

THE EMPORIA STATE

RESEARCH



STUDIES

THE GRADUATE PUBLICATION OF THE KANSAS STATE TEACHERS COLLEGE, EMPORIA

**Secondary School Geography
and Its Status in the
North Central Region:
1962-1963**

By

R. C. Anderson

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VOLUME XIII

DECEMBER, 1964

NUMBER 2

THE EMPORIA STATE RESEARCH STUDIES is published in September, December, March, and June of each year by the Graduate Division of the Kansas State Teachers College, 1200 Commercial St. Emporia, Kansas. Entered as second-class matter September 16, 1952, at the post office at Emporia, Kansas, under the act of August 24, 1912. Postage paid at Emporia, Kansas.

710
Am. Ed.
C. S.

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This publication is a continuation of *Studies in Education*
published by the Graduate Division from 1930 to 1945.

Papers published in this periodical are written by faculty members of the
Kansas State Teachers College of Emporia and by either undergraduate or
graduate students whose studies are conducted in residence under the
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431996

DATA PROCESSING
FEB 23 1965

"Statement required by the Act of October 1962; Section 4369, Title 39, United States Code, showing Ownership, Management and Circulation." **The Emporia State Research Studies** is published in September, December, March and June of each year. Editorial Office and Publication Office at 1200 Commercial Street, Emporia, Kansas. (66802). The **Research Studies** is edited and published by the Kansas State Teachers College, Emporia, Kansas.

A complete list of all publications of *The Emporia State Research Studies* is published in the fourth number of each volume.

SECONDARY SCHOOL GEOGRAPHY AND ITS STATUS IN THE NORTH CENTRAL REGION: 1962-1963

by R. C. Anderson*

To be truly effective, the secondary social studies program must encompass the dual aspects of spatial association and time sequence. The contemporary secondary curriculum offers repeated opportunity for students to achieve an understanding of historical, political, and civic concepts. However, a comparable opportunity to attain competency in the concepts and unique methods of geography generally is not believed to be available. On a comparative basis with other required subjects of social studies in the secondary curriculum, a recent study indicates that geography is the least frequently required offering.¹ Aside from the question of requirements and electives, geography is not even made available to the majority of students during the last four years of secondary school.²

Since the conclusion of World War II, there have been several studies and appraisals of the objectives, contributions, and status of secondary school geography. The rôle of geography as a separate subject or as a component of the social studies has been widely considered by educators vitally concerned with the entire curriculum. In addition, recurring pressures from outside the educational world have been brought upon the secondary school to increase the effectiveness of geographic education. It is possible for one to conclude that geography has been examined and encouraged more, but implemented less, than any other subject in the social studies curriculum.

EARLY DEVELOPMENT

As a subject in the education of American youth, geography has reached its present form and status through a long period of development in which educational geography has been characterized by a series of advances and retreats, experiencing conflicts between the practical and traditional in secondary education. The subject has advanced whenever attention has been concentrated on specific contemporary demands, and has regressed when subject matter no longer considered significant has been stressed. Probably geography has undergone more change in con-

* Dr. Anderson is an assistant professor of Social Sciences (Geography) at Kansas State Teachers College, Emporia. Research for this study originated at the University of Nebraska, and the writer is indebted to Professor Royce H. Knapp for his counsel in its preparation.

1. Willis D. Moreland, "State Statutes Affecting the Social Studies Curriculum," *The Social Studies*, LIII (April, 1962), 131.

2. National Council of Geography Teachers "The Status of Geography in the Secondary Schools of the United States," Special Publication No. 4 (Chicago: The National Council, 1956), p. 1 (Mimeographed).

tent and emphasis than any other subject in the social studies field. At the beginning of the present century, it enjoyed a widespread status as a physical science. After rapidly declining in this role, geography reappeared as a social science during the second decade. Prior to the evolution of physical geography in the secondary curriculum, the subject was considered not as a physical or social science, but as a descriptive study. Geography was an important component of the informal educational program of colonial America before it was included as a formal subject of instruction. Often it served a utilitarian or practical function for those interested in commercial activities, navigation, or scientific calculations concerning celestial and terrestrial phenomena. As geography entered the secondary school curriculum during the late eighteenth and early nineteenth centuries, it was extremely broad in its coverage of several isolated fields of the subject, such as ancient, sacred, and mathematical geography, and elements of history, government, commerce, and religion. Although the content material was largely determined by the nature of the specific fields under consideration, the subject was considered mainly as a descriptive study until the mid-nineteenth century.³ The practical values afforded geography during this period have remained traditional. Even though geography was introduced into the secondary curriculum prior to the subject of history, its values of citizenship and culture never attained the recognition of those values advanced for the teaching of history in secondary education.⁴

With the exception of the case of physical geography emerging as a separate subject, the general nature of the content material and methods of presentation in the several areas of the subject experienced little change prior to the Civil War. By the mid-century, there was a growing belief among many influential educators that the prevailing instructional methods, the amorphous topics included in the study of descriptive geography, and the indifferent attitude of many geographers toward the educational needs of their subject had rendered geography of little value as a secondary school subject. In previous decades, however, university influence had made a contribution to the prestige of secondary school geography. Some form of the subject had appeared in the curriculum of many preparatory schools during the late 1820's.⁵

For nearly twenty-five years after the mid-century, descriptive and locational study continued to characterize secondary school geography. However, the general emphasis now was placed upon the more unusual and spectacular aspects of earthly phenomenon. Prior to the 1870's, this phase of the subject was designated as *physical geography*.⁶ Following the Civil War, this spectacular phase obviously had modified the prevailing discontent among some educators concerning the all-inclusive nature of the subject, and physical geography was introduced into the curriculum of many high schools in the late 1860's, including

3. Agnew O. Roorbach, *The Development of the Social Studies in American Secondary Education Before 1861* (Philadelphia: Privately Printed, 1937), pp. 132-133.

4. *Ibid.*

5. Alexander Inglis, *Principles of Secondary Education* (Boston: Houghton Mifflin Company, 1918), pp. 533-534.

6. Charles Redway Dryer, "A Century of Geographic Education in the United States," *Annals, Association of American Geographers*, XIV (September, 1924), 130.

those in Boston and Philadelphia. The attention given to this form of geography reflected the widespread interest in science which had emerged during the last part of the nineteenth century.⁷

By the mid-seventies, however, physical geography had been expanded to encompass an element of natural teleology. Largely through the efforts of Arnold Guyot, the human element was introduced into the existing form of geographic study, and its consideration was based upon a deterministic thesis which expounded a mechanistic relationship between man and his natural environment.⁸ Thus, for a time, this extreme environmental concept replaced the purely descriptive base which had characterized the previous evolution of educational geography. Nevertheless, developments in the physical sciences during this period encouraged a dynamic rather than a static approach to the study of the physical environment, a changing emphasis which was reflected in secondary school geography toward the turn of the century. By the early 1890's, it was apparent that this human element was to yield to a renewed stress upon physical aspects and that high school geography was to comprise mainly an evolutionary study of the earth's physical features through an advanced form of physical geography called *physiography*.

The physiographic period, formally encouraged by the 1892 Report of the Conference on Geography,⁹ is of particular significance to any consideration of the development of educational geography, since it witnessed the rise and fall of geography as a separate subject of instruction above grade seven in the American secondary school. In the brief span of ten years, geography, as a subject of emphasis, attained a position unequalled during its previous development. By the end of the first decade of the present century, however, its status and prestige as a secondary school subject had declined to a position from which it has not emerged. Despite the fact that it was commonly accepted, the period of physiography's popularity was extremely brief. In view of its scope and emphasis, it is not surprising to learn that this form of geography underwent constant and severe criticism during the course of its development. Basic to the shortcomings of physiography was the apparent nonessential nature of its material content. Many educators, as well as some influential geographers, expressed dissatisfaction with the emphasis which this form of geography placed upon the analytical study of physical relationships. A similar official view was expressed by the National Education Association at its annual meeting in 1902:

The secondary school, as has been set forth, is too much engaged in preparing for practical life to spend more time than is absolutely necessary on the theoretical side of physiography . . . No subject has reached its highest usefulness in the secondary school until its re-

7. William Morris Davis "The Progress of Geography in the United States" *Annals, Association of American Geographers*, XIV (December, 1924), 196-197.

8. Dryer, *op. cit.*, p. 130.

9. National Education Association, *Report of the Committee of Ten on Secondary School Studies*, Conference on Geography (New York: American Book Company, 1894), pp. 204-249.

sources have been exhausted to find that organization of subject matter that will make the student face intelligently the vital problems of comfortable, honest living.¹⁰

Generally, it appears that the main criticisms of the subject involved the belief that physiography was of little significant value in contributing to the emerging objectives of secondary education since it did not stress cause and effect in human relationships. This situation, coupled with the reaction against the overemphasis upon the physical aspects of other forms of the subject, suggests the fundamental reason for the rapid decline of geography before the end of the first decade of the present century.

About 1910, another subject area which affected the status of physical geography was rapidly gaining popularity in the secondary school. Many school administrators discovered general science to be increasingly attractive as a course that could meet broad citizenship objectives. Existing physiography courses proved to be rather simple to convert by the reduction of field observation with an increase in the amount of attention given to the elements of physics and chemistry. As a result of its popularity, general science, in many instances, replaced physiography in grade nine.¹¹

Therefore, hardly had physiography been established, or perhaps renovated and re-established, before there arose an immediate demand for geography to be humanized. During the second decade of the present century, this demand met with a prompt response, and the center of attention within secondary geography shifted theoretically from an extreme physical to a social emphasis in the form of commercial or economic geography. Many educators and geographers felt that the subject should not be strictly defined as either a physical science or social science but should comprise elements of both and should emphasize the study of human responses to the natural environment. Nevertheless, as a subject which could contribute to the explanation of the human reaction to the natural environment, this "new" geography succeeded neither in checking the decline of the subject nor in substantially encouraging social geography to emerge as an independent area of study in the high school curriculum.

