

Geography Textbooks, Pedagogy and Disciplinary Traditions

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Abstract

We consider geography textbooks in the context of discussions of canonicity, disciplinary histories and genre. Our paper, an introduction to the set that follows, presents an argument about the importance of textbooks and the shifting relationship of geography at different levels (school and university) to disciplinary history in the context of changes in the modes of publication. The papers that follow draw on material from a range of anglophone textbooks with reflections from Aotearoa/New Zealand, Britain, North America and Singapore.

Key words: canonicity, pedagogy, quantitative revolution, textbooks

Introduction

Textbooks, it has been argued, shape disciplines (Johnston 2006). They certainly reflect disciplinary mores and fashions. Consider, for example, the influence of *Geography and Gender* produced as collectively authored textbook by the Women in Geography Study Group (1984) of the Institute of British Geographers. It soon became a conduit for feminist critique in geography. A quarter of a century on, Susan Hanson (2008, 93) observed how: As I re-read the book recently, I was struck by how the core message – pay attention to gender if you really want to understand geographic processes – still resonates. Yet in 1984, when *Geography and Gender* first appeared, this message was revolutionary! The disciplinary norm was to ignore gender with abandon. Undoubtedly, this key text played a key role in creating some of the changes we have seen in geography over the past 20 years, *This is the pre-peer reviewed version of the following article: SIDAWAY, J. D., AND HALL, TIM. GEOGRAPHY TEXTBOOKS, PEDAGOGY AND DISCIPLINARY TRADITIONS. AREA. doi:10.1111/area.12397 – which has been published in final form at <https://doi.org/10.1111/area.12397>. This article may be used for non-commercial purposes in accordance with Wiley Terms and Conditions for Self-Archiving.*

e.g., the increased presence of women in academic geography, the recognition that gender thoroughly infuses geographic processes, and the now-rather-large and rapidly growing body of literature in feminist geography.

Cause and effect in disciplinary change is likely more complex than Hanson allows, yet her views on *Geography and Gender* remind us that despite textbooks importance to the discipline, discussions about their production and consumption are too often either relegated to footnotes in disciplinary histories or considered only when course descriptions are prepared for students. An invitation to debate textbooks that followed an exchange of views of editors and publishers in the *Journal of Geography in Higher Education* more than two decades ago (Davey et al. 1995) elicited few immediate responses and has accumulated only limited citations since. Likewise Don Mitchell and Neil Smith's (1991) claim that introductory textbooks reified states, failing to account for their historical contingency, and thus offered succour to a renewal of western imperial war-making seems has not led to much discussion, despite such war-making becoming banal.

Continuing technological and political/socio-economic shifts as well as discussions on disciplinary pasts and futures mean that the publication and utilization of textbooks in geography merits fresh reflection. This set of papers brings together a range of textbook authors and editors, mindful of shifting mores and modes in publishing and higher education. We open with reflections on the place of textbooks in disciplinary history, offered as an entrée to the papers that follow and an invitation to further work. What follows is usefully read in tandem with prior discussions of geography, pedagogy and politics (Castree et al. 2008), the future of research monographs in geography (Ward et al, 2006), the influence of textbooks (Hubbard and Kitchen 2007; Johnston 2006), teaching the history of geography (Keighren et al. 2017) the geographical canon (see the theme issue of the *Journal of*

Historical Geography Volume 49, 2015 and the forum in *Dialogues in Human Geography*
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Volume 2, number 3, 2012), the 'space-economy of [textual] production, marketing and translation' (Barnett and Low 1996, 13) and linkages between geography in schools and universities (Stannard 2003; Winter 2009). This introduction focuses on these linkages along with issues of genre and canonicity. Our main focus in this introduction is on the UK case. Elsewhere, the story would be different, as some of the papers that follow, from Aotearoa/New Zealand (Murray and Overton 2014), Singapore (Ramdas, Ho and Woon, 2017) and the USA (Sparke 2017 ; Warf, 2017), testify.

On genres and categories

The question of what constitutes a research monograph or collection vis-à-vis a textbook and their relative status raises questions about genres, associated with style, audience and content. At first sight, it might seem easy to define a textbook, by virtue of it being directed primarily at students' education and/or to support teaching, including a subgenre of textbooks on methods and techniques. Many textbooks position also themselves vis-à-vis earlier ones. For example, a new one on *Economic Geography* (Barnes and Christophers 2018) carefully considers its relation to other recent textbooks in that field, but also to George Chisholm's pioneering (1899) *Handbook of Commercial Geography*:

The Handbook became the Anglo-American starting point for a brand new subject.

