan are stupid.
    - False

17. There are many major mountain ranges in the Sudan.
    - False

18. All people in the Sudan receive education.
    - False

19. Most people in the Western Sudan have a high standard of living.
    - False

Fill in the Blanks

20. The ___ borders the Sudan on the north.

21. The Sudan has what kind of climate? ___

22. Name two countries which are in the Sudan area. ___

23. Name a tribe which is found in the Sudan area. ___

24. Two common building materials used in the Sudan area are ___ and ___.

25. The major lake found in the Sudan area is ___.

26. An animal that can be found in the Sudan is ___.
TRUE OR FALSE

1. The Congo area averages 10 to 50 inches of rain a year.
2. Most people in the Congo wear European type of clothing.
3. The main food of the people of the Congo is beef.
4. People in the Congo have no form of recreation.
5. Most people in the Congo are Christians.
6. There are many people in the Congo which have no religion.
7. People in the Congo have no economic activities.
8. Tribes are the most important social unit in the Congo.
9. The Congo contains some of the most primitive people in the world.
10. Farming is the only economic activity in the Congo.
11. The major group of people in the Congo are the Bantu.
12. The major form of vegetation in the Congo is grass.
13. The Congo receives much rain during all times of the year.
14. There are many large animals living in the Congo.
15. Nairobi is a major city in the Congo.
16. Most of the natives in the Congo are stupid.
17. There are many major mountain ranges in the Congo.
18. People in the Congo receive no education.
19. Transportation is very difficult in the Congo.
20. Many people in the Congo live in a very primitive manner.
21. Most people in the Congo have a high standard of living.

FILL IN THE BLANKS

22. The ____________ borders the Congo on the north.
23. The major river of the Congo is the ____________ river.
24. The name of a country in the Congo area is ____________.
25. The Congo has what kind of climatic area? ____________
26. A common building material used in the Congo is ____________.
27. The two major diseases of the Congo area are ____________ and ____________.

NAME ________________________________
TRUE or FALSE

1. The Congo area averages 10 to 50 inches of rain a year.
2. Most people in the Congo wear European type of clothing.
3. The main food of the people of the Congo is beef.
4. People in the Congo have no form of recreation.
5. Most people in the Congo are Christians.
6. There are many people in the Congo which have no religion.
7. People in the Congo have no economic activities.
8. Tribes are the most important social unit in the Congo.
9. The Congo contains some of the most primitive people in the world.
10. Farming is the only economic activity in the Congo.
11. The major group of people in the Congo are the Bantu.
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21. Most people in the Congo have a high standard of living.

FILL IN THE BLANKS

22. The ________ border the Congo on the north.
23. The major river of the Congo is the ________ river.
24. The name of a country in the Congo area is ________.
25. The Congo has what kind of climatic area? ________
26. A common building material used in the Congo is ________
27. The two major diseases of the Congo area are ________ and ________.
TRUE OR FALSE

1. Eastern Africa averages 60 to 80 inches of rain a year.
2. Almost all the people of this area wear little if any clothing.
3. People in this area have little if any religion.
4. People in this area have no forms of recreation.
5. Tribes are an important social unit in this area.
6. People in this area have no economic activities.
7. The main foods of this area are the berries and nuts which the people pick.
8. Cattle raising is the only economic activity in this area.
9. The major group of people in this area is the Bushman.
10. The major form of vegetation in this area is jungle.
11. During part of the year this area receives little rain.
12. There are few animals native to this area.
13. Kano is a major city in this area.
14. There are no mountains in this area.
15. All people in this area receive an education.
16. Most of the natives in this area are stupid.
17. There are many white people living in this area.
18. This area has cooler temperatures than most other parts of Africa.
19. There are a number of large rivers in this area.
20. Most people in Eastern Africa have a high standard of living.

FILL IN THE BLANK

21. Eastern Africa has what type of climate? __________________________
22. Two countries which are found in this area are ____________________________
    and ____________________________.
23. Two tribes found in this area are ____________________________ and ____________________________.
24. Three common animals found in this area are the ____________________________,
    ____________________________, and ____________________________.
TRUE or FALSE

1. Eastern Africa averages 60 to 80 inches of rain a year.
2. Almost all the people of this area wear little if any clothing.
3. People in this area have little if any religion.
4. People in this area have no forms of recreation.
5. Tribes are an important social unit in this area.
6. People in this area have no economic activities.
7. The main foods of this area are the berries and nuts which the people pick.
8. Cattle raising is the only economic activity in this area.
9. The major group of people in this area is the Bushman.
10. The major form of vegetation in this area is jungle.
11. During part of the year this area receives little rain.
12. There are few animals native to this area.
13. Kenya is a major city in this area.
14. There are no mountains in this area.
15. All people in this area receive an education.
16. Most of the natives in this area are stupid.
17. There are many white people living in this area.
18. This area has cooler temperatures than most other parts of Africa.
19. There are a number of large rivers in this area.
20. Most people in Eastern Africa have a high standard of living.