GEOGRAPHY AND THE SOCIAL STUDIES MOVEMENT

Although geography was officially endorsed as a secondary social study in 1916 by the Committee on Social Studies, appointed by the

10. "Physiography in the Secondary Schools," *Journal of Proceedings and Addresses*, Forty-First Annual Meeting of the National Education Association (Chicago: University of Chicago, 1902), p. 789.

For further examination of the many and varied criticisms of the physiographic movement in American secondary education see James F. Chamberlain, "Report of the Committee on Secondary School Geography," *Journal of Proceedings and Addresses*, Forty-Seventh Annual Meeting of the National Education Association (Chicago: University of Chicago Press, 1909), pp. 822-824; J. M. Coulter, "Correlation of Science Studies in Secondary Schools," *School Review*, IV (February 1896) 65; W. T. Harris, "Education in the United States," in N. S. Shaler (ed.), *The United States of America* (New York: D. Appleton-Century-Crofts Company, Incorporated, 1894), p. 1003; M. H. Paddock, "Physical Geography in Our Public Schools," *Education* XXV (November, 1904), 162.

11. R. H. Whitbeck, "Thirty Years of Geography in the United States," *The Journal of Geography*, XX (April, 1921), 125.

National Education Association,¹² it did not re-emerge as a subject of emphasis and priority in the upper secondary curriculum. Following World War II, only commercial or economic geography survived to any extent in grades nine through twelve and then, mainly, as elective subjects. Furthermore, as William Pattison has so aptly observed:

Economic geography served in the high school during the 1920's and 1930's — in the company of business law, business English, and business arithmetic but speaking generally, economic geography took a position outside the realm of recognized academic subject matter.¹³

The influential report of the Committee on Social Studies included no direct recommendations for geographic instruction in grades nine through twelve, but suggested that, as a subject of emphasis, it be limited to one semester in grade seven.¹⁴ In reference to the rapidly expanding junior high school, this committee suggested:

Geography, history, and civics are the social studies that find a proper place in the seventh, eighth, and ninth years. The geography should be closely correlated with history and civics, and should be thoroughly socialized.¹⁵

The eventual impact of these recommendations upon the status of geography in the secondary curriculum has been substantiated by the research of noted scholars in social education.¹⁶ Although the social studies achieved recognition as the curricular area through which the newly emphasized social and civic competencies were to be attained, historical study continued to hold its position of dominance in the secondary curriculum.

For some, it was difficult to comprehend the reason leading educators had failed to emphasize or even to afford recognition to geography as a high school social study during this formative era in social education. To many educators, nonetheless, it appeared that contemporary geographers were indecisive with regard to what actually constituted a suitable approach for secondary school geography and could not agree upon an organizing concept for their discipline. The fact that there was little accord among geographers concerning the nature of various proposals for educational geography had been observed previously by James F. Chamberlain when, in 1908, he concluded:

Every periodical devoted to the interests of geography as taught in secondary school reveals the fact that there is little agreement as to what constitutes a high school course in the subject. That there should be some slight difference of opinion is fortunate, but where the disagreement is so marked it is evidence that earnest individual consideration, conference, and revision are necessary.¹⁷

12. National Education Association, *The Social Studies in Secondary Education*, Report of the Committee on Social Studies of the Commission on the Reorganization of Secondary Education (Washington: Government Printing Office, 1916).

13. William Pattison, "Geography in the High School," *Annals*, Association of American Geographers, LII (September, 1962), 282.

14. National Education Association, *The Social Studies in Secondary Education*, pp. 35-36.

15. *Ibid.*, pp. 36.

16. See Rolla M. Tryon, *The Social Sciences as School Subjects*, XI, Report of the Commission on the Social Studies of the American Historical Association (New York: Charles Scribner's Sons, 1935), 211-213.

17. James F. Chamberlain, "Geography in the Secondary Schools," *Journal of Proceedings and Addresses*, Forty-Sixth Annual Meeting of the National Education Association (Chicago: University of Chicago Press, 1908), p. 985.

More than a decade later, H. W. Fairbanks reflected a similar attitude with regard to secondary teachers when he expressed the opinion that

. . . very few, if any, teachers have a clear idea of the real nature of geography. Floating around in their minds is a vague, indefinite notion of geography as a study of the earth and man; but if they were asked just what should be placed in the geography course and what should be excluded from it, no two of them, we may be sure, would be found in agreement.¹⁸

Since the beginning of the century, scholars had expounded the relative merits of physical geography, physiography, regional, human, and economic geography. Some educators considered geography as a conglomerate possessing no exclusive materials, but rather possessing only content materials which could be treated adequately as a component of other subjects. Furthermore, it has been suggested that the failure of the 1892 Conference on Geography to recommend any form of cultural geography for the upper elementary or secondary grades might have encouraged contemporary educational leaders to view human geography mainly as a primary or intermediate school subject.¹⁹

During the developmental period in social education, a divergent attitude toward the lack of emphasis placed upon geography in the secondary curriculum and its interpretive role as a social study emerged within an influential segment of the geography profession. Although a similar attitude had prevailed prior to 1916, it continued to be reflected by a professional indifference toward the problems confronting educational geography and a criticism of the social studies movement in general.²⁰

Although the Committee on Social Studies considered geography to be predominantly as a social science in its aim and content, the purpose and scope of geographic education was defined in the 1918 report of the Commission on the Reorganization of Secondary Education entitled *Cardinal Principles of Secondary Education*. According to this document, geography was to be concerned primarily with the study of mutual relationships that exist between human endeavor and elements of the environment.²¹ Specifically, this report contended:

While all subjects should contribute to good citizenship, the social studies — geography, history, civics, and economics — should have this as their dominant aim . . . Geography should show the interdependence of men while it shows their common dependence on nature.²²

Thus, geography was considered as an ecological study. Unlike physiography, social geography was not to be concerned with the origin and development of physical features. Nor was it to deal specifically with cause and effect as applied to human relationships, the content of history, and civic education. The advocates of social geography, by reducing the

18. H. W. Fairbanks, "A New Definition of Geography," *The Journal of Geography*, XVIII (May, 1919), 186.

19. Edward A. Krug, *The Secondary School Curriculum* (New York: Harper and Brothers, Publishers, 1960), p. 307.

20. See Albert Perry Brigham, "A Quarter Century of Geography." *The Journal of Geography*, XXI (January, 1922), 12-17.

21. National Education Association, *Cardinal Principles of Secondary Education*, Report of the Commission of the Reorganization of Secondary Education, Bureau of Education, Bulletin 35 (Washington: Government Printing Office, 1918), p. 7.

22. *Ibid.*, p. 14.

subject almost solely to a consideration of man's adjustment to the environment, considered it primarily as a coordinating subject including elements of both the natural and social sciences, but comprising no exclusive body of source materials. Unlike academic geography, however, the concept of areal differentiation or spatial analysis did not emerge as the unifying principle of educational geography. This consideration of geography as the study of man-land relationships provided the rationale for the inclusion of geography in the social studies program during the interbellum period. This rationale persists to the present time. As an interpretative study, geography further encouraged correlation with other social studies subjects, particularly with history. Many leading educators were of the opinion that the subject could function most effectively in determining the relationships which exist between human society and the environment as an integral study. As previously implied, geography presented within an ecological framework does not infer spatial analysis since it does not place emphasis upon areal association. In the social studies program, however, it became increasingly apparent that a geographic factor was to imply an environmental factor while human relationships continued to be presented, mainly, from historical and political viewpoints. Furthermore, early in the social studies era, it became evident that the numerous citizenship values which were to be advanced for the teaching of geography implied its interpretative role and were to be attained indirectly, in grades nine through twelve, through the study of history and the more prominent non-historical social studies.

The inter-war period had witnessed the rise of World History and Modern Problems as full-fledged courses in the high school social studies program, and there emerged a renewed interest in geography during and immediately following World War II, particularly in the area of world-affairs education. However, an analysis of several of the proposals advanced during this period indicates that many leaders in social studies favored improving the effectiveness of geography as an integral study rather than introducing it as a discrete subject.²³ Similar to the anxiety voiced during the inter-war period, some influential geographers continued to express apprehension that social geography taught as a correlating subject would be reduced to a deterministic study.²⁴ This apprehension was motivated largely by the belief that, as a relational or integral study, the primary function of geography would continue to be limited to that of providing an environmental basis for the study of other social studies subjects, particularly history. However, problems involving the introduction of the concept of spatial analysis appear to be basic to several of the more recent criticisms. Some scholars seriously doubt that this concept will be presented or applied adequately if geography continues to be considered as an environmental or interpretative study in the secondary curriculum.²⁵ Nevertheless, a review of recent statements of

23. This general view was reflected in many of the proposals contained in the yearbooks of the National Council for the Social Studies during the period 1945-1955.

24. See Clarence Sorenson, "Geography: Recent Trends and Significant Literature," *Social Education*, XIV (November, 1950), 299.

