

Documents and Debates
The Scramble for Africa

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The Scramble for Africa

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General Editor's Preface

This book forms part of a series entitled *Documents and Debates*, which is aimed primarily at sixth formers. The earlier volumes in the series each covered approximately one century of history, using material both from original documents and from modern historians. The more recent volumes, however, are designed in response to the changing trends in history examinations at 18 plus, most of which now demand the study of documentary sources and the testing of historical skills. Each volume therefore concentrates on a particular topic within a narrower span of time. It consists of eight sections, each dealing with a major theme in depth, illustrated by extracts drawn from primary sources. The series intends partly to provide experience for those pupils who are required to answer questions on documentary material at A-level, and partly to provide pupils of all abilities with a digestible and interesting collection of source material, which will extend the normal textbook approach.

This book is designed essentially for the pupil's own personal use. The author's introduction will put the period as a whole into perspective, highlighting the central issues, main controversies, available source material and recent developments. Although it is clearly not our intention to replace the traditional textbook, each section will carry its own brief introduction, which will set the documents into context. A wide variety of source material has been used in order to give the pupils the maximum amount of experience – letters, speeches, newspapers, memoirs, diaries, official papers, Acts of Parliament, Minute Books, accounts, local documents, family papers, etc. The questions vary in difficulty, but aim throughout to compel the pupil to think in depth by the use of unfamiliar material. Historical knowledge and understanding will be tested, as well as basic comprehension. Pupils will also be encouraged by the questions to assess the reliability of evidence, to recognise bias and emotional prejudice, to reconcile conflicting accounts and to extract the essential from the irrelevant. Some questions, *marked with an asterisk*, require knowledge outside the immediate extract and are intended for further research or discussion, based on the pupil's general knowledge of the period. Finally, we hope that students using this material will learn something of the nature of historical inquiry and the role of the historian.

John Wroughton

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