FILL IN THE BLANK

21. Eastern Africa has what type of climate?
22. Two countries which are found in this area are
23. Two tribes found in this area are
24. Three common animals found in this area are the
TRUE OR FALSE

1. Northern Africa averages 60-80 inches of rain a year.
2. Many people of the Sahara wear heavy clothing.
3. Most people in this area follow the Christian religion.
4. People in this area have no form of recreation.
5. People in this area receive no education.
6. North Africa has a large animal population.
7. Most of the people of this area are stupid.
8. Transportation is difficult in the Sahara.
9. Parts of North Africa have a dense population.
10. There have been no great civilizations in North Africa.
11. It never rains in the Sahara desert.
12. There are no mountains in this area.
13. Farming is the major economic activity of the area.
14. There are no modern cities in North Africa.
15. At times temperatures can fall as low as 40°C in the Sahara desert.
16. All of North Africa is desert.
17. Berbers is the name of a major group of people living in the area.
18. North Africa is noted for its poor soil.
19. Most people in North Africa have a high standard of living.
20. Most of North Africa was at one time controlled by the French.

FILL IN THE BLANK

21. What two types of climates are found in this area? 1. ___________ 2. ___________
22. Two countries which are found in this area are ___________ and ___________.
23. The major river in this area is ___________.
24. Name a major city found in this area ___________.
25. Name two kinds of animals commonly found in this area.
   1. ___________ 2. ___________
TRUE or FALSE:

1. Northern Africa averages 60-80 inches of rain a year. F
2. Many people of the Sahara wear heavy clothing. F
3. Most people in this area follow the Christian religion. F
4. People in this area have no form of recreation. F
5. People in this area receive no education. F
6. North Africa has a large animal population. F
7. Most of the people of this area are stupid. F
8. Transportation is difficult in the Sahara. T
9. Parts of North Africa have a dense population. T
10. There have been no great civilizations in North Africa. F
11. It never rains in the Sahara desert. F
12. There are no mountains in this area. T
13. Farming is the major economic activity of the area. T
14. There are no modern cities in North Africa. F
15. At times temperatures can fall to a low as 40°F in the Sahara desert. F
16. All of North Africa is desert. T
17. Berbers is the name of a major group of people living in the area. F
18. North Africa is noted for its poor soil. F
19. Most people in North Africa have a high standard of living. T
20. Most of North Africa was one time controlled by French. F

FILL IN THE BLANK

21. What two types of climates are found in this area? 1. Mediterranean, 2. Desert
22. Two countries which are found in this area are Algeria and
23. The major river in this area is
24. Name a major city found in this area
25. Name two kinds of animals commonly found in this area 1. Camel, 2. Dog
A. Answer as indicated.

1. A simple definition of culture is ____________________________.

2. List 6 cultural elements. The first is done for you.
   a. Education
   b. __________________________
   c. __________________________
   d. __________________________
   e. __________________________
   f. __________________________

3. Cultures differ from one area to another. Cultures also differ from one period of time to another. List 3 major reasons for the second statement.
   a. __________________________
   b. __________________________
   c. __________________________

4. List 3 general facts about African religions.
   a. __________________________
   b. __________________________
   c. __________________________

5. In a complete sentence, give one conclusion you have drawn from the information in the lectures. Do not say, "It was boring!"
A. Answer as indicated.

1. A simple definition of culture is ____________.

2. List 6 cultural elements. The first is done for you.
   a. Education
   b. religion
   c. recreation
   d. art
   e. government
   f. work
   g. language
   h. social groupings
   i. food
   j. custom

3. Cultures differ from one area to another. Cultures also differ from one period of time to another. List 3 major reasons for the second statement.
   a. new inventions
   b. write or unwrite
   c. coming into contact with other cultures

4. List 3 general facts about African religions.
   a. supreme being
   b. intermediary souls or ancestors
   c. fate
   d. tribal
   e. ____________

5. In a complete sentence, give one conclusion you have drawn from the information in the lectures. Do not say, "It was boring!"