25. Typical examples are Clyde Kohn, "Spatial Dimensions of Human Activities: Significance for Geographic Education," *The Journal of Geography*, LVIII (March, 1959), 124; and Neville Scarfe, "Geography across the Curriculum," *The Journal of Geography*, LVII (March, 1959), 119-120.

aims and objectives for geography instruction indicates that it will continue to assume this rôle as a social study. Similar to the central purpose advanced for the social studies during its formative period, its main emphasis continues to be reflected in the study of human relationships. Although the concept of democratic citizenship is being extended to encompass education for world-mindedness, it is apparent that historical study, the traditional agent of citizenship education, will be paramount in the undertaking.

The Status of Secondary School Geography In the North Central Region

The interest in geographic education, which resulted from World War II, did not have an immediate effect upon the general status of geography as a discrete or required subject in the social studies curriculum of grades nine through twelve. A nation-wide survey conducted by Dorothy Meredith in 1944-45 revealed that, during the war years, there was no major change in the secondary social studies curriculum which affected the grade placement of geography and its status as a separate or required subject in grades nine through twelve.²⁶ A comparative study made by Howard R. Anderson in 1950 revealed that, between 1933-34 and 1946-47, the emphasis on instruction in United States history, world history, and civics increased markedly both in grades seven and eight and in grades nine to twelve. During this period registrations in geography decreased in grades seven and eight. In grades nine through twelve, geography experienced a registration increase of only 1.8 per cent from 2.5 to 4.3 per cent, while United States history enjoyed a total registration increase of 9 per cent from 24.8 to 33.8 per cent.²⁷ The United States Office of Education reported that geography courses attracted only 7.3 per cent of the students enrolled in grades nine through twelve during the academic year of 1948-49.²⁸

A study made by Nathan C. Brooks²⁹ on the offerings of geography in high school during the past twenty-five years and curriculum surveys conducted from 1948 to 1950 by Chester Cole and Daniel Pontius in California,³⁰ Ruby Junge in Michigan,³¹ and Rex Miller in Nebraska,³²

26. Dorothy Meredith "Secondary School Social Studies in 1945," *Social Education*, IX (December, 1945), 345-349.

27. Howard R. Anderson, *Teaching of United States History in Public High Schools*, Federal Security Agency, Office of Education, Bulletin 1949, No. 7 (Washington: Government Printing Office), pp. 5-7.

28. United States Department of Health, Education, and Welfare, Office of Education, "Offerings and Enrollments in High School Subjects," *Biennial Survey of Education in the United States 1948-50* (Washington: Government Printing Office 1951), pp. 107-108.

29. Nathan C. Brooks, "The Values of Geography as a High School Subject," (Unpublished Doctoral dissertation, The University of Oklahoma, Norman, 1956, Abstract).

30. Chester Cole and David Pontius "What about Geography?" *California Journal of Secondary Education*, XIII (November, 1948), 414-417.

31. Ruby M. Junge, "Geography in the High Schools of Michigan," *The Journal of Geography*, L (November, 1951), 329-334.

32. Rex C. Miller "High School Geography in Nebraska," *The Journal of Geography*, XLVII (January, 1948), 8-17.

underscore the decline of geography as a separate subject in grades nine through twelve of the urban secondary school. According to a study made by Emlyn Jones in 1953, only eight out of 107 systems over 100,000 required geography in grades nine through twelve. In those eight systems the geography requirement was in grade nine, which was most often included in the junior high school.³³

In 1956 the National Council of Geography Teachers conducted a very comprehensive nation-wide survey of the status of secondary school geography. This study reflected the influence of the recommendations of the 1916 Committee on Social Studies, revealing that the subject was not required or even offered to the majority of students in grades nine through twelve.³⁴

Recent trends in selected systems in California,³⁵ Illinois,³⁶ and New Jersey,³⁷ however, reflect an increasing awareness of the value and function of geography as a separate subject in the social studies curriculum of grades nine through twelve. A study conducted by Willis D. Moreland in 1960 further confirmed this growing interest for geography in grades nine and ten.³⁸

The purpose of this study is to examine the current status and trends of geography as a separate and required subject in the secondary social studies curriculum in cities of 10,000 and above in the twelve states comprising the North Central Region. The information was obtained by a questionnaire which was sent to the director of secondary curriculum and instruction in each of the 529 urban systems included in the survey. Of the 529 inquiries sent, 349, or 65.9 per cent, were returned. (Table I)

Although the data called for in the questionnaire may be assembled in different ways, it was tabulated on the basis of returns from the twelve states comprising the North Central Region. One should be reminded also that, even though many of the curriculum directors specifically noted that geography was considered as a separate subject at a particular grade level, the replies which indicated that it was included as an integral study or a component of other social studies courses were not included in the tabulations.

GEOGRAPHY OFFERED AS A SEPARATE SUBJECT IN THE SOCIAL STUDIES CURRICULUM

Geography is taught as a separate subject in the secondary social studies program by approximately seven-eighths (86.0 per cent) of the

33. Emlyn Jones, "Analysis of Social Studies Requirements," *Social Education*, XVIII (October, 1954), 257-258.

34. National Council of Geography Teachers "The Status of Geography in the Secondary Schools of the United States," (Special Publication No. 4. Chicago: The National Council, 1956), p. 1.

35. W. J. Switzer, "La Puente Surveys its Curricular Progress in Geography," *The Journal of Geography* LXI (September, 1962), 259-261.

36. Ralph A. Hladik, "Geography in Transition in the Public High Schools of Chicago," *The Journal of Geography*, LX (April, 1961), 155-165.

37. Leeanna Del Duca and Daniel Jacobson, "The Status of Geography in the Secondary Schools of New Jersey," *The Journal of Geography*, LXI (March, 1962), 104-109.

38. Willis D. Moreland, "Curriculum Trends in the Social Studies," *Social Education*, XXVI (February, 1962), 73-77.

TABLE I
GENERAL INFORMATION BY STATES

State	Number of Questionnaires		Per Cent Returned
	Distributed	Returned	
Illinois	109	49	44.9
Indiana	44	29	65.9
Iowa	24	17	70.8
Kansas	29	23	79.3
Michigan	71	50	70.4
Minnesota	36	26	72.2
Missouri	38	25	65.8
Nebraska	11	8	72.7
North Dakota	7	5	71.4
Ohio	110	80	72.7
South Dakota	8	6	75.0
Wisconsin	42	31	73.8
TOTAL	529	349	65.9

NOTE: All percentages in the tables are rounded to the nearest tenth of one per cent.

urban school systems which responded to this question. (Table II) More than ninety per cent of the systems over 10,000 in Indiana and Iowa include it as a discrete social study while in the populous states of Illinois, Michigan, Minnesota and Ohio over eighty per cent of the systems reporting teach geography as a separate social studies subject.

Although geography's role as a correlated subject was not specifically considered in this survey, it must be noted that of the forty-nine curriculum directors who reported that geography was not taught as a separate subject in the secondary social studies program, thirty-one representing approximately two-thirds of these systems replied that it was taught in correlation with other social studies subjects. Likewise, a majority of the systems which offer separate geography courses reported that geographic concepts are integrated with other social studies subjects.

In most cases, geographic principles are correlated within the general social studies program in the seventh grade, state history in grades eight or nine, and American and world history in grades ten and eleven. Fifteen educators stated that geography was treated as a separate

TABLE II

NUMBER OF SYSTEMS OFFERING GEOGRAPHY AS A SEPARATE SUBJECT IN THE SECONDARY SOCIAL STUDIES CURRICULUM

State	Yes		No	
	Number	Per Cent	Number	Per Cent
Illinois	41	83.6	8	16.3
Indiana	27	93.1	2	6.9
Iowa	16	94.1	1	5.9
Kansas	20	86.9	3	13.0
Michigan	42	84.0	8	16.0
Minnesota	23	88.5	3	12.3
Missouri	22	88.0	3	12.0
Nebraska	7	87.5	1	12.5
North Dakota	5	100.0	0	00.0
Ohio	68	85.0	12	15.0
South Dakota	4	66.7	2	33.3
Wisconsin	25	80.6	6	19.4
		Total		Per Cent
Yes	300		86.0	
No	49		14.0	
Grand Total	349		100.0	

unit within world history. This information implies a brief survey or overview as a background for the study of history. In twelve systems geography is a component of the world culture area studies which have recently been introduced in grades nine and ten. The emphasis given geography in these integrated approaches or the methodology involved, of course, cannot be generalized in this study.

GEOGRAPHY IN GRADES NINE THROUGH TWELVE

Nearly two-thirds (66.0 per cent) of the systems which offer geography in the secondary curriculum include it as a separate subject in the social studies program of grades nine through twelve. Eighty-eight systems (29.3 per cent) provide geography in grades nine through twelve only, while 110 (36.7 per cent) offer the subject at least once in either grades seven or eight and again during the last four years of secondary school. (Table III) Thus, separate instruction in geography is limited to grades seven or eight in only one-third (34.0 per cent) of the 300 systems which include the subject in the secondary social studies curriculum.