For anyone who doubted the new discipline one could literally show its substance by pointing to Chisholm's book (it was over 500 pages long and weighed over a kilogram). Economic geography was no longer a weightless idea, or intellectual distinction, but in the form of Chisholm's volume it was something tangible that could be held in the hand. (Barnes and Christophers 2018, 54)

Customarily, however textbooks declare themselves as written for a student audience. The opening Acknowledgements to another textbook book (*An Introduction to Human Geography*, that we were both involved in editing) declared that:

As with all the past editions, the most important motivation, of course, is our hope ***This is the pre-peer reviewed version of the following article: SIDAWAY, J. D., AND HALL, TIM. GEOGRAPHY TEXTBOOKS, PEDAGOGY AND DISCIPLINARY TRADITIONS. AREA. doi:10.1111/area.12397 – which has been published in final form at <https://doi.org/10.1111/area.12397>. This article may be used for non-commercial purposes in accordance with Wiley Terms and Conditions for Self-Archiving.***

that the ideas, perspectives and challenges discussed in this book will encourage readers to connect with human geography; after all, the vitality of the discipline depends on students being enthused and critically, as well as creatively, engaging with human geography within and beyond the classroom. (Daniels et al. 2016, xii)

There is no doubt that *An Introduction to Human Geography* is a textbook. In common with other disciplines, 'the style of the physical and intellectual format' (Platt, 2008, 153) of such textbooks has been increasingly fixed (led by the US mass market and publishers) since the 1970s, whereby glossiness, comprehensiveness and pedagogic features such as boxes, boldface and glossaries are crafted by 'a team of author(s), editors, writers, and designers' (Fullerton 1988, 354). The logics of profit and innovation in design encourage publishers to commission new editions of major introductory texts and such may appear frequently. In this context:

The constant cycle of revision encourages isomorphism: if one book offers a new feature [or themes] that attracts adoptions, its competitors are quick to follow suit. (Best and Schweingruber 2013, 98-99)

The subgenre of school textbooks in geography also yields numerous editions. The importance of these to wider notions of what the study of geography means that, at least in the UK case, where geography has long been part of school curricula:

the geography texts that best illustrate the geographical canon are school geography books. One only has to leaf through a random selection of the more than 4000 school geography textbooks held at the University College London's Institute of Education's geography archive to see very clearly the 'geography' recognizable to the general public (Norcup 2015, 63).

Geography features in more elementary books for children too. On a recent visit to the children's section of a public library in a provincial English town, one of us noticed that amongst the shelf headings were 'Countries, Nature, and Geography'. Amongst the latter,

there were mostly books on planetary science, climate and geology and minerals. What we ***This is the pre-peer reviewed version of the following article: SIDAWAY, J. D., AND HALL, TIM. GEOGRAPHY TEXTBOOKS, PEDAGOGY AND DISCIPLINARY TRADITIONS. AREA. doi:10.1111/area.12397 – which has been published in final form at <https://doi.org/10.1111/area.12397>. This article may be used for non-commercial purposes in accordance with Wiley Terms and Conditions for Self-Archiving.***

would recognize as reflecting human geography was under the 'Countries' heading. In the UK, the Geographical Association's website sells primary and pre-school books along with maps, atlases and globes and instructor's manuals (<http://www.geography.org.uk/shop/>). However, in so far as geography textbooks for children and young people have become the subject of scholarship, this has mostly focused on themes of empire, citizenship and identity as framed by upper-level school and college texts and/or spatial cognition and geographical understanding (Catling and Lee 2017) rather than the representations in younger children's geography textbooks.