   Answer: _____
B. Answer True or False. Explain your answer when indicated.

1. Culture is learned.
   
2. Pygmies, because they are hunters, have a more complex culture than the neighboring Bantu villagers. Explain.
   
3. Pygmies have no disputes.
   
   
5. Bushmen have a very structured tribal organization. Explain.
   
6. The Bushmen are isolated. Explain.
   
7. Disagreements between Masai tribes will result in a raid. Explain.
   
8. A Masai youth is considered an adult when he reaches the age of 13. Explain.
   
9. New nations are forming in Africa but tribal relationships will remain the same.
   
10. The children of the changing urban areas of Africa are more fortunate than those still living in tribal societies. Explain.

C. Choose from the words below. Place the correct letter in the blank.

1. Masai bachelor settlement.
2. Ceremony admitting youth into adulthood.
3. Forbidden action, religious belief.
4. Group of people who claim to be descended from the same ancestor.
5. One identifying symbol of a clan.

A. Manyatta  
B. Palaver  
C. Clan  
D. Tribe  
E. Initiation  
F. Moslem  
G. Christianity  
H. Taboo  
I. Totem

79
B. Answer True or False. Explain your answer when indicated.

1. Culture is learned.  
   True: Culture is learned.

2. Pygmies because they're hunters have a more complex culture than the neighboring Bantu villagers. Explain.  
   False: Pygmies have a more complex culture than the Bantu villagers. They are hunters, but their culture is not necessarily more complex. Explain.

3. Pygmies have no culture.  
   False: Pygmies have a culture. Explain.

4. Bushmen build permanent homes. Explain. They also build homes with the use of bone (hunting, food gathering).  
   True: Bushmen build permanent homes. Explain.

5. Bushmen have a very structured tribal organization. Explain. The rules are strictly defined by tribe custom.  
   True: Bushmen have a very structured tribal organization. Explain.

6. The Bushmen are isolated. Explain. True or direct.


8. A Masai youth is considered an adult when he reaches the age of 13. Explain. Born through initiation.

9. New nations are forming in Africa, but tribal relationships will remain the same.  
   False: New nations are forming in Africa, but tribal relationships will change.

10. The children of the changing urban areas of Africa are more fortunate than those still living in tribal societies. Explain. Children are more fortunate in this new society. They will learn more, and there will be different forms of education.  

C. Choose the word/s below. Place the correct letter in the blank.

A. Masai bachelor settlement.  
B. Ceremony admitting youth into adulthood.  
C. Forbidden action, religious belief.  
D. Group of people who claim to be descended from the same ancestor.  
E. One identifying symbol of a clan.  
F. Animal

A. Manyatta  
B. Oral  
C. Forbidden  
D. Clan  
E. Totem  
F. Totem

G. Christianity  
H. Totem  
I. Totem
I. Explain in as much detail as possible the slave trade which took place between the 16th and the 19th centuries. Include what commodities each area offered in trade.

II. Define and explain the following terms in relation to Africa.
   A. TRIBALISM
   
   B. COLONIALISM
   
   C. NATIONALISM
I. Explain in as much detail as possible the slave trade which took place between the 16th and the 19th centuries. Include what commodities each area offered in trade.

- England - trade, cloth, powder, etc.
- New World - slaves
- England - tobacco, cotton, sugar, rice, and coffee

II. Define and explain the following terms in relation to Africa.

A. TRIBALISM: A social structure in which rural clans band together under one leader. Tribalism was the prevalent social structure throughout Africa before the Europeans came. Today, there are many different tribes to be seen.

B. COLONIALISM: The colonized countries rule the underdeveloped places of the world as colonies or protectorates. Europeans settled in South and East Africa and imposed European culture on the Africans.

C. NATIONALISM: A strong feeling of loyalty to the country. Africans fought against losing their identity under colonization.
III. Discuss the problems which are faced by newly independent African countries. If you can give specific examples it would be to your advantage. Choose five of the following seven:

A. Problems of Land and Water
B. Need for Technicians and Research
C. Finding Necessary Capital
D. Building up Trade and Industry
E. Unifying Africa
F. Building Democracy
G. Racial Problems
III. Discuss the problems which are faced by newly independent African countries. If you can give specific examples it would be to your advantage. Choose five of the following seven:

A. Problems of Land and Water
B. Need for Technicians and Research
C. Finding Necessary Capital
D. Building up Trade and Industry
E. Unifying Africa
F. Building Democracy
G. Racial Problems
AFRICAN SOCIAL STUDIES TEST

