

INTRODUCTION

This series of studies has been written with the aim of supporting classroom teaching in geography at G.C.E. Advanced Level, particularly for the new syllabuses e.g. University of London and the Associated Examining Board. These syllabuses are organised around specific ideas and techniques rather than the more traditional regional approach. However regional study has not been abandoned; Paper 3 of the London Board (Regional Geography) requires "the application of the principles and techniques of physical and human geography in (any) regional context" and the A.E.B. syllabus for first examination June 1982 "tests the candidate's ability to understand and to apply knowledge of the (syllabus) topics A-G to specific locations of the candidate's own choice... No specific regions/areas/towns will be named; instead, the wording of the questions will allow the candidate to use his/her own choice of case study to examine the particular concept or topic which is being discussed".

The reader may then ask why this volume has a focus on only one country, confining the potentiality for the development of a global viewpoint by the student and reducing the freedom of choice of the teacher. The answer partially rests in attempting to avoid the danger of replacing an encyclopaedic knowledge of capes and bays with an encyclopaedic knowledge of concepts allied to a world organised according to the ideas of von Thünen, Weber, Crystaller and Ravenstein. Models of spatial patterns and human behaviour become laws, if they are applied only to landscapes around the world where their predictions are proven. In such a situation students are unable to analyse everyday situations; akin to the student unable to recognise a river meander in the field if he has only been introduced to those of the lower Mississippi in the classroom. One of the great attractions of geographical methodology is its ability to give a deeper appreciation of present-day problems through its application to real-life situations. Consistent quarrying of exemplar material from one area e.g. Canada, avoids the danger of ignoring situations where a theoretical idea does not fit and also allows the student to gain a coherent view of a tract of the earth's surface.

The authors of this volume welcomed the initiative of the Canadian High Commission to facilitate, in conjunction with the Inner London Education Authority, the production of a series of case studies set in Canada, a country highly suited for study by the approach outlined above. With a physical geography and pattern of historical development more straightforward than that for other continental areas there is less danger of oversimplification. Yet the very wide range of man-environment situations allows a full exploration of geographical ideas as required by the A.E.B. 1982 syllabus and the forthcoming Schools Council 16-19 Project. In particular, readers are referred to the forthcoming paper from the Canadian High Commission, "Opportunities for Studying and Teaching Canada at 'O' and 'A' Level G.C.E. Examinations Number 5: Canadian Geography" by M.B. Hewitt.

Our choice of case studies in population geography was related to several factors. The recent addition of this aspect of geography to e.g. Joint Matriculation Board Syllabus B (1977) and the London Syllabus (1978), was an important consideration. Also it was considered that Canada's