We return to the theme of school textbooks below. Yet what of other edited collections published for example half a century ago when a quantitative revolution was declared in geography? What qualifies as a textbook? Consider *Models in Geography* (Chorley and Haggett 1967), key to the dissemination of geography's quantitative revolution. It was accompanied by a shorter paperback collection on *Frontiers in Geographical Teaching*, (Chorley and Haggett 1965) targeted at school, sixth form (ages 16-18) and university teachers. Arguably it belongs to a further subgenre of manuals and textbooks for instructors. Another case, in the domain of physical geography, is evident in the 1954 paperback reprint of a set of *Geographical Essays* that William Morris Davis (1954) first compiled from his published works in journals in 1909; that, in the 1950s, reached a new generation of academics and teachers and thence their students. What made the collections compiled by Chorley and Haggett particularly influential was the diffusion of the approaches they championed into both school and university curricula, so becoming a reference point against which subsequent disciplinary shifts defined themselves. Thomas Kuhn's (1962) claim that the history of science could be understood as paradigmatic shifts offered a frame through which changing approaches could be advocated (Stoddart 1981). A call to shift paradigms became a manifesto. As Marcum (2015, 176-177) notes:

Although the paradigm concept was not original with Kuhn - philosophers Georg
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Lichtenberg, Wittgenstein, and Toulmin used it earlier - Kuhn certainly made it popular...Indeed, Kuhn's concept eventually exploded in the literature, especially among members of various disciplines searching for epistemic legitimacy to justify their discipline as scientific or at least comparable to science.

Chorley and Haggett (1967) argued that modelling represented a new paradigm in and for geography. Similar terminology of paradigm shifts was invoked as humanistic and then radical approaches developed in subsequent decades. Amongst the reactions to the quantitative revolution and alternatives was a two-volume collection entitled *New Models in Geography*. In her Foreword, Doreen Massey (1989, ix) argued that 'It seems such a long time ago, another age - yet it is a mere twenty-odd years since the original *Models in Geography* was published.' In their subsequent Introduction, Peet and Thrift (1989, xiii) noted how:

The publication of *Models in Geography* (Chorley and Haggett 1967) presaged a sea change in the practice of Anglo-American geography. Since that date, the practice of geography has changed again. A set of new models - based upon a political-economy perspective - now peppers the geographic landscape. This book provides a summary of the nature of these models, their spirit, and purpose.

It had appeared at a moment when publishers were hungry for edited collections that could be marketed as advanced-level texts. These have proliferated since. There has been an explosion of companions, handbooks, readers, dictionaries and encyclopaedias (see Demeritt 2008), frequently with high prices (purchased by university libraries with online access) substituting for high sales numbers. At the same time, the quantity, range, accessibility and quality (see Sidaway 2016) of scholarly journals have broadened, including one (*Geography Compass*): 'providing a unique reference tool for students, researchers and non-specialist scholars who are researching essays, preparing lectures, writing a research proposal or keeping up with new developments in a specific area of interest' (Bradshaw and Kupfer 2011, 799). These trends embody a complex publishing landscape in which genre is ***This is the pre-peer reviewed version of the following article: SIDAWAY, J. D., AND HALL, TIM. GEOGRAPHY TEXTBOOKS, PEDAGOGY AND DISCIPLINARY TRADITIONS. AREA. doi:10.1111/area.12397 – which has been published in final form at <https://doi.org/10.1111/area.12397>. This article may be used for non-commercial purposes in accordance with Wiley Terms and Conditions for Self-Archiving.***

not always readily determined.

What is canonical in geography textbooks?

Debates about the degree and boundaries of disciplinary canonicity in geography point to contestation and periodic reworking (Keighren et al. 2013; Mayhew 2015). Arguably, geography is weakly canonized, especially when compared to sociology in which students are expected to read Durkheim, Marx and Weber in the original. Relatively few geography students will read foundational figures, though they may sometimes be *briefly* introduced to their names¹ and concepts. For example, a figure such as Ellen Churchill Semple (1863-1932) whose *Influences of Geographical Environment* (Semple 1911) sold thousands of copies a century ago is now mainly of antiquarian interest (Keighren 2010), disdained for its geographical determinism. In the UK, where students taking geography degrees will have studied it at school, none of the key books and few of the authors that feature in Ploszajska's (1999) account of *Geographical Education, empire and citizenship: geography teaching and Learning in English Schools, 1870-1844* and very few in Walford's (2001) *Geography in British Schools 1850-2000* nor any described in Maddrell's (2009) *Complex Locations: Women's Geographical Work in the UK 1850-1970* are read by students entering university today. Marsden (1988) opens his account of British geography textbooks from the 1930s to the 1960s with the sales figures of a now largely forgotten school textbook on *The Foundations of Geography* (Preece 1938) written when Dorothy Preece was a teacher at Crew County Secondary School. It sold around 100,000 copies a year. Marsden details other textbooks by school teachers that sold in their tens or hundreds of thousands well into the post-war era, but which are now scarcely part of active disciplinary memory. Likewise, a collection revisiting 26 *Key Texts in Human Geography* (Hubbard, Kitchen and Valentine, 2008) contains none from before 1953 (Hägerstrand's *Innovation Diffusion as a Spatial Process*), three from the 1960s (Bunge's *Theoretical Geography*, Haggett's *Locational Analysis in Human Geography* and Harvey's *Explanation in Geography*), three from the