GRADE LEVEL OF GEOGRAPHY INSTRUCTION

Geography is taught as a discrete subject in the social studies program of all grades in both the junior and senior high school in these

TABLE III
 NUMBER OF SYSTEMS OFFERING GEOGRAPHY AS A SEPARATE
 SUBJECT IN GRADES SEVEN OR EIGHT AND NINE
 THROUGH TWELVE IN THE SECONDARY
 SOCIAL STUDIES CURRICULUM

State	7 or 8		9 through 12		Both 7 or 8 and 9 through 12		No. of Systems
	No.	%	No.	%	No.	%	
Illinois	10	24.4	17	41.5	14	34.1	41
Indiana	6	22.2	7	25.9	14	51.9	27
Iowa	4	25.0	3	18.7	9	56.3	16
Kansas	9	45.0	8	40.0	3	15.0	20
Michigan	15	35.7	15	35.7	12	28.6	42
Minnesota	16	69.6	1	4.3	6	26.1	23
Missouri	5	23.7	10	45.5	7	30.8	22
Nebraska	2	14.3	1	14.3	4	71.4	7
North Dakota	1	20.0	2	40.0	2	40.0	5
Ohio	26	39.7	13	19.1	28	41.2	68
South Dakota	2	75.0	1	25.0	1	25.0	4
Wisconsin	5	20.0	10	40.0	10	40.0	25
			Total		Per Cent		
			Grades 7 or 8	102	34.0		
			Grades 9 through 12	88	29.3		
			Both 7 or 8 and 9 through 12	110	36.7		
			Grand Total	300	100.0		

systems. However, 41.5 per cent of the courses offered by these systems are taught in grade seven. (Table IV) Of the 300 systems teaching geography, 181 (60.3 per cent) offer it in this grade. It is significant that near equal numbers of systems teach it in grades nine (18.3 per cent), and ten (17.7 per cent). On a comparative basis, however, the returns revealed that in no states do more systems offer geography in either grades nine or ten than in the seventh grade. With respect to the grade placement of geography, this situation tends to confirm the conclusions of most surveys conducted since the 1916 report of the Committee on Social Studies.

More systems offer the subject in the eighth grade (14.0 per cent) than in either grade eleven (2.3 per cent), which is the least common level for geography, or grade twelve (6.0 per cent). The grade level of geography instruction in grades nine through twelve demands further examination, since eighty systems (26.7 per cent) reported that they offer geography on an "either-or" basis in two or more of these grades. Thirty-eight systems (8.8 per cent) provide an opportunity for geographic study in either grades ten, eleven, or twelve, while nineteen systems offer the subject either in grade eleven or twelve. Thus, with

TABLE IV
 GRADE LEVEL IN WHICH GEOGRAPHY IS TAUGHT IN THE
 SECONDARY SOCIAL STUDIES CURRICULUM
 (300 Systems)

State	Systems Offering Geography Courses At Either Grade Level										
	7	8	9	10	11	12	9	10	11	11	9
Illinois	24	3	12	6	1	1	2	4	5	4	1
Indiana	15	5	4	3	1	2	0	0	1	7	5
Iowa	13	0	2	3	1	2	1	0	2	3	0
Kansas	12	0	4	4	0	0	0	0	0	3	1
Michigan	26	3	5	7	1	2	0	2	1	8	0
Minnesota	5	17	0	1	0	4	0	0	3	0	0
Missouri	11	4	4	3	0	1	0	2	4	2	1
Nebraska	6	0	4	1	0	0	0	0	0	1	0
North Dakota	2	1	2	2	0	2	0	0	0	0	0
Ohio	49	8	7	19	3	3	1	1	1	6	0
South Dakota	3	0	1	0	0	0	0	1	0	0	0
Wisconsin	15	1	10	4	0	1	1	0	2	4	0
TOTAL	181	42	55	53	7	18	5	10	19	38	8
Grade Level	Total		Per Cent of Total Offerings				Per Cent of Total Systems				
Grade 7	181		41.5				60.3				
Grade 8	42		9.6				14.0				
Grade 9	55		12.6				18.3				
Grade 10	53		12.2				17.7				
Grade 11	7		1.6				2.3				
Grade 12	18		4.1				6.0				
Grades 9 through 12	80		18.4				26.7				
GRAND TOTAL	436		100.0								

respect to grades nine through twelve, the percentage of systems offering geography at the specific grade level is slightly higher than indicated by Table IV, particularly for grades nine and ten.

GEOGRAPHY COURSES OFFERED IN THE SOCIAL STUDIES PROGRAM

Although a considerable variety of geography courses is taught in grades seven through twelve, the most popular offering is world geography. Some form of a world survey course accounts for slightly more than sixty-three per cent of the total responses. (Table V) It is the most frequently offered course at each level comprising approximately one half of all the geography offered in both grades seven (48.1 per cent) and twelve (44.4 per cent) and considerably more than two-thirds of the courses taught in grades eight (71.4 per cent), nine (72.7 per cent), ten (79.2 per cent), eleven (71.4 per cent), and on a flexible basis in grades nine through twelve (78.7 per cent). Considera-

tion of the wide array of additional existing courses reveals that political and United States geography (1.6 per cent) are the most common. Significantly, only one system reported a course by the title of physical geography.

TABLE V
GEOGRAPHY COURSES OFFERED IN THE SECONDARY
SOCIAL STUDIES CURRICULUM
BY GRADE LEVEL
(300 Systems)

Course Title		Course Title	
Grade Level	Per No. Cent	Grade Level	Per No. Cent
<i>Seven</i>		<i>Ten (continued)</i>	
World Geography	87 48.1	United States	2 3.8
Eastern Hemisphere	29 16.0	Political Geography	2 3.8
"Geography"	20 11.0	Global Geography	1 1.9
Western Hemisphere	15 8.3	Regional Geography	1 1.9
World and State	10 5.5	Human Geography	1 1.9
U.S. and Latin		Total	53 100.0
America	6 3.3		
United States	5 2.8	<i>Eleven</i>	
Economic Geography	5 2.8	World Geography	5 71.4
U.S. and World	2 1.1	Economic Geography	2 28.6
Advanced Geography	1 0.6	Total	7 100.0
Cultural	1 0.6		
Total	181 100.1*	<i>Twelve</i>	
<i>Eight</i>		World Geography	8 44.4
World Geography	30 71.4	Economic Geography	5 27.8
Eastern Hemisphere	4 9.5	Geography and	
"Geography"	4 9.5	World Affairs	2 11.1
Western Hemisphere	2 4.8	Comparative Geography	1 5.6
Economic Geography	2 4.8	Political Geography	1 5.6
Total	42 100.0	Human Geography	1 5.6
		Total	18 100.1*
<i>Nine</i>		<i>Nine through Twelve</i>	
World Geography	40 72.7	World Geography	63 78.8
Geography and		Economic Geography	6 7.5
World Affairs	5 9.1	Geography and	
Economic Geography	2 3.6	World Affairs	2 2.5
Political Geography	2 3.6	Global Geography	2 2.5
Physical and Political	2 3.6	Political Geography	2 2.5
Global Geography	2 3.6	Applied Geography	1 1.3
Geography of Europe	1 1.8	Regional Geography	1 1.3
Map Reading	1 1.8	Geography of Africa	1 1.3
Total	55 99.8*	Physical Geography	1 1.3
		Total	80 99.8*
<i>Ten</i>			
World Geography	42 79.2		
Economic Geography	4 7.5		

Course Title	Total No. of Courses	Per Cent of Total	Course Title	Total No. of Courses	Per Cent of Total
World Geography	275	63.1	U.S. and World	2	0.5
Eastern Hemisphere	33	7.6	Physical — Political	2	0.5
Economic Geography	27	6.2	Human Geography	2	0.5
“Geography”	24	5.5	Regional Geography	2	0.5
Western Hemisphere	17	3.9	Geography of Africa	1	0.2
World and State	10	2.3	Geography of Europe	1	0.2
Geography and			Comparative Geography	1	0.2
World Affairs	9	2.1	Applied Geography	1	0.2
Political Geography	7	1.6	Advanced Geography	1	0.2
United States	7	1.6	Physical Geography	1	0.2
U.S. and Latin			Cultural Geography	1	0.2
America	6	1.4	Map Reading	1	0.2
Global Geography	5	1.1	GRAND TOTAL	436	100.1*

* Percentage totals do not all equal 100 per cent due to rounding error.

When offered as a separate subject in the social studies curriculum, geography is taught more frequently as a two-semester course (83.5 per cent) than as a one-semester offering (16.5 per cent). This general situation exists at every level with the exception of grade twelve where nearly twice as many courses are taught for one semester only. (Table VI) Over ninety per cent of the geography offerings in the seventh grade are two-semester courses, while more than eighty per cent in grades eight, nine and ten are taught on this basis. In addition, over three-fourths (77.5 per cent) of the courses taught in either two or more grade levels during the last four years of secondary school are offered on a two-semester basis.