TRUE OR FALSE

1. Most of Africa is below sea level.
2. Africa is basically a large plateau which sharply drops off near the coast.
3. Africa has more than one type of climate.
4. Most of Africa is covered by tropical rainforest.
5. There are more animals in the jungle areas than in any other part of Africa.
6. Most of Africa is mountainous.
7. Most of African soil is very fertile.
8. Man has a hard time living in much of Africa.
9. Africa has a large variety of plants and animals.
10. African customs seem sensible to the African natives who follow them.
11. There are many new countries in Africa.
12. All of Africa is very primitive.
13. Africa has changed a great deal in the last ten years.
14. Europeans tend to live in the lowlands of Africa.
15. Africa has several large river systems.
16. There are no mountains in Africa.
17. Africa is much larger than the United States.
18. All Africans are savages.
19. The tribe is the most important African social and political organization.
20. African culture has been effective in helping Africans fulfill their needs.
21. Before contact with Western Europe much of Africa had developed high degrees of culture.
22. Africa had been in contact with Asian countries centuries before it was explored by Europeans.
23. Most of Africa has been controlled by European countries for at least 300 years.
24. It is easy for Africans to adopt European culture.
25. Europeans tend to settle mainly in Eastern and Southern Africa.
26. South Africa has been the area most influenced by European culture.
African Social Studies Test

True or False

1. Most of Africa is below sea level.
2. Africa is basically a large plateau which sharply drops off near the coast.
3. Africa has more than one type of climate.
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23. Most of Africa has been controlled by European countries for at least 300 years.
24. It is easy for Africans to adopt European culture.
25. Europeans tend to settle mainly in Eastern and Southern Africa.
26. South Africa has been the area most influenced by European culture.
27. Western Sudan Africa has been influenced more by Islam than European.
28. The Congo area is the most developed area in Africa.
29. Farming is the major occupation in Africa.
31. There are many new African countries.

FILL IN THE BLANKS
32. Name three African tribes. 1. _____________, 2. _____________, 3. _____________.
33. Name ten basic needs or human activities which you could investigate to understand any group of people.
  1. _____________  2. _____________  3. _____________
  4. _____________  5. _____________  6. _____________
  7. _____________  8. _____________  9. _____________
  10. _____________
34. There are many parts of man's physical surroundings which are important in influencing human life. Name five of these areas of physical features.
  1. _____________  2. _____________  3. _____________
  4. _____________  5. _____________
35. What are the five major cultural areas of Africa?
   1. _____________  2. _____________  3. _____________
   4. _____________  5. _____________
36. Name four climatic areas which are found in Africa.
   1. _____________  2. _____________  3. _____________
   4. _____________
37. Give three specific titles of books or magazines not including encyclopedias where you could go for information on Africa.
   1. _____________ 2. ___________________
   3. ___________________
AFRICAN SOCIAL STUDIES TEST

27. Western Sudan Africa has been influenced more by Moslem culture than European.

28. The Congo area is the most highly developed area in Africa.

29. Farming is the major occupation in Africa.


31. There are many new African countries.

FILL IN THE BLANKS


33. Name ten basic needs or human activities which you could investigate to understand any group of people.

34. There are many parts of many physical surroundings which are important in influencing human life. Name five of these areas of physical features.
1. , 2. , 3. , 4. , 5. 


36. Name four climatic areas which are found in Africa. 1. , 2. , 3. , 4. 

37. Give three specific titles of books or magazines not including encyclopedias where you could do for information on Africa.
1. , 2. , 3. 

88
AFRICAN SOCIAL STUDIES TEST

38. Name three important rivers found in Africa. 1.__________________
    2.__________________  3.__________________.

39. Africa is bordered by what four bodies of water. 1.__________________
    2.__________________  3.__________________  4.__________________

40. What major line of latitude splits Africa? __________________

41. Define culture:
AFRICAN SOCIAL STUDIES TEST

38. Name three important rivers found in Africa. 1. Nile, 2. Orange, 3. Congo.


41. Define culture: A way of life.
The following lectures were prepared by Diane Kostick. They are to be used as the teacher sees fit; however, it is suggested that they not be distributed to students for general reading.
Nigeria and Biafra - The Case of Nationalism vs. Tribalism

Nigeria has 250 tribal and linguistic groups. It had been a nation of political stability and the pride of the newly independent African nations. Today, it is a war-torn country where hundreds of men, women, and children are dying of starvation or as a result of a civil war.