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1970s, ten from the 1980s, six from the 1990s and three from the 2000s.

In these contexts, Johnston and Sidaway (2015, 58) argue that it is more useful to think of geography as structured by canonical *concepts* (place, space and environment, region, landscape and territory) and enduring *practices* (fieldwork and mapping) rather than many long-lasting texts or authors who are still being widely read long after they are deceased. Textbooks in geography therefore tend to have relatively short active lives. But these lives have consequences. And whilst there is rich work on the relations between geography, imperial pedagogy and public policy in earlier centuries (such as Cormack 1997; Godlewska 1999, Livingstone 1992; Morgan 2002; Smith 2004), further detailed scrutiny of the interactions of canon, context, curricula, genre and economies of textbook production and circulation that brings the story to the present is scarcer. Yet such contemporary critique holds the promise to contextualise discussions in progress on the relations between teaching, learning, and research.

School-University and 'truth spots'

Textbooks have been a mirror to the relationship between geography in schools and universities. Looking in the UK, Marsden (1988, 328) argued that many authors of early twentieth century school textbooks were in university departments. This was epitomized by the figure of Halford Mackinder: 'A significant number of professors and lecturers in geography departments established in the early decades of this [twentieth] century gave some priority to gaining recognition for their subject in the secondary system: hence their entry into textbook writing'. There were moments of direct interaction between university lecturers and school teachers, such as biannual vacation courses at the University of Oxford in the early years of the twentieth century. It was at one of these, in 1904, that J. F. Unstead (later a foundational figure in Geography at Birkbeck College, University of London) heard

Oxford lecturer Andrew J. Herbertson speak about natural regions (Campbell, 1987), This *This is the pre-peer reviewed version of the following article: SIDAWAY, J. D., AND HALL, TIM. GEOGRAPHY TEXTBOOKS, PEDAGOGY AND DISCIPLINARY TRADITIONS. AREA. doi:10.1111/area.12397 – which has been published in final form at <https://doi.org/10.1111/area.12397>. This article may be used for non-commercial purposes in accordance with Wiley Terms and Conditions for Self-Archiving.*

inspired the nested-scale approach to regional and world geography that would inform curricula and many textbooks between the 1930s and the 1960s (Unstead 1933). Textbook writers in university geography departments were soon joined by 'geography specialists in the education departments of universities and colleges' (Marsden 1998, 329). These included James Fairgreive, who influenced by Mackinder's classes at the LSE and later working with him, moved from school teaching to a post at London University's Institute of Education, from where he wrote an influential textbook on *Geography in Schools* (Fairgreive 1926) that would be used in teacher training for decades afterwards (see Kent, 1997). Increasingly though; 'As more and more teachers trained, increasing numbers turned to textbook writing, and became the dominant group' (Marsden 1998, 329) and 'there was a drift of academic geographers away from textbook writing following the formation of the Institute of British Geographers in the 1930s' (op cit, 330). Nonetheless, significant sites of connection remained and into the 1960s many textbooks bridged upper level school and introductory university courses. When he published a 168 page account of *Regional Geography: theory and practice* with Hutchinson University Library, Roger Minshull (1967) was Head of the Geography Department at Levenshulme Grammar School, Manchester. But this was the end of an era. Arguably the move in the universities away from the kind of regional geography that Minshull (1967) had examined saw the emergence of greater distinction between school and university curricula and the approaches in textbooks. Especially in the UK, geography, as taught in schools (on the writing of contemporary textbooks for, see Lee and Catling 2015) and practised in universities further diverged since (Hill and Jones 2010; Stannard 2003; Tate and Swords 2013). The geography textbook that was most widely adopted for British A-level courses in the 1990s had to be quickly transcended once students arrived at university (Bryson 1997). The much reduced circulation of texts today across the divide is both symptom and cause of the separation between these geographical worlds.