GEOGRAPHY OFFERED AS A REQUIRED OR AS AN ELECTIVE SUBJECT

More urban systems in the North Central States (34.3 per cent) report that they offer geography only as a required subject in the social studies program than as an elective subject (33.0 per cent). In this respect, however, it is impossible to draw any meaningful conclusions concerning its status either as a required or elective subject in the total secondary program since nearly one-third of the systems (32.7 per cent) offer it as both. (Table VII)

TABLE VI
GEOGRAPHY TAUGHT AS EITHER A ONE OR TWO SEMESTER COURSE
IN THE SECONDARY SOCIAL STUDIES CURRICULUM BY GRADE LEVEL
(300 Systems)

Grade Level	Systems Offering Geography Courses At Either Grade Level												Per Cent									
	7		8		9		10		11		12		One Semester	Two Semesters								
	1	2	1	2	1	2	1	2	1	2	1	2	9	10								
Illinois	3	25	1	2	2	10	1	5	0	1	1	0	0	2	1	3	1	4	1	3	0	1
Indiana	2	13	2	3	1	3	1	2	1	1	1	1	0	0	0	0	0	1	3	4	2	3
Iowa	2	11	0	0	0	2	2	1	1	0	1	1	0	1	0	0	1	1	1	2	0	0
Kansas	3	9	0	0	1	3	1	3	0	0	0	0	0	0	0	0	0	0	1	2	1	0
Michigan	2	24	0	3	1	4	1	6	1	0	2	0	0	0	1	1	0	1	0	8	0	0
Minnesota	1	4	0	17	0	0	1	1	0	0	3	1	0	0	0	0	0	3	0	0	0	0
Missouri	1	10	2	2	1	3	1	2	0	0	0	1	0	0	0	2	0	4	0	2	0	1
Nebraska	0	6	0	0	1	3	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0
North Dakota	0	2	0	1	0	2	0	2	0	0	0	2	0	0	0	0	0	0	0	0	0	0
Ohio	1	48	2	6	2	5	0	19	0	3	2	1	0	1	1	0	0	1	1	5	0	0
South Dakota	0	3	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Wisconsin	1	14	0	1	0	10	1	3	0	0	1	0	0	1	0	0	1	1	1	3	0	0
TOTAL	16	165	7	35	9	46	8	45	3	4	11	7	0	5	3	7	3	16	9	29	3	5
	Total												One Semester	Two Semesters								
Grade 7													165	16	8.8	91.2						
Grade 8													35	7	16.7	83.3						
Grade 9													46	9	16.4	83.6						
Grade 10													45	8	15.1	84.9						
Grade 11													4	3	42.9	57.1						
Grade 12													7	11	61.1	38.9						
Grades 9 through 12													62	18	22.5	77.5						
GRAND TOTAL													364	72	16.5	83.5						

TABLE VII
NUMBER OF SYSTEMS OFFERING GEOGRAPHY AS A
REQUIRED OR AS AN ELECTIVE SUBJECT IN THE SECONDARY
SOCIAL STUDIES CURRICULUM

State	Required	Elective	Both	Number of Systems
Illinois	11	17	13	41
Indiana	5	8	14	27
Iowa	5	3	8	16
Kansas	10	8	2	20
Michigan	13	18	11	42
Minnesota	15	3	5	23
Missouri	3	12	7	22
Nebraska	4	1	2	7
North Dakota	3	1	1	5
Ohio	23	16	29	68
South Dakota	1	1	2	4
Wisconsin	10	11	4	25
	Total	Per Cent		
Required	103	34.3		
Elective	99	33.0		
Both	98	32.7		
GRAND TOTAL	300	100.0		

GEOGRAPHY AS A REQUIRED SUBJECT IN GRADES NINE THROUGH TWELVE

Although nearly two-thirds (66.0 per cent) of the 300 urban systems which offer geography in the secondary social studies curriculum indicated that they include it as a separate social study in grades nine through twelve, the subject enjoys very little status as a requirement in these grades. A comparison of the number of systems requiring geography instruction during the last four years of secondary school with those offering it as a requirement in grades seven or eight reveals that a great disparity exists between these two levels. (Table VIII) Of the 211 systems, which include the subject in grades seven or eight, 198 (93.8 per cent) teach it as a requirement while only thirteen (6.2 per cent) offer it as an elective. Thus, nearly two-thirds (66.0 per cent) of these 300 systems include geography as a requirement in grades seven or eight. However, of the 201 systems which include geography in grades nine through twelve, only twenty-five (12.6 per cent) offer it as a requirement compared with 170 (85.8 per cent) which make it available on an elective basis. Three systems (1.6 per cent) offer geography both as an elective and as a requirement in grades nine through twelve. Therefore, geography is offered as a requirement in

TABLE VIII

NUMBER OF SYSTEMS OFFERING GEOGRAPHY AS A
REQUIRED OR ELECTIVE SUBJECT IN GRADES SEVEN OR
EIGHT AND NINE THROUGH TWELVE IN THE
SOCIAL STUDIES CURRICULUM

	7 or 8			9 through 12			Number of Systems	
	Req.	El.	Both	Req.	El.	Both		
Illinois	22	2	0	4	27	0	41	
Indiana	19	1	0	1	20	0	27	
Iowa	13	0	0	2	10	0	16	
Kansas	11	1	0	3	11	0	20	
Michigan	24	3	0	2	25	0	42	
Minnesota	22	0	0	0	7	0	23	
Missouri	10	2	0	0	15	2	22	
Nebraska	5	1	0	3	1	1	7	
North Dakota	3	0	0	2	2	0	5	
Ohio	53	1	0	0	41	0	68	
South Dakota	3	0	0	0	2	0	4	
Wisconsin	13	2	0	8	12	0	25	
					Total Number of Systems			
	7 or 8		9 through 12		7 or 8		9 through 12	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Required	198	93.8	25	12.6	198	66.0	25	8.3
Elective	13	6.2	170	85.8	13	4.3	170	56.7
Both	0	0.0	3	1.6	0	0.0	3	1.0
TOTAL	211	100.0	198	100.0	211		198	

the social studies program of grades nine through twelve by only twenty-eight (9.3 per cent) of the 300 systems which include it as a separate subject in the secondary social studies curriculum while 173 (57.7 per cent) offer geography as an elective in these grades.

REQUIRED GEOGRAPHY AT BOTH GRADE LEVELS

Geography is taught as a required subject in 212 (70.7 per cent) of the 300 systems which offer it as a separate subject in the secondary social studies curriculum. (Table IX) However, in 184 (86.8 per cent) of these 212 systems, the required study of geography is limited to either grade seven or eight. Fourteen systems, which do not require geography in grades seven or eight, require it in grades nine through twelve. Most significant, nevertheless, is the fact that only fourteen (6.6 per cent) of these 212 systems offer geography as a required subject at both grade levels; seven or eight and nine through twelve. Thus, a meager 4.7 per cent of the 300 systems which include geography in the secondary curriculum require it as a social study *both* in grades seven or eight and, again, during the last four years of secondary school. The most common

TABLE IX

NUMBER OF SYSTEMS OFFERING GEOGRAPHY EITHER AS A
REQUIRED OR AS AN ELECTIVE SUBJECT IN BOTH
GRADES SEVEN OR EIGHT AND NINE THROUGH
TWELVE IN THE SOCIAL STUDIES CURRICULUM

State	7 or 8		9 through 12		Both 7 or 8 and 9 through 12		Number of Systems	
	Req.	El.	Req.	El.	Req.	El.		
Illinois	21	2	3	27	1	0	41	
Indiana	19	1	1	20	0	0	27	
Iowa	11	0	0	10	2	0	16	
Kansas	11	1	3	8	0	0	20	
Michigan	23	3	1	25	1	0	42	
Minnesota	22	0	0	7	0	0	23	
Missouri	10	1	2	14	0	1	22	
Nebraska	2	1	1	1	3	0	7	
North Dakota	2	0	1	2	1	0	5	
Ohio	53	1	0	41	0	0	68	
South Dakota	3	0	0	2	0	0	4	
Wisconsin	7	2	2	12	6	0	25	
			Total		Per Cent		Per Cent of Total Systems	
			Req.	El.	Req.	El.	Req.	El.
Grade 7 or 8			184	12	86.8	6.5	61.3	4.0
Grades 9 through 12			14	170	6.6	92.9	4.7	56.1
Both 7 or 8 and 9 through 12			14	1	6.6	0.6	4.7	0.3
GRAND TOTAL			212	183	100.0	100.0	70.7	61.0

practice in these systems is to require a survey of world geography in grades nine or ten preceded by a hemispheric study in the seventh grade.

Although geography is taught as an elective subject in the social studies curriculum by 183 systems (61.1 per cent), only one of the 300 systems offers it as an elective at both levels, seven or eight and nine through twelve. However, ninety-five of the systems (31.7 per cent) which teach geography as a requirement in grades seven or eight offer it again as an elective in grades nine through twelve. (Table X) Although the sequence in several of these systems comprises a two-semester course with emphasis on the Eastern or Western Hemisphere in grade seven

followed by one on world geography in grade nine or ten, some duplication apparently exists in the programs of many systems since world geography is offered at both levels.

REQUIRED AND ELECTIVE OFFERINGS BY GRADE LEVEL

Examination of the geography courses offered at each grade level in the secondary curriculum by systems in the North Central States reveals that 54.6 per cent are taught on a required basis, compared to 45.4 per cent which are included as electives. (Table XI) Geography is offered as a required subject in the seventh grade by 170 (56.7 per cent) of the 300 systems. Thus, the geography included in the first year of secondary school accounts for 71.4 per cent of all the required offerings in the subject in the entire secondary social studies curriculum and 39.0 per cent of the total, both elective and required. Eleven systems (3.6 per

TABLE X
NUMBER OF SYSTEMS OFFERING GEOGRAPHY AS A
REQUIREMENT IN GRADES SEVEN OR EIGHT AND
AGAIN AS AN ELECTIVE IN GRADES
NINE THROUGH TWELVE

	Required and Elective		Required and Elective	Number of
	7 or 8	9 through 12	9 through 12	Systems
Illinois		12	0	41
Indiana		14	0	27
Iowa		8	0	16
Kansas		4	0	20
Michigan		9	0	42
Minnesota		6	0	23
Missouri		5	0	22
Nebraska		1	1	7
North Dakota		1	0	5
Ohio		29	0	68
South Dakota		2	0	4
Wisconsin		3	0	25
TOTAL		94	1	300
			Total	Per Cent
Required in 7 or 8 and elective in 9 through 12			94	31.4
Required in 7 or 8 and both elective and required in 9 through 12			1	0.3
GRAND TOTAL			95	31.7

cent) teach geography as an elective subject in the seventh grade. This situation comprises only 5.6 per cent of the total elective program in geography.