Nigeria was granted independence gradually from the British government. In 1946 they drafted their first constitution. In 1951 members of the legislature were elected by the Nigerians. Another constitution was written in 1953 and established the Federation of Nigeria. Regional governments were set up in the Eastern Region, the Western Region, and the Northern Region. Regional capitals are established in each section. Further, each region was given its own House of Assembly, its Executive Council, and its Premier. Finally, in 1954 Lagos was made a separate Federal District, like the District of Columbia in the United States.

For several years, Nigeria was one of Africa's most stable countries. But now the country's very survival is at stake. The Nigerian Crisis began in January, 1966, with the overthrow of the constitutional government in Lagos by a military coup led by General Johnson Aguiyi-Ironsi, a member of the Ibo tribe from the eastern region. General Aguiyi-Ironsi and dozens of men and officers of the eastern Ibo province were murdered for their part in the coup. After more thousands of Ibos were massacred, in retaliation Lt. Col. Ojukwu, leader of the Ibo in the eastern province refused to collect taxes for the federal government. The Ibo tribesmen began evacuating all the Nigerian regions and fled into the region of Biafra.

The final break occurred in May 30, 1967, when the east declared itself an independent nation or the Republic of Biafra. Lt. Col. Ojukwu said the secession was necessary "in the interest of self-preservation."

The federal government met the declaration of independence with a vow to "crush the rebellion." Neighboring Cameroon, which borders Biafra, closed its frontier to the sectionists.
Biafra is an important region. It is 45,700 square miles, about the size of Pennsylvania, and there are 14 million people. Biafra is also rich in oil, timber, and rubber.

"The war in Nigeria is an outstanding example of the tribal tensions that often cause trouble in Africa." There are over 700 tribes in Africa south of the Sahara Desert.

While we have mentioned that there are over 250 different tribes in Biafra, there are three major tribes - Ibo, Hausa, and Yoruba. The Hausa, who live in the Northern Region, are Moslems. The Hausas are merchants who sell leather goods, carved ebony heads, and copperware. The Yoruba live in the Western Region of Nigeria. They are merchants and city dwellers.

The Eastern Region is the homeland of the Ibo tribe. The Ibo are the best educated and the most industrious of Nigerian people. They are Christian and tend to live in small communities. These three tribes are then people without a common language, common religion, or common culture. The nation is held together merely because they were all parts of the former British Colony. Little thought was given to whether or not the tribes could live together in peace and harmony. In this way the former colonial powers are to a degree responsible for the instability of the New African nations.

"From the start the break-away territory has posed problems for the world powers." They have to decide whether or not to recognize Biafra. Britain and the United States have the most at stake economically. Both countries have heavy investments in oil explorations in the Niger River Delta region. The oil companies there had been paying royalties and taxes to the federal authorities. Now the companies are uncertain whether to pay royalties to Nigeria or Biafra. The companies have closed down production in Biafra. This, of course, threatens serious economic damage to both Nigeria and Biafra. After an economic blockade the federal government turned to military warfare.
Confrontations continue even at this moment. A year ago, January 30, 1968, Lt. Col. Ojukwu called for a cease-fire and "unconditional negotiations" to end the war. "He stressed that he would welcome outside mediation by any impartial body." Major General Gowon, Nigerian federalist, insists the war will continue until Ojukwu steps down and the secession of Biafra is abandoned."

"Should Nigeria fail to be reunited under one government, feuding tribes in other African lands may also decide to secede from their countries. For example, Sudan, a half-Christian half-Moslem nation might be split in two. Or Kenya, which is part Kikuyu and part Masai might rip apart. The list could go on. This is a serious problem which should not be overlooked. Nigeria, once Africa's showcase is a case."

What is the hope for that nation and what is the hope of the starving people cut off from military and food supplies? Answers to these questions have profound consequences for all African nations.

"With every passing hour, Biafra becomes more and more of a death trap."

While the federal government has been supplied with arms by the British, the Russians, and the Egyptians, the Biafrans are not so lucky. They are short of arms, but not short of spirit and hope under the most horrendous circumstances.

The fate of Biafra and Nigeria is not known, but the fate of the children of Biafra is known—death awaits them all by starvation or the blow of a bullet. While politicians talk, children die. While philosophers speculate, children die. Why?

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South Africa is made up of four provinces, the Cape of Good Hope, the Orange Free State, the Transvaal, and Natal. They came together to form the Union of South Africa in 1910.