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Some important points of contact remained, well into the 1980s, in particular around development studies and anti-racist agendas in British geography education, although the relative absence of books (much of this material was in newsletters and magazines, which were seldom archived) means that this history can only be recovered through what Joanne Norcup (2015, 61) calls a “counter-canon’ of grey publishing literature to which geographers, educators, and geography educators have contributed.’. Earlier, in the conjuncture of the quantitative revolution, in July 1963 (and annually for some years after), the “Madingley lectures” took place near Cambridge, enabling school and sixth form teachers and university academics to discuss new disciplinary frameworks and approaches (Haggett 2015). This culminated in *Frontiers and Models*. Cambridge (and nearby Madingley²) emerged as what Barnes and Abrahamsson (2017) - drawing on Thomas F Gieryn’s (1999; 2002; 2006) cultural cartographies of science - call a ‘truth spot’, where ideas come together and are codified and from where they enter diverse networks of influence. Whilst curricula are a key means through which such truths are disseminated (in which fields of power and contests figure), individual agency and structures/economies of publishing form also part of the complex networks of interaction that produce geographical truth. Textbooks circulate in these networks, themselves as *mobile* renditions of truth (Barnes 2002), though we don’t know very much about how they are used and what impact they have as they encounter student audiences. ‘Befuddled’ at first when he picked it up the textbook as an undergraduate, Hayden Lorimer (2005, 741) describes different encounters with *Maps of Meaning: an introduction to cultural geography* (Jackson 1989), whereby he was then ‘edified’ by it as a graduate student, but only when he was a junior faculty member preparing his own teaching had Dr Lorimer ‘finally appreciated the text as the author had originally intended it: a full and programmatic statement on what cultural geography had once been, and should aim to be.’ Lorimer’s candid account of his undergraduate ‘false starts’ with this key textbook is thought-provoking. But relatively few have taken up Chris Philo’s (1998, 344) call to pay more attention to how; ‘student ‘geographers’...receive, respond to, reformulate

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and perhaps reject the knowledges presented to them in lectures, textbooks and journals.’

These encounters may yield unpredictable results. Our own grapples with textbooks exemplify this. Although a few years apart, we both attended the same (16-18, pre-university) sixth form college (King Edward VI College, Stourbridge) in the English Midlands in the 1980s. Drawing on his school background in sciences and maths and learning that the A-level class in environmental science would not run in the year he enrolled, James was attracted to geography there by a curriculum still informed by the quantitative revolution³. Subsequently, as he entered higher education, understanding radical *reactions* to and contextualizing the quantitative revolution began to fascinate him. For Tim, geography was initially an afterthought at sixth form college, selected because he did not want to study a hard science and was hopeless at languages. That it subsequently became his primary interest and his choice of university degree was in part due to the influence of two textbooks (as well as two excellent teachers, Mrs Sweet and Mrs Cobourne, who also taught James). Struggling to understand plate tectonics in his first year, a fortuitous Saturday afternoon encounter in a Birmingham bookshop with Don and Maureen Tarling’s (1972) *Continental Drift: A Study of the Earth’s Moving Surface* provided a wider contextual understanding of earth processes than could be achieved in the classroom (a reflection entirely of his own failings here). Don Tarling was then a geophysicist based in the School of Physics at the University of Newcastle in northern England. His co-author Maureen Tarling, described in the book’s blurb as a non-scientist, revised the first draft of *Continental Drift* to ensure its accessibility to non-specialist audiences. Later that year Tim won the College Association Prize for Economics and Geography for which he was awarded a copy of Knowles and Waring’s (1983) *Economic and Social Geography Made Simple*.