The second most popular level for required geography instruction is grade eight. Thirty-six systems (12.0 per cent) provide 15.1 per cent of the required offerings (only 3.0 per cent of the elective offerings) and 8.3 per cent of the total offerings. However, nearly one-half of the systems which require geography in the eighth grade are found in Minnesota. Approximately the same number of systems offer it as a requirement in the ninth grade (9.0 per cent) as include it as an elective subject (9.3 per cent). Fifty systems (16.7 per cent) include geography as an elective in the tenth grade compared with only three (1.0 per cent) which require it. Thus, grade ten accounts for 25.3 per cent of the total elective offerings. Geography is required in grades eleven and twelve by only one system. None of the eighty systems (26.7 per cent) which provide opportunity for geographic study on an "either-or" basis in grades nine through twelve offers it as a requirement in these grades. The geography taught on this flexible basis provides the highest percentage of the total elective offerings (40.4 per cent) and the second highest percentage of the total in the secondary social studies curriculum (18.3 per cent).

TABLE XII

NUMBER OF SYSTEMS REPORTING AN INCREASE OR
DECREASE IN GEOGRAPHY IN THE SECONDARY SOCIAL
STUDIES CURRICULUM SINCE 1950

(349 Systems)

	Systems Adding Courses								Per Cent
	7 or 8		9 to 12		7 or 8 & 9 to 12		Both Total		
	Req.	El.	Req.	El.	Req.	El.			
Illinois	5	0	0	10	0	0	4	19	38.7
Indiana	4	0	0	6	0	0	0	10	34.5
Iowa	3	0	1	4	0	0	1	9	52.9
Kansas	0	1	2	6	0	0	0	9	39.1
Michigan	3	0	0	11	0	0	0	14	28.0
Minnesota	1	0	0	7	0	0	0	8	30.6
Missouri	5	2	1	5	0	0	0	13	52.0
Nebraska	0	0	0	2	0	0	0	2	25.0
North Dakota	0	0	0	1	0	0	1	2	40.0
Ohio	2	1	0	14	0	0	4	21	26.3
South Dakota	1	0	0	2	0	0	0	3	50.0
Wisconsin	4	1	1	8	0	0	0	14	45.2

TABLE XII (Continued)

Systems Adding Courses				
	Required	Per Cent of Systems Adding Courses	Per Cent of All Systems	Per Cent of Systems Offering Geography
7 or 8	28	22.6	8.0	9.3
9 through 12	5	4.0	1.4	1.7
Both 7 or 8 and 9 through 12	0	0.0	0.0	0.0
TOTAL	33	26.6	9.4	11.0
	Elective	Per Cent of Systems Adding Courses	Per Cent of All Systems	Per Cent of Systems Offering Geography
7 or 8	5	4.0	1.4	1.7
9 through 12	76	61.3	21.8	25.3
Both 7 or 8 and 9 through 12	0	0.0	0.0	0.0
TOTAL	81	65.3	23.2	27.0
	Both Elective and Required	Per Cent of Systems Adding Courses	Per Cent of All Systems	Per Cent of Systems Offering Geography
7 or 8	0	0.0	0.0	0.0
9 through 12	0	0.0	0.0	0.0
Both 7 or 8 and 9 through 12	10	8.1	2.9	3.3
TOTAL	10	8.1	2.9	3.3

TABLE XII (Concluded)

	Systems Dropping Courses			Total	Systems Neither Adding Nor Dropping Courses	Per Cent
	7 or 8	9 through 12	Both			
Illinois	0	2	0	2	28	57.1
Indiana	0	1	0	1	18	62.1
Iowa	0	0	0	0	8	47.1
Kansas	0	2	0	2	12	52.2
Michigan	0	2	0	2	34	68.0
Minnesota	0	2	0	2	16	61.5
Missouri	2	0	0	2	10	40.0
Nebraska	2	0	0	2	4	50.0
North Dakota	0	1	0	1	2	40.0
Ohio	2	1	0	3	56	20.0
South Dakota	0	0	0	0	3	50.0
Wisconsin	1	0	0	1	16	51.2

Systems Dropping Courses			Systems Neither Adding Nor Dropping Geography	
	Number	Per Cent of All Systems	Number	Per Cent
7 or 8	7	2.0	-----	-----
9 through 12	11	3.2	-----	-----
Both 7 or 8 and 9 through 12	0	0.0	-----	-----
TOTAL	18	5.2	207	59.3

	Total	Per Cent
Systems Adding Courses	124	35.5
Systems Dropping Courses	18	5.2
Neither	207	59.3
GRAND TOTAL	349	100.0

With the exception of Minnesota, which has required a year's study of world geography in the eighth grade since 1955, none of the State Departments of Education in the North Central Region require a separate geography course in the secondary social studies curriculum. However, the responses indicate that the Departments of Education in each of these twelve states recommend that geographic concepts be included in the total secondary social studies program. Systems from each state report that consideration should be given to state geography. The most common arrangements are either to include a unit on the geography of the individual state within the study of state history or to include state geography as a component of the world geography or social studies program in grades seven or eight.

RECENT TRENDS IN SECONDARY SCHOOL GEOGRAPHY

A total of 124 secondary curriculum directors (35.5 per cent) reported that there has been an increase of separate geography courses in the social studies curriculum since 1950. (Table XII) This figure, however, represents over forty per cent (41.3 per cent) of the 300 systems which currently offer geography. Sixteen specifically stated that new courses have been added since 1960. Only eighteen educators (5.2 per cent) replied that their system had experienced a decrease in discrete geography courses during the previous twelve years. From the standpoint of separate course offerings, the geography program of 207 systems (59.3 per cent) has remained stable during this period.

STATUS OF COURSES ADDED

Eighty-one (65.3 per cent) of these systems increased geography solely on an elective basis compared to thirty-three (26.6 per cent) which added it as a required subject. Ten systems (8.1 per cent) added at least one elective and one required geography course. Of the 124 systems adding geography, only five (4.0 per cent) increased their required offerings in grades nine through twelve, while seventy-six (61.3 per cent) added elective courses in these grades. It is not surprising that of the thirty-three systems which added courses in grades seven or eight, twenty-eight increased their offerings on a required basis, and only five added geography as an elective. Two systems replaced a geography requirement with an elective in grade seven. Also of interest was the fact that two systems added a one-semester course in *both* grade seven and grade eight. The sequence, in both instances, is based on the study of the Eastern and Western Hemisphere. No systems increased geography as a requirement in both grades seven or eight and nine through twelve. Each of the ten systems which increased geography on both an elective and required basis added it as a requirement in grades seven or eight and as an elective in grades nine through twelve.

GEOGRAPHY COURSES ADDED SINCE 1950

A wide variety of course titles has been added to the secondary social studies curriculum since 1950. (Table XIII) World geography, however, accounts for 63.9 per cent of the total increase, followed by the Eastern and Western Hemisphere (13.2 per cent) and economic geography (5.5 per cent). World geography comprises nearly one-third

TABLE XIII

GEOGRAPHY COURSES ADDED TO THE SECONDARY
SOCIAL STUDIES CURRICULUM SINCE 1950
BY GRADE LEVEL

(124 Systems)

Course Title			Course Title		
Grade Level	Number	Per Cent	Grade Level	Number	Per Cent
Seven			Eleven		
World Geography	12	33.3	World Geography	4	66.7
Eastern Hemisphere	10	27.8	World Economic		
Western Hemisphere	9	25.0	Geography	2	33.3
World Economic	2	5.5	Total	<u>6</u>	<u>100.0</u>
Latin America	1	2.8			
Advanced Geography	1	2.8	Twelve		
United States	1	2.8	World Geography	3	33.3
	<u>36</u>	<u>100.0</u>	Economic Geography	2	22.2
			Geography and		
Eight			World Affairs	1	11.1
World Geography	7	63.6	Comparative Geog.	1	11.1
“Geography”	4	36.4	Political Geography	1	11.1
Total	<u>11</u>	<u>100.0</u>	Human Geography	1	11.1
			Total	<u>9</u>	<u>100.1*</u>
Nine					
World Geography	25	78.1	Nine through Twelve		
Geography and			World Geography	21	77.8
World Affairs	3	9.4	Geography and		
Global Geography	2	6.3	World Affairs	2	7.4
Physical and			World Regional		
Political Geography	1	3.1	Geography	1	3.7
Map Reading	1	3.1	World Economic		
Total	<u>32</u>	<u>100.0</u>	Geography	1	3.7
			Geography of Africa	1	3.7
Ten			Applied Geography	1	3.7
World Geography	20	86.9	Total	<u>27</u>	<u>100.0</u>
Economic Geography	1	4.4			
World Regional					
Geography	1	4.4			
United States	1	4.4			
Total	<u>23</u>	<u>100.0*</u>			

TABLE XIII (Concluded)

Course Title	Total		Course Title	Total	
	No. of Courses	Per Cent of Total		No. of Courses	Per Cent of Total
World Geography	92	63.9	Political Geography	1	0.7
Eastern Hemisphere	10	6.9	Physical-Political	1	0.7
Western Hemisphere	9	6.3	Geography of Africa	1	0.7
Economic Geography	8	5.5	Latin America	1	0.7
Geography and			Human Geography	1	0.7
World Affairs	6	4.2	Comparative		
Geography	4	2.8	Geography	1	0.7
United States			Advanced Geography	1	0.7
Geography	2	1.4	Applied Geography	1	0.7
Global Geography	2	1.4	Map Reading	1	0.7
World Regional	2	1.4	GRAND TOTAL	144	100.0*

* Percentage totals do not all equal 100 per cent due to rounding error.

of the increment in grades seven and twelve and more than two-thirds in grades nine, ten, eleven, and nine through twelve. However, approximately half of the world geography added in grade nine was present on a required basis while all of the courses in grades ten, eleven, or twelve were increased as electives. Human and political courses were added by one system each as a one-semester elective in grade twelve. United States geography was added by two systems as an elective in the tenth grade. On the basis of the above evidence, there is no major difference between the types of geography courses added to the social studies curriculum during the past decade and those previously in existence.