South Africa is a big, fabulously rich country at the southern tip of the continent. It is a high plateau region. "A visitor to Cape Town would certainly be impressed by the natural beauties of the Peninsula. The visitor would be equally impressed by the diversity of the city's people. They are of many races and colors." There are four major racial groups: Bantus, native blacks, Cape Colored, or mixed racial stock, bronze Indians, and white Europeans.

Most of the South African coastline is rough and rocky, broken in spots by lonely sandy beaches. In many places huge cliffs drop sharply off into the sea below. The land edges are fertile, green areas which are rich agricultural lands. There are deserts, prairies and farming regions in South Africa, too.

In summary South Africa is a land of natural beauty, pleasant climate, modern cities, and vast open spaces where animals freely roam.

Underneath all of this, South Africa is a country in political turmoil ready to explode. South Africa follows a system of strict racial separation called apartheid.

"In the late 1940's and the early 1950's some European colonies in Africa began preparing for independence and forming all-black governments. The South African whites, already a minority in their own country, feared they would become an even smaller minority on the African continent. In an effort to prevent this from happening the white South African government passed law after law to keep the races separated.

Apartheid is the outgrowth of centuries of conflict between the white Afrikaners and black African tribes. Questions arise about the apartheid system. How did it come about that the races remain separated in South Africa? How has racial custom and law become so rigid and what can be done to alleviate the tensions?

A brief account of South African history will shed some light on these questions.

Bartholomew Diaz is said to have discovered the Cape around 1486. Another great navigator, Vasco da Gama, passed beyond the Cape in 1497 and discovered Natal on his voyage to India.

In 1602 the Dutch East India Company was formed to establish trade between Holland the Dutch East Indies.

The indigenous inhabitants of the Cape were not numerous. They were Hottentots and the Bushmen. The Hottentots were a pastoral people and the Bushmen a primitive, hunting people.

The Dutch established farming areas in the Cape by 1657. They were later joined by other Europeans - German and French immigrants. By 1770 there were over ten-thousand white people in the area.
Disputes arose among the white herders and the native black herders over grazing lands. The Boers felt they could only survive by keeping themselves apart from the native blacks. There could be no relationship, therefore, except that of master and servant. Only in apartheid was there any hope for the future of themselves, their children and their race. Slavery became an accepted way of life.

By 1798, the Dutch East India Company was in financial trouble and Holland was no longer a great economic power.

There were about 25,000 Europeans in the Colony at this time and a larger number of slaves.

British officials came to the Cape between 1795-1803 and again in 1806. By this time there were a great many missionaries in South Africa. The attitude of the missionaries to the Hottentots and Xosas was that they were souls to be saved and people to be educated. The European farmer's attitude was quite different. They viewed the Hottentots and Xosas as labor sources. They were not concerned with the educational or social advance of these people. Conflict of interests increased. Missionaries sent back reports to England which were hostile to the Colonists and complained about the mistreatment of the natives by the Colonists. In 1828 missionary influence brought about the passage of an ordinance which secured the civil rights of the colored people, and by 1834 the slaves of the colony were emancipated.

This brought about the Great Trek of Afrikaners to regions where they would not be under British rule and where they could continue to practice slavery. They settled in the region of the Orange Free State in 1854. By 1877, however, the British had annexed this region and the Afrikaners were outraged. In 1880, the Afrikaners rose in rebellion against the British. In 1881 the war ended without victory.

In 1886 gold was discovered in South Africa. Cecil Rhodes had already become a millionaire from the wealth of diamonds found earlier in the region.

Relations did not improve between the British and Afrikaners and in October, 1899, the Republics declared war on Britain. This is commonly called the Boer War. The British government burned farms and put women and children into concentration camps. Twenty thousand died. The war ended on May 31, 1902 with the signing of the Treaty of Vereeniging. The unification of South Africa was complete, but the British and Boers could not have been further apart.

Good will was restored to the country when the four colonies were formed into the Union of South Africa.

Nationalists tried to form and establish supremacy of the Afrikaners in the years that followed. But the movement did not gain full support and its activities were suspended during the years of W.W.I and W.W.II as South Africa joined Britain's war efforts.

The Nationalists came to power finally in 1948 with the defeat of the United Party under the leadership of General Smuts. Why did the Nationalists win? Because they promised to solve the racial problems of the Union in the traditional way by methods of separation or apartheid. Thus, they turned back the hand of history. Apartheid separated the races in schools, residential areas, occupations and professions, trains and buses, entrance and exits, libraries, and in every other possible way." The Afrikaners