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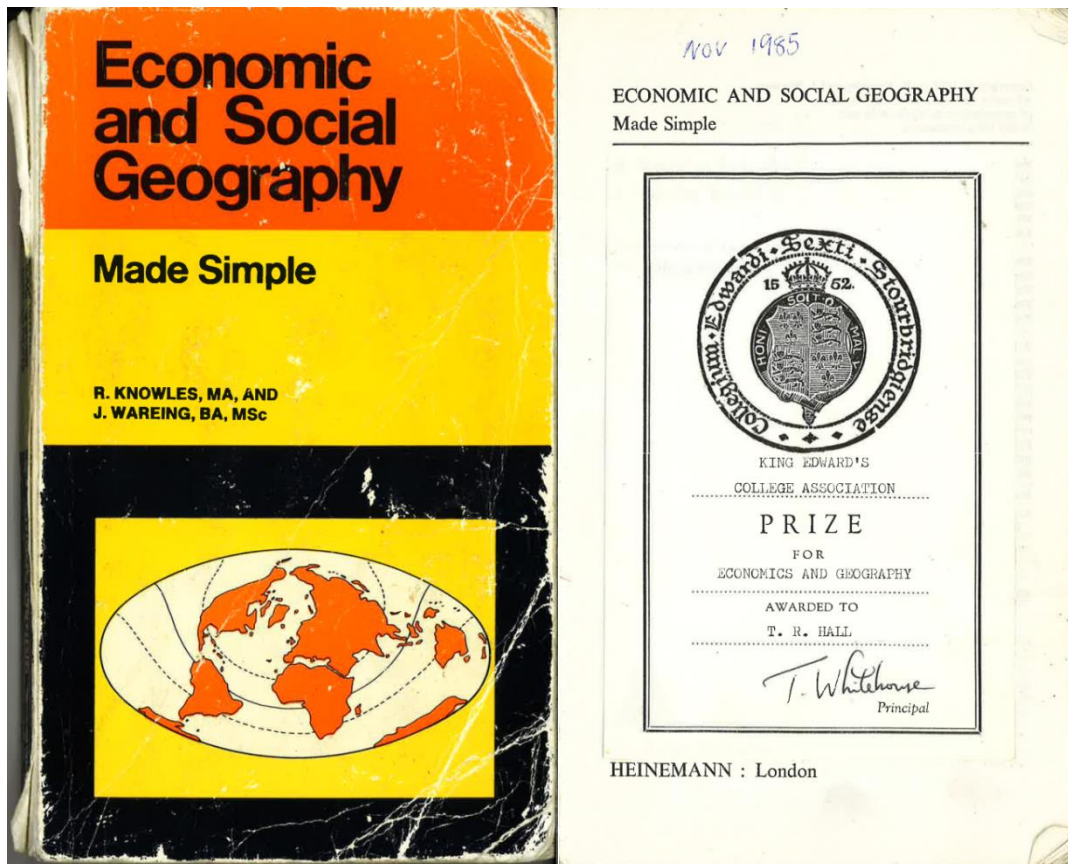


Figure 1: Tim's copy of *Economic and Social Geography Made Simple*

Tim's copy of *Continental Drift* is long lost but *Economic and Social Geography Made Simple* is at his office in Winchester, dog-eared, its pages heavily annotated (figure 1). James too has a copy of one of the textbooks of his teenage exposure to spatial science, described in its preface as a book that 'aims to introduce A level students and first year undergraduates to the ways in which the professional geographer thinks' (Tidsell 1976, i). This is produced as an historical artefact to pass around geographic thought classes in Singapore, in the way that other faculty require students to scrutinize data, maps, specimens or screens. For us both, geography beyond the sixth form was radical and interdisciplinary: other textbooks would subsequently become more influential for us. We are far from alone, however, in attachments to old textbooks, witness the section on 'Textbooks that moved generations'

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that appears in *Progress in Human Geography* and Warf (2017) here, who 'still retain[s] the best textbooks from my undergraduate days in my office'.

Textbooks endure and continue to sell in paper and electronic forms, notwithstanding the role of internet learning (including massive open online courses; MOOCs) and rising prices (Bromwich 2014; Moules 2016). New networks of influence are being woven. The authors of the papers that follow draw on their experience as authors and editors of textbooks in physical (Inkpen and Wilson 2013) and human geography (Murray and Overton 2014; Sparke 2013; Stutz and Warf 2011) and one that explores both along with disciplinary histories and philosophies (Couper 2015). The papers reflect upon the geography textbook within the contexts of the evolution of disciplinary thought and practice in recent decades, the economies, institutions and technologies of publishing, the governance of higher education and its cultural-economies of research and publication and their own careers.