INCREASE BY GRADE LEVEL

An analysis of the increase in geography offerings by grade level reveals that more courses were added than systems involved. (Table XIV) This situation, of course, is explained by the fact that ten systems introduced at least one course at both levels, and two systems accounted for four additions in grades seven and eight. As previously indicated, grade seven ranked first as the most common level for introducing geography in systems over 10,000 in the North Central States. Twenty-five per cent of the courses added by the 124 systems were in the seventh grade. More courses were added in the eighth grade than in either grades eleven or twelve. It is significant that approximately as many courses were added in the ninth grade (22.2 per cent) as in grade seven. Ranked third in the percentage of increased offerings was grade ten (16.0 per cent). When counting the percentage of courses added on a flexible basis in grades nine through twelve, grade ten ranks first

TABLE XIV
 NUMBER AND PER CENT OF GEOGRAPHY COURSES ADDED
 BY GRADE LEVEL
 (124 Systems)

State	7	8	9	10	11	12	Systems Adding Courses at Either Grade				
							9	10	11	11	11
Illinois	7	2	6	4	1	1	1	0	1	0	0
Indiana	3	2	0	1	0	1	0	0	0	2	2
Iowa	4	0	3	0	0	1	0	0	2	0	0
Kansas	0	0	3	2	0	0	0	0	0	4	0
Michigan	3	0	2	5	2	1	0	0	2	1	0
Minnesota	2	2	0	0	0	4	0	0	2	0	0
Missouri	7	2	2	1	0	0	0	0	1	2	0
Nebraska	0	0	2	0	0	0	0	0	0	1	0
North Dakota	1	0	2	0	0	0	0	0	0	0	0
Ohio	5	3	4	8	3	1	0	0	1	2	0
South Dakota	1	0	1	0	0	0	0	1	0	0	0
Wisconsin	3	0	7	2	0	0	0	0	2	0	0
Grade Level	Total						Per Cent By Grade Level				
7	36						25.0				
8	11						7.6				
9	32						22.2				
10	23						16.0				
11	6						4.2				
12	9						6.3				
9 or 10	1						0.7				
10 or 11	1						0.7				
11 or 12	11						7.6				
10, 11, or 12	12						8.3				
9, 10, 11, or 12	2						1.4				
GRAND TOTAL	144						100.0				

(27.1 per cent) as the most frequent level for introducing separate geography courses in the secondary social studies curriculum.

Nearly all of the curriculum directors representing these 124 systems stated that the renewed emphasis on world affairs education since World War II had, to some extent, influenced the increased emphasis on geography education in their systems. An analysis of the factors which contributed to this increase, as suggested by these specialists, reveals that many secondary educators have realized that the oppor-

tunity for students to achieve a sufficient understanding or appreciation of the geographic principles involved in current international affairs was not being provided adequately in other social studies courses, particularly in history. Many expressed the opinion that any meaningful understanding of the contemporary international community was dependent upon the student's ability to visualize the spatial distributions of natural and cultural phenomena on the earth's surface thereby enabling him to interpret the interrelationships of these distributions and their effect upon the social and political problems confronting mankind.

Table XII reveals that eighteen systems experienced a decrease in separate geography courses during this twelve year period. The renewed emphasis upon science and foreign languages apparently resulted in the displacement of a separate geography course in grades nine through twelve in six systems. In the opinion of four curriculum directors, geography had been dropped from the social studies curriculum mainly because its chief contribution had been to provide a "dumping ground" for slower students. The lack of enrollment in geography classes, which resulted mainly from student disinterest, was offered as partial explanation by seven educators. In their opinion, much of the existing disinterest in secondary school geography may be attributed to the lack of adequately prepared teachers and to a dearth of suitable textbooks.

Elective physical geography was displaced in the social studies curriculum of grades nine through twelve in three systems. Economic and commercial geography was dropped as social studies subjects by eight systems. World geography comprised the remaining courses that were removed. However, six of these eighteen systems continue to maintain at least one geography course in the secondary social studies curriculum.

ATTITUDE OF CURRICULUM DIRECTORS TOWARD GEOGRAPHY IN GRADES NINE THROUGH TWELVE

It was the opinion of 242 (69.4 per cent) of the 349 secondary curriculum directors that geography should be included as a separate subject in the social studies curriculum of grades nine through twelve. (Table XV) More than one-fourth (28.1 per cent) of these educators believed that geography should be a required subject in these grades whereas 41.3 per cent were of the opinion that it should be included on an elective basis. Seventy-five, or 21.5 per cent, of the 349 curriculum directors felt that geography should not be a subject of emphasis in grades nine through twelve. Most of these educators expressed the opinion that geographic principles could be adequately achieved in correlation with other social studies subjects, particularly American and world history. Thirty-two, or 9.1 per cent, were either undecided on the question or declined to answer.

Many of the curriculum directors (27.3 per cent) supporting a discrete geography course in grades nine through twelve were of the opinion that it should be placed in grade nine, while 16.1 per cent definitely favored placement in grade ten. (Table XVI) Among those who favored a geography requirement, the ninth grade was suggested most frequently. However, 46.6 per cent did not specify one particular level but stated that opportunity for geographic instruction should be

TABLE XV
 OPINION OF CURRICULUM DIRECTORS TOWARD SEPARATE
 COURSES IN GEOGRAPHY IN THE SOCIAL STUDIES
 CURRICULUM OF GRADES NINE THROUGH TWELVE
 (349 Systems)

State	Yes		No	Undecided	Declined Number of	
	Req.	El.			to answer	Systems
Illinois	12	22	9	1	5	49
Indiana	9	11	6	0	3	29
Iowa	5	7	5	0	0	17
Kansas	6	11	4	0	2	23
Michigan	8	24	13	3	2	50
Minnesota	4	12	7	0	3	26
Missouri	11	7	3	4	0	25
Nebraska	3	3	1	1	0	8
North Dakota	3	2	0	0	0	5
Ohio	17	32	24	2	5	80
South Dakota	3	3	0	0	0	6
Wisconsin	17	10	3	1	0	31
		Total				Per Cent
Yes						
Required		98				28.1
Elective		144				41.3
		<u>242</u>				<u>69.4</u>
No		75				21.5
Undecided		12				3.4
Declined to answer		20				5.7
GRAND TOTAL		349				100.0

provided in grades nine through twelve. Of significance is the fact that thirty-one, or 12.8 per cent, of these educators encouraged the placement of a separate geography course either in grade eleven or twelve.

Many of these educators, however, were not hesitant in discussing what they considered to be the main problems confronting geographic education in grades nine through twelve. Foremost of these was the emphasis placed upon mathematics, science, and foreign language requirements in the preparatory curricula. Twelve of the curriculum specialists in favor of requiring geography as a social study at some level during the last four years of secondary school expressed the opinion that this condition could be achieved only if administrative flexibility and variation replaced the lock-step, five-days-a-week scheduling arrangements that continue to exist in most systems. The foremost problems, however, appear to be a lack of appreciation or understanding of the value of geography, the lack of professional preparation

on the part of most social studies teachers, and the fact that American society has not demanded that emphasis be placed upon education for international understanding.

TABLE XVI
 GRADE LEVEL IN WHICH GEOGRAPHY SHOULD BE
 TAUGHT IN THE SOCIAL STUDIES PROGRAM OF GRADES
 NINE THROUGH TWELVE BASED ON OPINIONS OF
 SECONDARY CURRICULUM DIRECTORS

Grade Level	Either Grade Level												
	9	10	11	12	9	10	11	12	9	10	11	12	Number of Directors
Number	66	37	12	12	15	13	31	30	24				242
Per Cent	27.3	16.1	5.0	5.0	6.1	5.4	12.8	12.4	9.9				100.0

GEOGRAPHY IN OTHER SECONDARY PROGRAMS

Geography has very little status in curricula other than the social studies program in grades nine through twelve of the urban secondary schools in the North Central States. Thirteen systems (3.7 per cent) include it in the business education or commercial curriculum while twelve (3.4 per cent) offer geography in their science program. (Table XVII) Thus, only twenty-five systems (7.1 per cent) teach geography in general programs, other than the social studies, during the last four years of secondary school. However, seventeen of these twenty-five systems, which include geography in the science or commercial program, offer at least one additional geography course as a part of the social studies curriculum in grades nine through twelve. Therefore, 4.9 per cent of the 349 systems responding to the questionnaire considered geography as a part of at least two general programs of study.

With reference to the strong position of physiography or physical geography in grade nine of the secondary curriculum at the beginning of the present century, it is interesting to observe that only one system in the North Central States offers physical geography in grades nine through twelve. (Table XVIII) As might be expected, economic geography continues to be the most common geography course in the commercial curriculum.

This examination of secondary school geography in urban systems in the North Central Region reveals that required geography instruction continues to be limited mainly to the first year of junior high school. Although two-thirds of the systems teaching geography include it in grades nine through twelve, less than ten per cent require it in these grades. Furthermore, geography commands little attention in programs other than in the social studies curriculum in these systems. The renewed

interest in geographic education which resulted from World War II continues to have little effect upon the status of the subject as a required offering during the last four years of secondary school.