With papers from Aotearoa/New Zealand, Singapore, the UK and USA, the set reflects on a range of contexts. Pauline Couper (2017) asks why textbook authorship is less visible than some other forms of writing, in the context of the symbolic economy and audit regimes in which British universities are situated. Rob Inkpen (2017) focuses on the relational economy of human and physical geography in British universities in the context of his experience writing editions of the textbook *Science, Philosophy and Physical Geography* and its reception. Ramdas, Ho and Woon (2017) describe how the textbook they edited on *Changing Landscapes of Singapore* relates to the relationship between the state and the National University of Singapore amidst sometimes contradictory expectations about faculty and the university's international research visibility and their national educational roles. Nation-building for a Singaporean postcolony only just into its first half century yields dilemmas in terms of what/whom disciplinary geography and geographers serves there. The

United States is the better part of two centuries older. Barney Warf (2017) takes aim at the ***This is the pre-peer reviewed version of the following article: SIDAWAY, J. D., AND HALL, TIM. GEOGRAPHY TEXTBOOKS, PEDAGOGY AND DISCIPLINARY TRADITIONS. AREA. doi:10.1111/area.12397 – which has been published in final form at <https://doi.org/10.1111/area.12397>. This article may be used for non-commercial purposes in accordance with Wiley Terms and Conditions for Self-Archiving.***

paradoxes of geographical ignorance there, in an account of what led him to write *Human Geography: A Serious Introduction* and to co-author six editions of *The World Economy: Resources, Location, Trade and Development*. The travails of American empire and the deepening corporatization of its universities provide the backdrop to Matt Sparke's (2017) description of how his textbook, *Introducing Globalization: Ties, Tensions and Uneven Integration* has been received. Similar themes of American hegemony and globali(s/z)ation as seen and taught from the southern Pacific is the focus of Warwick Murray and John Overton's (2017) paper on how their textbook on *Geographies of Globalization* must 'negotiate the very system it aims to critique'. We expect that many readers of *Area* will have their own experiences of similar contradictions and recognise that textbooks embody them. There is much scope for scholarship on the publishing and use of textbooks over time, in different geographical contexts, about works that crossed (by authorship or intent) the boundary between schools and universities and on the political economy of publishing and pedagogical design. The examination of textbooks as exemplars and agents of disciplinary trajectories takes us to heart of unresolved questions and contests about what a university, academia and disciplines are for.

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Department of Geography at NUS, Trevor Barnes, Ron Johnston, Michiel van Meeteren and Josef Tan also offered many helpful suggestions. Shaun Lin kindly read the entire set of papers and offered helpful suggestions.

Although we did not know him personally, we dedicate our paper and (with the endorsement of the other contributors) the symposium as a whole to the memory of Rex Walford (1934-2011) who was tragically killed in a boating accident on the River Thames. Describing his contribution to Geography education, an obituary noted how that he 'worked tirelessly to convince people that geography is important and fun' (Younger and Whitehead, 2011).

Notes

1. This often includes the figure of Humboldt, who, as Church (2011, 20) notes, 'was not obviously a 'geographer'' until, along with others, he became one 'only when compiled into summary academic textbooks'.
2. The significance of what coalesced at Madingley is not confined to these pedagogic impacts. Two influential journals can trace their origins to Madingley. As Haggett (1990, 205) notes: 'Madingley was also eventually to one hardback series (*Progress in Geography*, 1969-76) which split into two parallel journals (*Progress in Physical Geography* and *Progress in Human Geography*, Vol. 1-, 1977)'.
3. A renowned feminist geographer (Kim England) also offers a fascinating account of the impact on her of taking the same curriculum around the same time, describing, 'scholars whose work has literally been with me since I was in high school: Walter Christaller, August Lösch, Richard Chorley and Peter Haggett' (in Boyle et al. 2017, 50). The context in which ***This is the pre-peer reviewed version of the following article: SIDAWAY, J. D., AND HALL, TIM. GEOGRAPHY TEXTBOOKS, PEDAGOGY AND DISCIPLINARY TRADITIONS. AREA. doi:10.1111/area.12397 – which has been published in final form at <https://doi.org/10.1111/area.12397>. This article may be used for non-commercial purposes in accordance with Wiley Terms and Conditions for Self-Archiving.***

this curriculum was developed and taught in schools and sixth forms in the Midlands and North of England during the 1970s and into the 1980s is described in Ron Johnston's (2016) obituary of Stan Gregory (1926-2016). Rex Walford's (1989, 309) account of 'the Madingley effect', focused on the interactions that began there, subsequent reactions, the resulting textbooks and their impacts is also instructive.

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