TABLE XVII
NUMBER OF SYSTEMS INCLUDING GEOGRAPHY IN THE
BUSINESS EDUCATION AND SCIENCE PROGRAMS OF
GRADES NINE THROUGH TWELVE

State	Business Education	Science	Both	Neither	Number of Systems	In Addition to Social Studies
Illinois	2	2	0	45	49	2
Indiana	2	1	0	26	29	2
Iowa	3	0	0	14	17	3
Kansas	0	0	0	23	23	0
Michigan	1	1	0	48	50	1
Minnesota	1	0	0	25	26	1
Missouri	1	0	0	24	25	1
Nebraska	0	0	0	8	8	0
North Dakota	0	1	0	4	5	1
Ohio	2	0	0	78	80	2
South Dakota	0	3	0	3	6	2
Wisconsin	1	4	0	26	31	2
				Total	Per Cent	
	Business Education			13	3.7	
	Science			12	3.4	
	Both			0	0.0	
	Neither			324	92.9	
	GRAND TOTAL			349	100.0	
	In Addition to Social Studies			17	4.9	

TABLE XVIII
 GEOGRAPHY COURSES OFFERED IN THE BUSINESS
 EDUCATION AND SCIENCE PROGRAMS OF
 GRADES NINE THROUGH TWELVE

Grade Level	Secondary Programs		Science	Number
	Business Education	Number		
9	-----		Physical Geography	1
10	Economic Geography	4		
	Commercial Geography	2	-----	
	Business Geography	1		
11	Commercial Geography	2	-----	
	Economic Geography	1		
12	Economic Geography	2	-----	
11 or 12	Commercial Geography	1	Earth Science	2
			Physical Geography	2
			Physiography	1
10, 11, or 12	-----		Physical Geography	5
			Space Geography	1
TOTAL		13		12

Conclusions

From an examination of the geography offerings in the secondary social studies curriculum of urban systems in the North Central Region, the following conclusions seem to be valid.

1. Very few schools are currently requiring any extensive program of geography instruction in the social studies program of grades nine through twelve. It appears that many curriculum planners have not become sufficiently convinced of the value of geography as a social study capable of contributing significantly to a program of citizenship education.

2. The grade placement of required geography instruction in the secondary social studies curriculum tends to confirm the influence of the 1916 Committee on Social Studies. However, it would seem that presently geography is taught more frequently as a social study in grades nine through twelve than it was during the inter-war period since the subject currently has very little status in general curricula other than the social studies program.

3. An examination of trends in geographic education since 1950 indicates that there has been no large-scale movement to provide students with more opportunity for geographic instruction during the last four years of secondary school. It does seem, however, that there is a tendency to afford more recognition to geography as a senior high social

study. The evidence further indicates that geography will continue to be increased mainly as a two-semester elective rather than as a required offering in grades nine through twelve.

4. A discernible trend has been the reduction of physical geography in the secondary curriculum. Although the dominant offering early in the present century, it currently seems to be almost non-existent as a separate subject of instruction. This situation would seem to reflect a condemnation of the physiographic era in educational geography.

5. Educational leaders currently seem to believe that some form of world geography (that is, a survey of regions or nations of the world) is the most appropriate type of secondary school geography. Recent trends in course offerings indicate that it will continue to be the predominant offering in educational geography.

6. Although the trends in these systems will probably continue to reflect an increase rather than a decrease in separate geography offerings, it appears doubtful that the subject will emerge during the contemporary period as one of the dominant components of the high school social studies program. Furthermore, it seems apparent that the majority of students in grades nine through twelve will continue to receive most of their geography instruction as a part of other social studies courses.

* * *

There is little doubt that geographic awareness on the part of American youth is important. Most secondary educators will agree that such knowledge should comprise an important element in any program of social education. Nevertheless, since the first decade of the present century only sporadic attempts have been made to require basic geography instruction above grade seven. In the mid-1960's the major problem confronting educational geography still remains. Why, after considerable encouragement and appraisal, has not geography attained more status as a discrete and required subject in grades nine through twelve of the secondary curriculum? The solution to this basic question must precede the task of attempting to increase geography as a unified subject in the pre-collegiate social studies program.

There appear to be several interrelated forces which have contributed to the failure of geography in achieving widespread status as a separate and required social study above the first year of junior high school. It is the considered belief of the writer that the basic explanations of this situation involve the nature and rôle of geography as it has developed from a descriptive, to a physical, to a social study in secondary education.

Geography has not been widely encouraged as a separate subject, perhaps, because it has appeared to possess no identifiable or stable academic boundaries. Since the colonial period there has been a tendency among secondary educators to criticize the wide range of topics included in geographic study and to consider it as a conglomerate subject comprising no exclusive body of content material which could be presented adequately as a part of other related subjects. Historically, secondary school geography has not possessed cultural aims and values comparable with other social studies in the secondary curriculum. Largely because of its early utilitarian justification, geography has been considered and presented mainly as a practical subject rather than as a study which

could directly perpetuate an appreciation of American traditions and ideals. With such a point of view, the teaching of the subject suffered frequent changes in content.

Since the second decade of the present century, geography has been considered predominantly as a social studies subject. However, it has not been afforded recognition by leading educators as one of the principal subjects which could contribute directly to the attainment of the objectives of citizenship education consistent with democratic ideals and processes. It would seem that one of the major factors which prevented geography from receiving more encouragement as a subject of emphasis early in the social studies era was because throughout its previous development it has never placed emphasis upon the study of human relationships. During the formative period in secondary education, when the social science subjects were being selected on the basis of the direct contribution to the cultivation of social and civic efficiency, secondary school geography was being refined by eminent geographers as a physical science.

A closely related factor which possibly lessened the opportunity for geography to emerge as a subject of emphasis in the upper secondary curriculum was that geographers, as a professional group, gave little consideration to their discipline as a secondary social study during the developmental period in social education, a time when curriculum planning in the social studies was dominated by historians. This situation would tend to indicate that historians rather than professional geographers have been the more influential in determining the role of geography in the secondary curriculum. Were it not for its tradition as a subject of instruction and its contribution as a correlating subject in the study of history, geography would possibly have attained no recognition by the 1916 Committee on Social Studies in its formulation of the social studies curriculum for the American secondary school.

It is also possible that the eclectic nature of geography has influenced educational leaders to consider the subject mainly as a correlating study rather than as a subject of emphasis in the upper secondary curriculum. Throughout the social studies era the function of geography has been limited, for the most part, to providing an environmental basis for the study of history and related social studies subjects which are more directly concerned with human relationships. One of the factors which possibly encourages curriculum planners to regard geography as an eclectic subject and thus not emphasize it as a separate study is that, unlike academic geography, the concept of areal differentiation has not emerged as the unifying principle of educational geography. This situation would seem to indicate that providing for regional or spatial analysis has not been the primary function of educational geography, that geographic factors in social education have been synonymous with environmental factors, and that the selection of geographic content has been predominantly physical in nature. On the basis of these observations, it is safe to conclude that, in actuality, social or cultural geography has not emerged in social education since human relationships have had little opportunity to be presented geographically. Although it would appear to be paradoxical, the attempt at "socializing" geography has possibly solidified its role as an environmental study when presented as an

integral subject. Apparently, therefore, the approach to the study of geography as a separate subject remains similar to teleological methods of presentation which characterized geography instruction in the 1870's.

It is evident that a difference of opinion currently exists between geographers and social studies leaders concerning the role of geography as a discrete or a correlating subject. Geographers would emphasize spatial relationships while most educators continue to stress only environmental relationships, seeming to indicate that educational leaders continue to view geography mainly as a static physical subject rather than as a social study. Since the main purpose of geography in grades nine through twelve has been to provide an environmental base for historical study, it is probable that geography has been reduced to a deterministic study, thus hindering its potential development as a correlating subject. If this conclusion is valid, one may speculate further that much of the geography taught within integrated courses has been, in actuality, geographic history as opposed to the central theme of geography.

With regard to the future development of geography at the secondary level, the subject will probably not achieve its potential if social studies teachers, untrained in geography, continue to direct its future course. Perhaps the lack of trained geography teachers is not due to a lack of supply so much as to a lack of demand. An increased demand would possibly result in renewed attempts to improve teacher training in geography. In addition, it would appear that unless greater numbers of geographers express more concern about secondary school geography and take definite steps to inform society and educational leaders of its potential contribution and new viewpoints, there will be little significant change in its status or prestige in the secondary curriculum. However, the initiative being taken by many eminent geographers in the recently inaugurated High School Geography Project³⁹ is most encouraging. This program was designed primarily to improve the selection of content and methods of instruction in secondary school geography. Since the project's inception, a series of definite proposals for geography teaching have resulted in experimental programs in selected secondary systems on a nationwide basis. The project has played an equally significant role in fostering an increasing awareness of the value of geography in an effective social studies program.

The general conclusion is that geography probably will not achieve widespread status as a separate and required social study in grades nine through twelve so long as it remains an eclectic study possessing neither a unique body of content material nor an organizing or unifying concept. It would seem that geography, as an interpretative study, will not be afforded comparable opportunity with historical and political subjects to contribute directly toward the training of the adolescent as a member of social groups—the dominant theme of social education. However, there are current indications that many professional educators are seriously interested in determining whether geography can achieve its function adequately as an integral study or whether it should be reintroduced as a unified subject in the upper secondary curriculum.

39. The project was authorized in the spring of 1961 by the Joint Committee on Education of the Association of American Geographers and the National Council for Geographic Education.